



Teachers' Efforts in Overcoming Difficulties Learning to Read in Elementary School Students

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Abstract: This study aims to explain teachers' efforts in overcoming reading learning difficulties in grade II students of Gonda State Elementary School, Baubau City. This type of research is qualitative research with descriptive methods. The study subjects used were grade II teachers, with 23 students consisting of 11 female and 12 male students. The method or technique of data collection used is observation, interview, and documentation. Data analysis is carried out by reducing data, presenting data, and drawing conclusions. The research results on teachers' efforts in overcoming reading learning difficulties in grade II students of Gonda State Elementary School in Baubau City have two steps: choosing and implementing effective learning strategies and learning methods. The learning strategy used is introducing the alphabet to students first, Utilizing reading corners, conducting tutoring, and habituating to reading together during the learning process. The learning method is by approaching students and giving reading practice tasks and giving interesting reading spelling books. The forms of teacher efforts are expected to effectively overcome students' reading learning difficulties, especially in grade II students of Gonda State Elementary School in Baubau City.

Abstrak: Penelitian ini bertujuan untuk menjelaskan upaya guru dalam mengatasi kesulitan belajar membaca pada siswa kelas II Sekolah Dasar Negeri Gonda Kota Baubau. Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Subyek penelitian yang digunakan adalah guru kelas II yang memiliki 23 siswa yang terdiri dari 11 siswa perempuan, dan 12 siswa laki-laki. Metode atau teknik pengumpulan data yang digunakan adalah dengan cara observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan cara reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian tentang upaya guru dalam mengatasi kesulitan belajar membaca pada siswa kelas II Sekolah Dasar Negeri Gonda kota Baubau terdapat 2 upaya, yakni memilih dan menerapkan strategi pembelajaran dan metode belajar yang efektif. Bentuk strategi pembelajaran yang digunakan yakni dengan cara pengenalan abjad pada siswa terlebih dahulu, pemanfaatan sudut baca, melakukan bimbingan belajar, dan pembiasaan membaca bersama pada saat proses pembelajaran berlangsung. Pada metode belajar dengan melakukan pendekatan kepada siswa dan memberikan tugas latihan membaca dan memberikan buku ejaan membaca yang menarik. Bentuk-bentuk dari upaya guru tersebut diharapkan dapat secara efektif mengatasi kesulitan belajar membaca siswa khususnya pada siswa kelas II Sekolah Dasar Negeri Gonda kota Baubau.

A. Introduction

Learning is a process of a person's active effort to obtain something to form new behaviors toward a better direction. In the process, it is essential for the help of a teacher. Several factors affect the success of the learning process in elementary schools, namely teachers, students, environment, facilities, and infrastructure because, at this elementary school level, the child's potential is developing optimally, affecting the ability to learn at the learning level and learning materials (Kosilah & Septian, 2020). Teachers in the learning process in the classroom play an important role, especially in helping students build a positive attitude toward learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning (Fatmasari & Bahrodin, 2022). However, the reality is that students often need help to achieve their learning goals or get changes in behavior as expected. It shows that students have learning difficulties in achieving learning outcomes. In the teaching and learning process at school, teachers always expect their students to achieve the best learning outcomes. In reality, some students show symptoms of not being able to achieve learning outcomes as expected. Teachers often face children who need help to follow the lesson well in the learning process. This is because the child has difficulty in learning. Learning difficulties are a condition where students cannot learn reasonably due to threats, obstacles, or disruptions in learning. The causes of these threats include hazards from the surrounding environment and blocks from within or outside students. This learning difficulty occurs because students experience impediments and distractions. Learning problems faced by students vary from one another. This is because students have diverse personalities, experiences, goals, and conditions (Angranti, 2016).

Similarly, with reading learning, symptoms of learning difficulties will be seen when students cannot master the material because, in previous education about reading, students do not grasp and understand the material, so students get unsatisfactory learning results. The occurrence of this threat causes students learning difficulties. The cause of students' reading learning difficulties is several factors. Internal factors include low intelligence levels, poor attention to knowledge, low interest in education, and low learning motivation. External factors cause learning difficulties, lack of parental engagement, the learning atmosphere at home being less conducive, environmental conditions not suitable, the influence of mass media, the presentation of learning material less attractive, learning methods less exciting, and learning methods less varied (Martaulina et al., 2021; Ama, 2021). Reading is a bridge for anyone and anywhere who wants to achieve progress and success, both in the school world and in the world of work. Learning to read becomes the main starting point in determining other learning. If a student can read, this will be supportive for different subjects. By reading, students can know and understand other materials (Achmad & Marlisa, 2016; Maghfiroh et al., 2019). One will gain information, knowledge, broaden horizons, and new experiences by reading. Therefore, reading skills are essential for anyone who wants to progress and improve themselves. Thus learning to read at school has a significant role (Ummah, 2023).

