

A Case Study of Reading Comprehension Instruction of Students with Learning Difficulties in Elementary School

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Abstract—Reading instruction in the early classes no longer focuses on the ability to read early. Curriculum analysis shows that students in the second grade of elementary school are required to be able to understand the text. There is also reading skill that students must master which is reading literal comprehension. The ability of students to read is one of the important factors of academic achievement because the reading materials are presented in written text. Students with learning difficulties have difficulty in understanding the reading material as it can be seen from the students' ability to re-convey the text-based on the questions given. One of the factors that influence students' ability to read is the learning technique applied by the teacher. The teacher realizes that students have difficulties in understanding the text; in fact, the learning techniques applied by the teacher are not based on children's needs. This study aimed to describe the conditions of learning of reading literal comprehension by students with learning difficulties in elementary school. The method used in this study was qualitative using case study. The data analysis was carried out descriptively. The results of this study are the lack of knowledge and awareness of teachers about the importance of learning techniques based on student needs.

Keywords—reading comprehension instruction; students with learning difficulties.

1. INTRODUCTION

Indonesian language subject plays a role in fostering communication skills and mastery of science [1]. One of the abilities taught in this subject is reading, which is an interactive process in which the reader builds a representation of a text using an effective reading strategy [2].

Based on the analysis of Indonesian Language curriculum, the focus of reading in the second grade of elementary school is reading literal comprehension, namely reading skills that focus on understanding the facts or descriptions explicitly contained in the text [3]. Reading literal comprehension is determined by the ability of students to identify words correctly and understand the combination of words arranged in sentence form [4]. The literal comprehension reading component consists of context (the overall meaning of the text based on

existing facts), facts (core information contained in the reading), and sequence (the chronological process of events) [5].

Based on the identification that has been carried out, there were elementary second-grade students who had difficulty in reading literal comprehension. Lack of understanding of students was seen when they re-wrote the text content based on the questions' given. This condition affects the capability of students to keep pace with the learning process which also gives an impact to the learning outcomes because the learning resources used in schools tend to be presented in written text, that require students to be able to understand the text.

Students with learning difficulties need different educational treatment from their classmates, so reading instruction must be arranged in accordance with children's needs. Success in reading comprehension is influenced by several factors; the teacher, the students, the learning environment, and internal conditions of students [6]. The teacher acts as a planner, implementer, and manager, as well as an evaluator of learning activities [7]. This shows that the teacher has a role in regulating the learning environment, and in deciding the methods used to increase literal comprehension of reading ability of students with learning difficulties. Based on the role of the teacher, this study aimed to describe the implementation of learning to read literal comprehension in three elementary schools in the city of Bandung.

Research relevant to the problem in this article has been carried out by reference [8] regarding the role of teachers in Indonesian Language learning activities for third grade students with learning difficulties in the Gadingan KulonProgo elementary school. The results showed that teachers were less able to carry out their roles as informants, administrators, motivators, innovators, directors, facilitators, and evaluators in serving learning needs for students with specific learning difficulties [8]. The difference in this study with previous research lies on the number of research locations and research devoted to the implementation of a literal comprehension of reading instruction.

Elementary Reading Studies

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Elementary Reading Studies:

Elementary Reading Studies Peggy Hackney, Sarah Manno, Muriel Topaz, 1970 **Elementary Reading Studies** Muriel Topaz, Peggy Hackney, Sarah Manno, 1970 Elementary Reading Studies Muriel Topaz, Peggy Hackney, Sarah Manno, 1979

Elementary Reading Studies Sarah Manno, 1970 *Handbook of Reading Research* Michael L. Kamil, 2000 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed

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Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who s who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole

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 Seekell,1924 *Leveled Reading, Leveled Lives* Timothy Shanahan,2025-07-28 An engaging and evidence based
 examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to
 improve reading skills for all students In *Leveled Reading Leveled Lives* leading literacy expert Timothy Shanahan curates a
 lively tour of the history of reading instruction in the United States arguing that the most popular reading instruction method
 is failing students and suppressing their literacy achievement He breaks down the reasons why teachers and researchers
 alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and
 presents a compelling case for a new way forward that will bolster students reading skills Today it s not uncommon to find
 students in a fourth grade classroom reading books suitable for third second or even first graders Teachers suggest books to
 students at their deemed instructional levels but how these instructional levels are determined is suspect With a
 comprehensive critical analysis of instructional level pedagogy Shanahan exposes its shaky foundations and shows how faulty
 research findings have become so entrenched He gathers an extensive body of research studies that overwhelmingly
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