



## ANALYSIS OF THE TEACHER'S ROLE IN ADDRESSING READING DIFFICULTIES OF FIRST-GRADE STUDENTS AT PERHENTIAN LUAS ELEMENTARY SCHOOL

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### ANALISIS PERAN GURU DALAM MENGATASI KESULITAN MEMBACA SISWA KELAS I DI SALAH SATU SD DESA PERHENTIAN LUAS

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#### ABSTRACT

**Abstract:** This paper indicates the problems that were conducted by direct survey in the research field. The difficulties in reading problems are found in the first-grade students in teaching and learning activities (KBM). It is intended to describe students' reading difficulties and the teacher's role in overcoming reading difficulties for the first-grade students in one of the elementary schools in Perhentian Luas. The research method used in the research is a qualitative case study method. The location of the research was at SDN 001 Perhentian Luas. The sources of the research consisted of two teachers and eight first-grade students through observation, interviews, and documentation as data collection techniques. To test the data validity using triangulation and data analysis techniques by the Miles And Huberman model, data collection, data reduction, data presentation, and drawing conclusions were used. The research results come from there were eight first-grade elementary students who had difficulty reading. The types of difficulties experienced by students were lack of memory, difficulty in spelling, difficulty in pronouncing letters, errors in substituting letters, and less familiarity with letters. The teacher's role in overcoming reading difficulties for grade I elementary students as an educator is to remind, train, assist, and assist in directing students and guiding students in the learning process. As a motivator, teachers motivate students to make students more confident in class. As a facilitator, teachers provide interesting and effective lesson plans as well as media to attract students' attention while studying. As a demonstrator, teachers master science and knowledge first, then convey it by applying teaching and learning methods like the spelling method while learning reading. And lastly, as an evaluator, teachers provide an evaluation and follow-up learning activity for students when the activity is over.

**Keywords:** reading difficulties, teachers' role, elementary students

**Abstrak:** Artikel ini berangkat dari permasalahan yang dilakukan survei langsung lapangan. Masalah kesulitan dalam membaca dalam kegiatan belajar mengajar (KBM) ditemui pada siswa kelas I. Hal ini bertujuan untuk mendeskripsikan kesulitan membaca pada siswa dan peran guru dalam mengatasi kesulitan membaca siswa kelas I di salah satu sekolah dasar desa Perhentian Luas. Metode penelitian yang digunakan pada penelitian metode studi kasus kualitatif. Tempat penelitian dilakukan di SDN 001 Perhentian Luas. Adapun sumber penelitian dalam penelitian yaitu terdiri dari 2 orang guru serta 8 orang siswa kelas 1 dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Untuk pengujian keabsahan data menggunakan triangulasi dan teknik analisis data menggunakan model Miles And Huberman, pengumpulan data, mereduksi data, penyajian data dan penarikan kesimpulan digunakan. Hasil penelitian diperoleh yaitu ada 8 orang siswa kelas I Sekolah Dasar yang mengalami kesulitan dalam membaca. Jenis-jenis kesulitan yang dialami siswa yaitu kurangnya daya ingat, kesulitan mengeja, kesulitan melafalkan huruf, kesalahan penggantian huruf, dan kurang mengenal huruf. Peran guru dalam mengatasi kesulitan membaca siswa kelas I Sekolah Dasar adalah sebagai pendidik dengan cara mengingatkan kembali, melatih, membantu maupun menolong dalam mengarahkan siswa dan membimbing siswa dalam proses pembelajaran. Sebagai motivator, guru memberikan motivasi kepada siswa untuk membuat siswa lebih percaya diri saat di kelas. Sebagai fasilitator, guru menyediakan RPP dan media pembelajaran yang menarik dan efektif untuk menarik perhatian siswa saat belajar. Sebagai demonstrator, guru menguasai ilmu pengetahuan terlebih dahulu lalu menyampaikan dengan menggunakan metode pembelajaran seperti metode eja saat belajar membaca. Dan terakhir sebagai evaluator, guru memberikan

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evaluasi dan tindak lanjut terhadap siswa saat usai pembelajaran.

**Kata Kunci:** kesulitan membaca, peran guru, siswa sekolah dasar

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#### **INTRODUCTION**

Education is a conscious and planned effort carried out by teachers and students to foster as well as develop self-potential to realize the ideals and goals coveted. According to Sulistiono (2021) "Education is a primary key to nation development.