Based on the results of initial conservation at Gonda State Elementary School in Baubau City, grade II students at Gonda State Elementary School in Baubau City in the even semester of the 2022/2023 school year out of 23 students consisting of 12 male students and 11 female students, eight students have difficulty learning to read. Analysis of the situation of grade II students of SD Negeri Gonda shows that they have difficulty learning to read, especially for grade II students. Due to limited resources and relevant learning materials, teachers need more special attention (efforts) in overcoming students' reading difficulties and the absence of special support programs for students with reading difficulties. The problem in learning to read experienced by grade II students is due to some students who do not know the letters of the alphabet, difficulty in distinguishing letters that are almost the same shape, and mispronunciation of letters that have similar conditions, such as letters (d) read into letters (b), letters (n) read into letters (u), notes (p) read into notes (q), and different pronunciation when spelling and rereading spelling.

Based on the conditions mentioned above, several alternative solutions may be done to overcome students' reading learning difficulties, including conducting special training for teachers in overcoming students' reading difficulties, providing access to the latest reading materials and learning resources, and helping teachers improve effective reading teaching skills. , gather relevant and useful learning resources to help students learn to read, purchase or develop reading materials appropriate to the reading skill level of grade II students, provide access to libraries and digital resources rich in reading materials, involve parents in the learning process and provide strategies to help their children at home.

It is very important to involve all relevant stakeholders, such as teachers, students, parents, and the school, in implementing this plan to achieve maximum results. Difficulties in learning to read should be an essential concern, especially for teachers, because this is a serious problem and requires more attention, considering that reading is the initial door to understanding lessons and making teaching and learning in the classroom more effective. Efforts to improve the quality of education, one of which is by improving the quality of human resources, namely teachers. Efforts to enhance teachers' ability to provide learning must be the focus of their handling. Teaching is not just communicating knowledge but also means efforts to transfer knowledge so that it can be understood and understood and applied by students (Kosilah & Septian, 2020; Kurniati et al., 2020). Therefore, teachers must have their own way to minimize the number of students who have difficulty reading. There are many possible ways that a teacher can do to overcome this, one of which is by working with parents, providing additional lessons in the form of tutoring or private, getting used to reading Latin, asking students always to read Latin letters, giving homework so that students can study at home, providing book loans, giving praise and motivation and encouragement to students who have difficulty learning to read.

Previous studies that are not much different in the focus of research, including (Darimi, 2016; Setyastuti et al., 2021; Fatmasari & Bahrodin, 2022; Amri & Kurniawan, 2023) research of Fatmasari, stated in the results of their study that the types of initial reading difficulties consist of several types: 1) difficulty recognizing letters (6%), 2) difficulty reading

(13%), difficulty reading words (16%), difficulty in reading fluency (30%), difficulty understanding reading through dictation (13%), and difficulty understanding reading (22%) of the total number of students. The efforts made themselves adjust to the type of difficulty through tutoring to read words, reading letters, cooperation with parents, use of media, stimulus-response/question-and-answer methods, and reading habits. Moreover, the learning outcomes themselves can be effectively used and improved with all the efforts made by the teacher. This research can be an essential reference for the implementation of this research, and this study will be able to dig deeper into the teachers' efforts, considering that it only focuses on the efforts made by a teacher in overcoming the difficulty of learning to read his students directly.

The purpose of this study, in general, is to explore and analyze the efforts made by teachers in overcoming the difficulties of learning to read in grade II students at SD Negeri Gonda. Specifically, this study aimed to identify the difficulty in learning to read grade II students in SD Negeri Gonda and to find out the efforts made by teachers to overcome the difficulty of learning to read in these students.

