

## **Teacher Strategies for Improving Students' Beginning Reading Ability**

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### **Abstract**

This research aims to describe teachers' strategies for improving the beginning reading abilities of class II students. This research was conducted at SDN 4 Sukadana, Bayan sub district, North Lombok district. The data sources in this research were all class II students at SDN 4 Sukadana with a total of 3 people and 2 teachers and the principal. This research is descriptive qualitative research with data collection techniques carried out through observation, interviews and documentation. From the research results, it is known that the strategy used by class II teachers in improving students' initial reading skills is the button-up strategy which is seen in the learning process such as reading activities before the lesson starts, writing on the blackboard then reading together, repeating over and over again. reading and writing practice, and peer tutoring. Meanwhile, factors inhibiting students' reading ability come from internal factors, namely the students themselves, and external factors, namely parents and inadequate use of infrastructure.

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## **1. INTRODUCTION**

The teacher's strategy in teaching students is one aspect of the soul's calling. Providing education to students is a form of social worship. This is a form of activity that is certain to sharpen learning activities that can obtain many values in the process. What is certain is that educational activities must have an impact so that students understand what is being taught, because this is part of self-dedication to make a self-contribution that is able to build in order to have an influence on students so that later they will be able to have a broad impact on students. the environment. Education is a form of dedicated activity which is seen as a form of focus in carrying out social action with the aim of improving the lives of the surrounding community so that good and advanced dynamics are formed (Marwoto, 2010).

Teachers are individuals who can form a comprehensive educational unit, which should receive priority attention. Educators in educational settings have a vital role in building a more specialized education system both at the formal level in schools. In this case, educators are able to determine aspects of student success, which are related to the process of learning activities. So that educators are a very potential aspect in achieving an activity in the realm of education and have competitive value with other schools (Haris Santi, 2009).

The initial reading process is a very important element so it cannot be separated from learning activities in the lower grades. Because this aspect or ability is one of the basic foundations that students must achieve in order to achieve success based on the student's abilities. Therefore, reading skills learning activities need special attention from the teacher.

The initial reading process at lower grade levels is more oriented towards students' ability to be literate (Manosari, 2020).

Generally, the process of reading spelling at the level of Latin letters empirically in learning activities in formal or non-formal schools, such as in kindergartens and elementary schools, reading in these school categories is in the beginner category, not at the expressive level in the subjects that students cannot be separated or even this makes it mandatory for students to receive this learning.

There are various ways and efforts that educators have made to provide knowledge in the context of reading as well as training that can change students' behaviour to like reading, but the ability to read at the beginning of SDN 4 Sukadana students is still less than expectations, with some students still not yet able to read at the beginning reading level.

Based on the presentation of the results of initial observations carried out by researchers at SDN 4 Sukadana class 2, there were 23 students, with 13 girls and 10 boys, of whom there were still 7 students who could not read, such as students who spelled, students who still have not been able to identify letters, words and sentences well, so the student has difficulty receiving the information available in the course book. The different reading abilities of students show that students who are able to read will find it easy to follow the learning process. On the other hand, students who cannot yet find difficulties when they follow the learning process in their class.

The results of the researcher's interviews with teachers showed that learning was less successful, as indicated by the grades achieved by students, especially in learning Indonesian, especially in terms of reading, which were less than satisfactory. There are still students at SDN 4 Sukadana who cannot read well, especially in grade 2.

According to the explanation of the background that the researcher found and stated above, several problems emerged that can be identified as follows, namely that there are still some students who do not know letters completely, there are still students who do not practice reading and writing at home, the study time given to students still not enough. Problem solving is based on the problem identification above, so this research focuses on the reading ability of grade 2 students.

## 2. METHOD

This research is a type of research, namely qualitative. Qualitative research is defined as a type of research that can provide results in the form of descriptive data or descriptions of spoken and written words, and several behaviours which of course can be observed directly. Qualitative research is a method that is widely used in natural object conditions, the researcher is the key instrument in it. Data collection techniques are carried out in combination (Sugiono, 2010).

The subjects selected for this research were 23 grade 2 students at SDN 4 Sukadana for the 2022/2023 academic year, 13 girls and 10 boys. Obtain the data sources listed in this research, namely where the subject's data sources were obtained (Arikunto, 2006). Furthermore, the data used in this research is data that can describe success and failure in research (Hariyani, 2010).