Through education everyone can gain knowledge and knowledge to improve the quality of himself. The ability to read is a language skill that must be owned by every student because reading can function as an intermediary for students who have the desire to progress and succeed both in the family, school and community environment. Meanwhile, according to Wulanjani & Anggraeni (2019) "Reading is one of the crucial things in all learning processes. Reading various sciences can lead us to success."

The ability to read is a language skill that must be possessed by every student because reading can function as an intermediary for students who have the desire to progress and succeed in the family, school, and community environment. According to Sandra et al., (2016) "Reading is a comprehensive activity that produces many different actions. There are 2 crucial aspects in reading, namely mechanical skills (identification of letter shapes, identification of vocabulary, identification of spelling patterns and letter sounds) and comprehension skills (understanding simple definitions, understanding meaning, evaluation, and reading speed)." Meanwhile, according to Wulanjani & Anggraeni (2019) "Reading is one of the crucial things in all learning

processes. Reading various sciences can lead us to success."

It was found that many students in elementary schools could not recognize letters at all and there were also those who could not distinguish between letters because they had difficulties in reading skills. According to Septiana Soleha et al., (2021) states "The low ability of students can have a negative impact on student morale and academic success." According to Juhji (2016) "The role of the teacher is all roles related to the task of providing assistance and encouragement (supporter), the task of supervising and fostering (supervisor) and tasks related to forming student discipline so that they comply with school regulations and the norms of life in the family or society. Based on the results of direct observations in the field that I got to grade I students at one of the elementary schools in Perhentian Brooms, namely that there were problems in teaching and learning activities (KBM), namely difficulty in reading. It can be seen when the teacher invites students to read but there are still students who have difficulty understanding learning, but here it can be seen that the teacher gives a good role to stimulate students' reading skills, for example by using learning media while in class.

Based on the results of interviews on homeroom teacher for class I at one of the elementary schools in Perhentian Extensive, there are problems regarding trouble reading that still is there are a number of students who have difficulty in reading such difficulty spelling, letter recognition, and errors letter replacement. With conditions like This makes

teaching monotonous because in the learning process only only students read while students who can not read asked to listen to his friends reading while looking at the book and not infrequently there are students who pensive.

From these problems the role that done by the teacher is to communicate to teach first recognize letters such as vowels consonants, motivating students to learn reading so that during reading activities students do not feel bored. Provide media as well as methods effective and interesting learning when the learning process, as As a result learning will be felt more fun and students are more active and passionate about learning to read.

Finally provide follow-up to students who have difficulty in read. So this research is necessary done to describe how to overcome reading difficulties and what is the role of the teacher in overcome the reading difficulties of grade I students in one of the elementary schools in Perhentian Luas.

## THEORITICAL REVIEW

### *Definition of Reading*

Reading is very important for human life because it allows to acquire information, knowledge as well as new experiences. According to Astutik (2021) "Reading plays a crucial role in life, because within learning is inseparable from activity reading in all fields of research use get information as well knowledge."

According to Harianto (2020) stated that "Reading is a complex activity requires a large amount of action separately, including usage understanding, imagination, observation, and memory. Without moving the eyes as well use their minds, humans don't maybe read."

Conclusions can be drawn that reading is a skill which students must have obtain or obtain information, knowledge and experience so as not to complicate learning across a wide range field in elementary school.

### *Reading Teaching Method*

There are several methods applied in learning starting reading, including:

#### 1) Alphabetical or Spell Method

The application of this method in learning to read begins with letter recognition alphabetically. Singing the letters (abc), can be an opener letter recognition. The next stage is memorize letters and pronounce them according to the sound of the letter in the sequence alphabets.

For example: a, b, c, d, e, f g, h, i, J, k, l, m, n, o, p, and so on. Pronounced as: (a), (be),(ce), (de),.(ef), (ge), (ha), (i), je), and so on. The next step the letters are arranged in a way spell. As a result, syllables are produced example m-a ma (em-a ma) p-a pa (read pe-a pa) as well as the setters.

#### 2) Syllable Peeling Method

This method begins with dergan introduction of syllables, for example ba, bi, bu, be, bo, ca, ci, cu, ce, co, don so on. Then these syllables are strung to in meaningful words. Stages learning to read beginning through syllable method is the first stage, introduce syllables; stage second, stringing syllables; stage third, word order becomes groups of words or simple sentences; the fourth stage, integration of activities stringing and stripping of tribes say.