B. Method

This research was conducted by Gonda State Elementary School in Baubau City, located at Jalan Poros Baubau Pasar Wajo km. 19 Baubau City. Subjek penelitian merupakan sumber utama data penelitian, yang memiliki data pada variabel yang diteliti The subjects of this study were 1 teacher (guardian) of grade II of Gonda State Elementary School in Baubau City and 8 grade II students who had difficulty learning to read. The type of research used by researchers is qualitative research. Qualitative research is research whose findings are obtained by not using qualification procedures that use statistical calculations or other methods that use numerical measures or values. This qualitative research is a study conducted using a description data procedure in the form of written or spoken words from the people or actors observed. As for the method in this study, the author uses a descriptive method. Descriptive qualitative research is based on theory as a reference, focusing on the facts obtained in the field. In this type of research, the researcher will participate in the event, or the thing studied. The results obtained from qualitative research will require deepening analysis from researchers.

Data collection is a way carried out in research to collect the necessary data. Data collection is carried out in order to obtain the information needed to achieve the objectives of the research conducted. Data collection is carried out by collecting data or information related to the study to get the research objectives' results. The data collection techniques in this study are: 1. Observation, which is an effort to collect data that involves social interaction between researchers and research subjects or information in preparation during data collection, is carried out systematically without showing themselves as researchers. The observation made by the researcher in this study was by observing participants where the researcher actively participated in the study by observing directly the behavior that occurred with the researcher being able to see firsthand the teacher's efforts in overcoming

the difficulty of learning to read in students of Gonda State Elementary School Baubau City; 2. An interview is a process of communication interaction between researchers and the subject under study, with informants, or with key informants by conducting questions and answers directly to obtain the necessary information or data. The type of interview used by researchers is a structured interview. The interviewer conducts a structured interview to set his problems and questions that need to be done. Interviews were conducted in this study to obtain more precise and detailed information about teachers' efforts in overcoming reading learning difficulties in Gonda State Elementary School in Baubau City; 3. Documentation is one method of collecting qualitative data by viewing or analyzing documents made by the subject himself or others about the subject.

Just like quantitative research, validity tests in qualitative research are carried out to show the validity of data in research. This is done by obtaining accurate data by presenting an honest picture of the life experience of research subjects (Cakrawikara, 2022). Data validation tests in this study were carried out using triangulation techniques. Triangulation is a way of obtaining views from two or more observers or tools used so that the results of observations become more accurate and objective (Wagiono et al., 2020). There are four types of triangulation techniques, namely: data mining triangulation, data source triangulation, theory triangulation, and researcher triangulation. Triangulation applied in this study is the triangulation of data retrieval or mining using two or more data retrieval techniques. In research to test the validity of the data obtained, three data collection techniques were carried out: observation, interviews, and documentation so that the data obtained from different techniques will be concluded and adjusted into a conclusion that can be accepted as valid.

Generally, qualitative research is carried out using data analysis techniques with models developed by Miles and Huberman, and the data analysis model is often referred to as the attractive analysis method. Miles and Huberman explained that the activities carried out in analyzing qualitative data were interactive and continued continuously until they found complete results. The steps taken in data analysis based on the data analysis model developed by Miles and Huberman or the design of this research flow are as follows:



Figure 1. The Design of This Research Flow

1. To identify students' reading difficulty levels is to carry out several processes to find out or identify the level of proficiency in learning to read students, including by making observations where teachers or educators directly observe students' reading learning behavior in various reading activities, such as individual reading, group reading, or reading aloud. These observations include reading speed, comprehension, word

pronunciation, and phonemic skills. Then conduct, a standardized reading test, and the teacher will conduct an evaluation using formative assessment to assess students' reading learning ability.