Data collection techniques aim to obtain or collect data in accordance with established standards. The data collection techniques used in this research are observation, documentation and interviews.

Validity testing by utilizing something other than data for checking purposes, so that existing data is filtered and tested for suitability to obtain valid, actual and reliable data results. In checking the validity of the data, the following triangulation is used: Source Triangulation, Technical Triangulation.

### **3. RESEARCH RESULTS AND DISCUSSION**

Teacher Strategies for Improving the Beginning Reading Ability of Grade 2 Students at SDN 4 Sukadana. Get into the habit of reading before lessons start. Reading ability is a very important aspect for students. One of the strategies used by grade 2 teachers to improve students' initial reading skills is to get students into the habit of reading before starting learning.

In implementing the teaching and learning process in the classroom, the teacher uses a bottom-up strategy which in teaching reading begins by introducing the names and shapes of letters to students, also introducing combinations of letters into syllables then into words and finally into sentences. This can be seen from the way the teacher teaches spelling on the blackboard, then reading and writing. Teachers also use habituation to get students used to reading before starting learning.

Teachers also apply a peer tutoring approach, namely asking students who are already fluent in reading to help their friends who can't yet. This is also intended by the teacher so that students who have not yet been able to become motivated by their friends and grow the child's social spirit and bring the students closer together in the class.

Learning strategies are the most important part of learning. Strategies are really needed to overcome problems in learning. Learning strategies are something that is really needed by a teacher in overcoming problems in the learning process.

The strategy of writing on the blackboard and then reading together is a teacher's strategy for improving students' initial reading skills. When students are asked to take turns reading aloud in front of the class, this can be a scary moment for students who are not confident in themselves.

When the teacher and students read together aloud, encourage all students to participate because mistakes that occur will be covered by the rest of the class. This will build students' self-confidence and provide opportunities for them to take more risks than with other types of reading settings.

Apart from that, repeat reading and writing exercises are also effective in improving students' initial reading abilities. According to Slamet, Beginning Reading and Writing are two aspects of language skills that are interrelated and inseparable.

And the last strategy used by teachers is to use peers as tutors. In Aini Nurjannah's research, using peers as tutors was considered effective in helping students who were deficient in reading.

A peer tutor is a person or several students appointed by the teacher as teacher assistants in providing guidance to classmates. With a learning system using peer tutors, it will help students who are lacking. Tutors can be accepted by students who receive remedial programs so that students do not have fear or are reluctant to ask him questions. Tutors have sufficient creativity to provide guidance, that is, they can explain lessons to friends.

There are two factors that inhibit teachers in improving students' initial reading abilities in class 2 at SDN 4 Sukadana, namely those that come from the students themselves and those from outside the students themselves. Factors within the students themselves are the students' comprehension and motivation. Intelligence as a cognitive element is considered to play a quite important role. In fact, sometimes there is an assumption that places intelligence in a role that exceeds its actual proportions.

Apart from internal factors, other inhibiting factors come from external factors, namely the environment, namely parents and school infrastructure. The environment which includes students' backgrounds and experiences influences their reading ability. Students will not encounter significant obstacles in reading if they grow and develop in a harmonious household, a home filled with love, understanding of their children and preparing them with a high sense of self-esteem.

In this case, environmental factors are motivated by the educational level and profession of the student's parents. So parents completely hand over their children's education to the school, while parents work from morning to evening assuming that their children have learned and are capable without having to be accompanied at home. However, without parents realizing it, the absence of attention and assistance at home makes it difficult for children to improve their abilities

#### 4. CONCLUSION

From the discussion in the previous chapter above regarding Teacher Strategies in Improving the Beginning Reading Skills of Class II Students at SDN 4 Sukadana for the 2022/2023 Academic Year, the following conclusions can be drawn:

The initial reading ability of grade 2 students at SDN 4 Sukadana is still low and there are several students who need guidance and assistance from teachers in reading. The strategy used in the process of improving students' reading skills is the bottom-up strategy, which in teaching reading begins with introducing the names and shapes of letters to students, also introducing combinations of letters into syllables, then into words and finally into sentences. This can be seen from teachers getting used to reading before starting lessons, writing on the board and then reading together, reading then writing, and peer tutoring.

The inhibiting factors for teachers in improving students' reading skills come from the students themselves and the environment, namely parents and suboptimal use of school facilities and infrastructure.

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