#### 3) Institution Word Method

It is a method for teaching read starters with introduces the word, outlines it into syllables, then into letters, combine letters to form syllables, as well as syllables into words, and adjust or change known letter combinations into syllables and other words.

Another term for the institution word method is method per word, presenting the material the words to the intended child so that the child can say everything the sound of language in the form of words, as a result students it will be easier to remember the meaning of the word What is meant is.

For example:

- ✓ clothes → clothes → b-a-j-u → clothes → clothes
- ✓ eye →ma-ta →m-a-t-a →ma ta →eye

#### 4) Sentence Method (Global)

The word global means as a whole or

round. Served first in the global method on students is complete sentence. As for that sentence written under the appropriate image with sentence content. Image intended serves as a reminder for students in the sentence below. Students can read the sentence out loud without pictures if you have read it many times.

### **Definition of Reading Difficulties**

Udhiyanasari (2019) stated that "Difficulties reading is a syndrome of difficulty in studying the components of the word as well sentences in learning everything related to the use of time, direction, and time." Meanwhile Wardani (2020) stated "Difficulty in reading is the student's condition is not smooth inside reading, knowing the letters of the alphabet, spelling, and understand the contents of the reading.

According to Muammar (2020) "Difficulty reading is failure in learning to read as a result by dynamic influencing processes child's ability to utilize frequent reading orders." Students with reading difficulties have the intelligence to gain reading skills functionally, but at school poor performance.

It can be concluded that reading difficulties is a learning process characterized by spelling difficulties, and receive information. As for reading difficulties including distraction caused by incompetence students while reading.

### **Types of Reading Difficulties**

Based on Pridasari & Anafiah (2020) there are different types of difficulties reading is as follows:

#### **1) Difficulty seeing long distances**

Students having difficulty viewing long distances is usually difficult look at the writing on the blackboard which is a tool for time delivery classroom learning.

#### **2) Lack of memory**

Students with good memory low, consequently they are necessary guidance to spell the letters are will read when learning in class.

#### **3) Spelling difficulty**

Students are used to spelling using explaining the syllables term reading time. So, if there is still a consonant in the middle term will lead to students difficulty in reading and knowing content of reading text.

#### **4) Difficulty pronouncing letters**

Students who are still confused how mention some letters like the letter R as well as the letter E. As a result, student reading becomes stagnant.

#### **5) Error substituting letters**

When students read there is still some of them still are spell to read text, for example changing the letter of time spell.

#### **6) Not paying attention to punctuation**

Use of punctuation like that important in a sentence, if not paying attention to punctuation when Reading can change the inner meaning a sentence.

#### **7) Not familiar with letters**

Students who are still having trouble recognize letters and sometimes difficult distinguish letters that are almost similar for example "b with "d cause they still do not recognize letters so they hesitated inside read it.

### **Definition of Teacher**

The teacher is an educator provide knowledge their students as well as form the soul and character of students to achieve goals positive in the future. Teacher too the most important factor in guiding and motivating student learning at school. According to Divine (2020) "Teachers are people who share knowledge learners. Thus, teacher from the perspective of society is people who was educated in certain places, including in mosque, surau or prayer room, at home or in any other place other than at formal educational institutions."

Based on Subakri (2020) "Teacher is everyone who has authority and responsibility for student education, both individually or classical, at school or at outside of school." Based on this understanding it can be concluded that the teacher must educate and teach inside organizes education in formal and



non-formal environment. Because both have a useful role in the process of learning to use achieve educational goals.

According to experts it can be concluded that the teacher is an important component in implement a learning strategy and teachers are professional educators who main task is to educate, teach, guide, direct, train, assess, and evaluate students. More Furthermore, teachers are also parents of students while at school and responsible on the development of students cognitively, affective and psychomotor.

### ***Teacher Role***

Simply put, the role of the teacher as an educator is to guide, teach, and train. According to Arianti (2018) "The role of a teacher is very important significant in the learning process." The role of a teacher as an educator include stable emotions, want to see students succeed, be realistic, open and sensitive to development, in particular educational innovation. To achieve all these roles, the teacher must have Extensive knowledge, able to master various types of learning materials, theories and educational practice, as well as mastering curriculum and learning methods.

According to Munirah (2018) stated that "Participation the function of the teacher exerts influence on implementation of education in schools." Below are some roles and functions Teacher:

- 1) As educators and teachers,
- 2) As a member of society;
- 3) As a leader,
- 4) As an administrator,
- 5) As a learning manager.

