

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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