According to Maemunawati & Alif (2020) The role of the teacher in the learning process consist of:

- 1) Teachers As Educators

Teachers are educators, figures, role models and identification for the children they educate and environment.

- 2) Teachers As Motivators

If students are involved in learning process has high motivation, then the process it will work.

- 3) Teacher As Facilitator

The role of a teacher as The facilitator is providing services to make it easier for students to accept and understand the subject matter.

- 4) Teacher As Demonstrator

The role of the teacher as a demonstrator i.e. which role is the teacher display a capable attitude motivate students to implement things that are similar and even could be better.

- 5) Teacher As Evaluator

After the teaching and learning process takes place, of course a teacher is necessary carry out an evaluation of the results which have been carried out so far learning activity.

Can be concluded from various the role of the teacher above that is often encountered and what I will study is the teacher role as an educator because it will communicate with students, the second role namely as a motivator because it will motivating students in learning, The third role is as a facilitator by providing the appropriate media, fourth role as a demonstrator because it will develop and using the current learning method in the class, the last role ie as evaluator for giving assessment of abilities and students' reading skills objective.

### **RESEARCH METHODS**

In this study using case study research methods in which the researcher describes the role teacher in overcoming difficulties reading experienced by students. Place the research was held in Elementary Schools Negeri 001 Perhentian Broad District. District Land Logas. Kuantan Singingi. The research procedure 1) Analysis of the teacher's role in coping reading difficulties of grade I students of SDN 001 Perhentian Broads is a topic that the researcher wants to do.

2) Focus research that is how difficult reading class I SDN 001 Perhentian Luas and what is

the role of the teacher in overcoming students' reading difficulties class I at SDN 001 Perhentian Brooms.

3) Research instruments in research This is using observation guidelines, interview and review guidelines documentation using the help of teachers and students as a resource to help researchers collect the required data.

4) Data analysis, researchers make use of the Miles & Huberman model, as for the stages in data analysis namely, data reduction, presentation of data and drawing conclusions.

5) Research results, after carrying out research procedure above will be found research data that has been done by researchers. For research indicators as follows:

**Table. 1. Research Indicators**

No	Aspects Studied	Indicator
1.	Difficulty reading	Difficulty seeing at a distance Lack of memory Difficulty spelling Difficulty pronouncing letters Font substitution error Didn't pay attention to punctuation Not familiar with letters
2.	The role of the teacher in overcoming reading difficulties	As an educator As a motivator As a facilitator As a demonstrator As an evaluator

*Source: modified from Pridasari & Anafiah (2020) and Maemunawati & Alif (2020))*

The table above is an indicator used by researchers indicates that something has been achieved desirable and reference in research. The validity of the data used, namely research is triangulation, consisting of source triangulation, engineering triangulation, and time triangulation. Analysis technique the data used using the model Miles & Huberman, activity data analysis Qualitative analysis is done interactively and continues continuously until complete, data processing steps while in the field consists of data collection, data reduction, presentation of data, drawing conclusions.

## RESULTS AND DISCUSSION

### Results

#### 1. Reading Difficulties of Grade I Students

##### a. Difficulty seeing at a distance

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Area no one experienced difficulty seeing long distances evidenced by observations on when learning

students can see clearly what the teacher is explain using the board write that almost every opportunity

the teacher uses the blackboard become a means of conveying material study time.

##### b. Lack of memory

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Area there are some who experience lack of memory can seen when students easily forget material that has been submitted by previous teacher because of concentration divided by things outside reading and always creating commotion during the learning process in class. Based on interviews with 8 students who had difficulty reading, there are 4 students who experience memory loss while reading. They are rare repeat learning at home which makes often forget with previous learning material.

##### c. Difficulty spelling

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Area there

are some who experience visible spelling difficulties when learning to read the student still stuttering at spelling, hard to pronounce that word long and unclear delivery. Based on interviews with 8 students who have difficulty reading, there are 6 students who have difficulty spelling, namely students explain that they are lacking recognize letters of the alphabet and rarely hone their reading skills at home.

d. Difficulty pronouncing letters

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Area there are some who experience difficulty pronouncing the letters can be seen when learning to read The student still looks confused get a double consonant and because of its limitations in speak. Based on the interview with 8 students who experienced difficulty reading, there are 3 students who having trouble pronouncing letters explain that they can't analyze words into letters.

e. Font substitution error

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Area there are some who experience letter substitution error can be seen when learning to read students pay less attention to letters and often misread letters like the word "symbol" are read "field" and the word "image" are read "gambling". Based on the interview with 8 students who experienced difficulty reading, there are 2 students who encountered a substitution error letters namely students who are explain that they are often wrong in substituting letters for not paying attention to letters.

f. Didn't pay attention to punctuation

Based on research results what has been done to students grade I at one of the elementary schools in Perhentian Spacious no one yet pay attention to the punctuation evidenced by the observation that students already know punctuation such as periods and commas when reading. Then to reinforce this

point, researchers conducted interviews to the teacher stated that students who have difficulty reading in class I already Pay attention to punctuation when reading process when asked by students already know the function of the sign read like a full stop for stop.

g. Not familiar with letters

Based on research results that has been done against first grade students in one of the elementary schools in There are several Perhentians who don't know the letters can be seen during processing student learning is lacking know the letters of the alphabet. Based on interviews with 8 students who have difficulty reading, there are 5 students who experience a lack of recognition of letters explain that they are difficulty in memorizing letters alphabet and difficult to distinguish letters which is almost the same as "b" And "d".

**2. *The Teacher's Role in Overcoming Reading Difficulties of Class I Students***

From the research results can seen that the teacher is an important role in coping students' reading difficulties. Role teacher in overcoming difficulties reading class I students can be seen from several aspects, namely the role as an educator, as a motivator, as a facilitator, as demonstrator, and as evaluator. This can be explained as follows :

a. As an educator

Based on the results of observations during class learning found less students in his memory because easy to forget the material previously namely students who often make noise in class done by teacher N namely always reprimand students who make noise in class, students playing around in class what the teacher does is separate with his friends who the same, students who are not focused caused by his comrades so the teacher moved forward seat, and students who lack concentration at the moment learning takes place so make the teacher always involve the student when Study. To overcome lack of memory of students, teachers Class I acts as an educator always being responsible way to students

always reminded material that has been taught when students forget the material.

Experienced students spelling difficulties, namely there are students 5 students who are still stuttering and it's hard to say the word long as well as 1 student who have speech impediments so delivery is less clear. To overcome difficulties spelling students, class teacher I role as educator with always practice skills spell students like inviting students spell at the beginning study before entering on learning materials. Student who are having trouble pronounce letters confused with double letters and students who speech limitations so difficult pronounce letters like "r" and "e". To overcome difficulty pronouncing letters, teacher Class I acts as an educator always helping students in pronouncing the letters so students know how pronounce well and Correct.

Experienced students letter substitution error ie there are 2 students who are lacking Pay attention to letters while reading and too much rush so causing an internal error reading. To overcome letter substitution error, teacher Class I acts as an educator always helping students by justifying if students it encountered an internal error letter replacement so long over time students will remember it. Students who experience less deeply know the letters, namely there are 5 students who don't know the alphabet for not getting opportunity to attend Kindergarten so that makes it difficult distinguish letters that are almost similar. To overcome the lack in recognizing letters, class teacher I role as educator with always guiding students in know the letters of the alphabet so students can distinguish the letters.

Based on an interview with 2 teachers stated that as a teacher educator it is necessary take responsibility for good students when teaching and coaching students until you can. Then for reinforce this point, researcher conduct interviews with students class I who have difficulty in reading. Student states that the first grade teacher always guide them in the

process learning, especially when studying read. When students having difficulty reading such as memory loss difficulty spelling, difficulty pronounce letters, mistakes substitution of letters, and less get to know the letters here the teacher will always guiding, helping as well will repeat back to students can recall material what has been studied.

So it can be concluded from the role of the teacher as an educator that class I teacher at one of the elementary schools in Perhentian Brouds played a big role as an educator in coping students' reading difficulties with how to remind, train, help or aid in direct students and guiding students in the process learning.

b. As a motivator

Based on current observations learning in class is obtained students who are lacking in power remember because it's easy to forget previous material that there are 4 students. To overcome the lack of power remember students, grade I teachers play a role as a motivator in a way encourage students' memories of studied material such as repeat it again then memory students will be aroused to recalling. students who having trouble spelling ie there are 6 students To overcome students' spelling difficulties, class I teacher act as a motivator with how to give that atmosphere fun spelling in class so students will be calm is spelling and not stammering and not blaming students on the limitations they have by providing motivation and enthusiasm to make students more self-confident. Experienced students difficulty pronouncing letters that is there 3 students To overcome difficulties pronouncing letters, class I teacher act as a motivator with how to always pay attention more towards students as well as always support struggling students in pronouncing the letters in order for students it feels good to learn and don't be afraid if made a pronunciation mistake letter.

Experienced students letter substitution error ie there are 2 students. To overcome letter substitution error, teacher Class I acts as a motivator by increasing trust



student self because if student made a mistake in substitution of letters then the student does not will stop trying because of the teacher increase self-confidence his students. While students who experience a lack of familiarity letters that there are 5 students. For overcome the lack of depth know letters, class I teacher act as a motivator with always arousing interest learn students to recognize letters For example, when students study know the letters then if true give praise to students.

Based on an interview with 2 teachers stated that as a teacher motivator always provide motivation to students to have more self-confidence tall and giving more attention to students especially students who experience difficulty reading. Then for reinforce this point, researcher conduct interviews with students class I who have difficulty in reading. Student stated that the first grade teacher always provide motivation learning is like making fun class atmosphere, give praise or reward to every student. When students having difficulty reading such as memory loss difficulty spelling, difficulty pronounce letters, mistakes substitution of letters, and less get to know the letters here teacher have an important role students who have difficulty reading does not feel retarded with the lag.

So it can be concluded from the teacher's role as a motivator that class I teacher at one of the elementary schools in Perhentian Broads played a big role as a motivator for coping difficulty reading way provide motivation to students who have difficulty so that more self-confident.

c. As a facilitator

To overcome the lack memory of students, class I teacher act as a facilitator with how to be able to explain and convey material so that it is easy to understand remembered by good students in school as well as at home. To overcome students' spelling difficulties, class I teacher act as a facilitator with provide services and make it easier for students to spell like starting from a short word first. Next students who are having trouble pronouncing

the letters of the class I teacher act as a facilitator with make students brave and not feel anxious when troubled pronounce the letters so make students learn more enthusiastically. Student who had an error replacement of letters that there are 2 students. To resolve the error letter replacement, grade I teacher act as a facilitator with make students feel always in guide and do not blame when process of learning to read so when students make mistakes always willing to try again. To overcome the lack of deep know letters, class I teacher act as a facilitator with how to use lesson plans and media during the learning process in class.

Based on an interview with 2 class teachers stated that as a teacher facilitator always using learning media during the teaching and learning process in class especially when learning to read. Then to reinforce this point, researchers conducted interviews to first grade students having trouble in read. Students stated that grade I teacher always uses learning media in class. The media used by the teacher is image media and always stick it on the blackboard, and it can overcome difficulties reading students. Interview result and observation, researchers strengthen by doing research documentation in the form of RPP and learning media in class I. Results review documents related to teacher aspects as a facilitator, namely through the RPP and learning media. In the The teacher's lesson plan includes that using learning media during the teaching and learning process. While learning media are pasted on the blackboard for facilitate students in the process learn to read.

So it can be concluded from the teacher's role as a facilitator that class I teacher at one of the elementary schools in Perhentian Broads played a big role as a facilitator in coping students' reading difficulties with how to use media interesting and learning effective for attracting attention student.

d. As a demonstrator

Based on current observations learning

in class is obtained that the grade I teacher played a role as a student demonstrator lack of memory, difficulty spelling, difficulty pronouncing letters, letter substitution errors and not familiar with the letters in a way always ready to learn in class well. Based on interviews with 2 teachers class declares that as teacher demonstrator delivered learning is definitely learning and master knowledge what knowledge will given and delivered by using the method proper learning. Method currently used by the teacher learn to read the spelling method so that students can follow what the teacher said. Then to substantiate this, researchers conduct interviews with students class I who have difficulty in reading. Student stated that the first grade teacher introduced letters and learn to spell with using various methods so that students experience reading difficulties can be helped and have fun while learning.

So it can be concluded from teacher's role as a demonstrator that a class I teacher at one of the elementary schools in Perhentian Luas played a very important role as an internal demonstrator overcome reading difficulties by giving understanding science first which will be presented to students after that use the method learning.

**e. As an evaluator**

Based on current observations learning in class is obtained that the grade I teacher played a role as a visible evaluator when after learning the teacher always provide evaluation and action continue to students, especially students who are having trouble read. Based on the interview with 2 teachers stated that as a teacher evaluator provide additional hours against students who have difficulty read and give opportunity for students who reading difficulties to learn read.

Then to strengthen this, researchers do interviews with grade I students who are having trouble read. Students stated that when the lesson ends the teacher give extra hours for give a chance to students who have difficulty read to learn to read.

So it can be concluded from the teacher's role as that evaluator class I teacher at one of the elementary schools in Perhentian Broads played a big role as an evaluator in coping difficulty reading way provide evaluation and action continue after learning.

## **Discussion**

### **1. *Reading Difficulties of Grade I Students***

**a. Difficulty seeing at a distance**

According to Pridasari & Anafiah (2020) "Students experience difficulties remote viewing, in particular look at the writing on the board write and almost every opportunity the teacher uses the blackboard as a means of presenting material learning". Board use write in class is a mainstream media because it has many benefits such use to explain the material learning. But usually there are still students who have limitations in viewing distance far to cause learning difficulties. Based on research that has been done in class I students in one of the elementary schools in Perhentian Lebar has no students who are having trouble see remotely as students can see clearly that learning conveyed by the teacher using whiteboard.

**b. Lack of memory**

Hamonangan (2020) "Students have different memories depending on how well the student is capable respond to stimuli in the form of information. Ability to remember signifies that humans can save as well restore what has been known beforehand. ." On students grade I at one of the elementary schools in Perhentian Area there are still students who experiencing memory loss caused by the concentration of students divided by things outside the reading and always make a fuss when learning process in class so students easily forget the material has been conveyed by the teacher previously. Concentration while studying very necessary for students able to understand the material with put those things aside disrupt the learning process so students can focus on the material learning that is being delivered Teacher.

Besides that, the role of parents at home also very much needed to help and guiding students to repeat learning while at home so students can remember what has been learned at school before.

c. Difficulty spelling

According to Meo et al., (2021) "Students have difficulties spell there is omitted some letters, it is because students consider letters or words that is omitted is not needed. Another cause is for reading too fast so it gets lost some letters and students also still stammered in spelling when read a series of sentences. On first grade students in one of the elementary schools in The Broad Stop is still available students who have difficulty spell that caused because students do not know the letters of the alphabet which stammered inside spelling, difficult to pronounce words long and unclear student delivery. Here is the role parents are also very much needed always honing my skills reading students at home in order trained and accustomed to spelling.

d. Difficulty pronouncing letters

According to Pridasari & Anafiah (2020) found something that similar that students experience difficulty pronouncing letters. "Students who are still unclear name a letter, for example the letter R and F. That's what makes students become halting moments read." In class I students at one of the elementary schools in Perhentian Luas students who have difficulty in pronouncing letters confused because students have difficulty in string sentences together and can't analyzing words into letters so as to make students get confused while reciting letters while reading. Besides teacher guidance at school, home guidance by parents also very much needed to be able to solve problems learning that students face while in school.

e. Font substitution error

According to Pridasari & Anafiah (2020) "Replacement error letters when spelling because students spell less attention letters and sometimes wrong in pronounce the letters while reading." In grade I students in

one of the elementary schools at Perhentian Broads students who encountered a substitution error letters are also due to lack Pay attention to letters while reading so an error occurs replacement of letters such as the word "symbol" is read "field".

f. Didn't pay attention to punctuation

According to Budianto (2019) "Signs reading is the sign used in spelling systems (such as periods, commas, colons, etc.). Punctuation can help readers to understand the meaning of writing with right and just imagine the writing without any punctuation marks it confuses the reader. So if you don't pay attention punctuation can change the meaning of something the reading." In class I students in one of the elementary schools in Perhentian Luas there are no students who have not pay attention to punctuation because when reading students already understand punctuation marks such as periods, commas, and understand the mastery of signs read.

g. Not familiar with letters

According to Pridasari & Anafiah (2020) "Students who are still not memorize letters and sometimes difficult distinguish letters that are almost similar to "b" and "d". Because students are still lacking in knowing letters raise doubts when read." As well as first grade students in one of the elementary schools in Broad Stops because of students have doubts on that letter almost similar and besides that too students do not get the opportunity attend kindergarten thus causing students difficulty in memorizing letters alphabet. The role of parents at home very big to guide and teach students in know the letters especially when students do not have the opportunity to study in kindergarten school so no left behind by other friends.

**2. *The Role of the Teacher Overcoming Difficulties***

Reading Grade I Students According to Munirah (2018) "Teacher is the person in charge teaching in the educational process, teaching and learning process is the essence of the educational process, because many

learning events rooted in various views and draft. The teacher is the most important element in education at school. Teacher is the main bond for students. There are 5 roles of the teacher in overcome students' reading difficulties namely as an educator, as motivator, as a facilitator, as demonstrator and as evaluator.

a. As an educator

According to Maemunawati (2020) found something similar that the role of the teacher is as educator. "Teacher is one educators and tutors for students at school. A teacher has roles and responsibilities very great to teach and educate students. Apart from that teacher main task is to educate, teach, guide, direct, train and assess student." It's the same with teachers grade I at one of the elementary schools in Perhentian Extensive role as educator in overcoming reading difficulties students such as lack of memory, difficulty spelling, difficulty pronouncing letters, letter replacement errors and do not know the letters that is with how to remind, train, help or aid in direct students and guiding students in the process learning.

b. As a motivator

The role of the teacher as a motivator is a way of overcoming difficulties reading students namely with increase students' self-confidence by providing motivation and support to students, such as teachers grade I at one of the elementary schools in Perhentian Broad overcoming reading difficulties students such as lack of memory, difficulty spelling, difficulty pronouncing letters, letter replacement errors and do not know the letters that is with how to encourage student memory, provide a pleasant atmosphere, pay more attention to students who have difficulty in Reading increases confidence students by giving praise and rewards for each student which could thus arouse student interest in learning. According to Suminah (in Kurniasih et al., 2021) found something similar that the role of the teacher is as motivator. "Efforts made to increase self-confidence students

include: habituation, value students, and provide students the opportunity to perform."

c. As a facilitator

The role of the teacher as a facilitator is a way of overcoming difficulties reading students namely with using learning media interesting and effective, for example class I teacher at one of the elementary schools in Broad Stop in overcoming reading difficulties such as students lack of memory, difficulty spelling, difficulty pronouncing letters, letter substitution errors and do not know the letters that is with how to convey material with easy service, using media images that are in paste on the blackboard for support the learning process and improve the way students learn so that better. According to Tafonao (2018) found something similar that the role of the teacher is as facilitator. "With student media will be more motivated to learning, encourage students to write, talking, imagining more and more aroused. Thus, through learning media can make teaching and learning process more effective and efficient and connected well between teachers and students.

d. As a demonstrator

The role of the teacher as the demonstrator is the way overcome students' reading difficulties namely by the way the teacher controls given knowledge to students and deliver it with using learning methods right. Class I teacher in one elementary school in Perhentian Luas using the spell method when convey learning about reading and ordering students to follow. According to Utami (2013) found something which is similar to that of the teacher's role is as a demonstrator. "Teacher must always master the material or subject matter to be taught and developed and improve skills in terms of that it has because this thing will determines the learning outcomes achieved by students. As a demonstrator the teacher is able to demonstrate and convey what is being taught to the students properly."

e. As an evaluator

The role of the teacher as evaluator is



a way of overcoming difficulties reading students that is by way provide evaluation and action continue to students who experience difficulty reading at the end learning. Class I teacher in one SD in Perhentian Luas too provide evaluation and action proceed to students who having difficulty reading provide additional hours and provide opportunities for students who have difficulty reading to re-read. According to Udhiyanasari (2019) found something similar that role the teacher is an evaluator. "Teacher using special programs remedial reading to students who are having trouble read.

## **CONCLUSIONS AND RECOMMENDATIONS**

It can be concluded that there are still many encountered by elementary school students having trouble in reading like not being able to recognize letters at all and some can not distinguish letters due to experiencing difficulty in reading skills. One of them is at Perhentian Broads Elementary School such as reading difficulties lack of memory, difficulty spelling, difficulty pronouncing letters, errors substitution of letters and less familiar letter. But here it can be seen that the teacher gives a good role to stimulate students' reading skills for example by using the media learning in the classroom so in achieving the goal necessary advice and infrastructure sufficient to support the process classroom learning. Apart from that as professional educators should have many abilities is a competency possessed by a teacher. One assessment as a teacher is having teaching or pedagogic skills to educate and present a understandable educational process and understood by all students. Role that is done by the teacher that is communicate to teach more first know the letters, motivate students learn to read so that during activities reading students do not feel bored, provide media as well as methods effective and interesting learning when the learning process, as a result learning will be felt more fun and students are more active and passionate about

learning to read. Finally provide follow-up to students who have difficulty in read.

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