2. Data collection through observation, interviews, and documentation is an effective method to understand and document teachers' efforts in overcoming students' reading learning difficulties (Sidiq et al., 2019). These three methods can provide deep insight into a teacher's strategies, approaches, and successful efforts in helping students overcome reading learning difficulties. *Observation:* Observation is carried out by directly observing learning activities in the classroom. Observations can focus on the teacher's interactions with students, the teaching methods used, and students' responses to the teacher's efforts. Observation may also include monitoring student engagement in reading learning, strategies teachers use to overcome student difficulties, and the effectiveness of using reading materials or other learning aids. These observations provide an overview of how teacher efforts are being implemented and can help identify effective strategies or areas for improvement. *Interviews:* Interviews with teachers, students, and possibly parents are another way to gather data on teachers' efforts to overcome students' reading difficulties. In interviews with teachers, they can be asked about their teaching approach, the teaching materials used, lesson planning, and their experiences and views regarding the effort. Interviews with students can provide an understanding of their perceptions of the teacher's efforts, the obstacles they face, and strategies that assist them in overcoming reading difficulties. *Documentation:* Documentation involves collecting and analyzing documents related to the teacher's efforts in overcoming students' reading learning difficulties. Documents that can be collected include lesson plans, student progress records, student assignments or projects, evaluation or test results, and student progress reports. This documentation provides concrete evidence of teacher effort, student progress, and the strategies' impact. Analysis of documents can provide further insight into the effectiveness of teachers' efforts in overcoming students' reading difficulties. This data collection through observation, interviews, and documentation allows the researcher or observer to comprehensively understand the teacher's efforts in overcoming students' reading learning difficulties. The data obtained can be used to evaluate the success of teacher efforts, identify patterns or trends, and develop relevant recommendations to improve teaching and support students in learning to read.
3. Data collected from various sources such as tests, observations, interviews, and documentation must be well organized. Ensuring data integrity, labeling and classifying data, and checking the accuracy and completeness of data are the first steps in the analysis. In this case, the data reduction process is also carried out. Data reduction is carried out due to the large amount of data obtained in the field, so it is necessary to research and record carefully and in detail the data needed. Reducing data means summarizing, choosing the underlying data, focusing on what is essential, and looking for themes and patterns. After getting a lot of information or data obtained in the field,

it will be reduced or filtered back important and needed data in research. The data reduction results from interviews conducted with several subjects in the interview activity. There are discussions that are not the subject of the interview discussion, so the researcher reduces and only takes the interview content related to the subject matter in this study.

4. Presentation of data, after the data reduction stage, the next stage is to present data. Qualitative data are presented in brief descriptions, charts, relationships between categories, and the like. In this stage, the researcher presents data that has been reduced before. The data presented by the researcher is in the form of a brief explanatory description. The data display activities carried out in this study are after getting answers from several subjects based on the same question, the researcher will explain the results with a brief explanation so that it is easy to understand.
5. Concluding, the conclusions obtained at the beginning are still temporary and can undergo changes if valid evidence is not obtained at the research time. Then the conclusions put forward are credible conclusions. The conclusions of qualitative research are new and unprecedented findings. The conclusion drawn by the researcher here is to conclude several subjects after data reduction and data display so that the conclusions presented are based on the results of interviews that have been conducted.

C. Results and Discussion

Results

Based on research that has been done, in the observation data, eight students have difficulty learning to read with different levels of reading difficulty. The difficulty of learning to read experienced by students is like there are students who do not know the letters of the alphabet, it is difficult to distinguish letters that are almost the same shape, such as the letter d is read into the letter b, the letter n is read into the letter u, the letter p is read into the letter q, the difference in pronunciation when spelling and repeating spelling and students are unable to read syllables and words. More details can be seen in the following picture about the following data on students' level of learning difficulty.

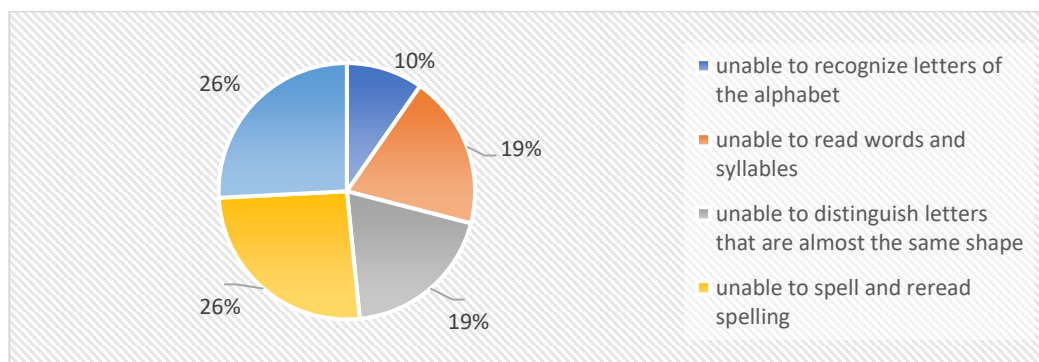


Figure 2. Observation Data on Student Difficulty in Learning to Read

Based on the picture above, it can be explained that the level of difficulty in learning to read in grade II students at Gonda State Elementary School has five levels of difficulty, namely the inability of students to recognize letters of the alphabet with a percentage of 10% or as many as three students, the inability of students to read words and syllables with a percentage of 19% or as many as six students, The inability of students to distinguish letters that are almost the same shape with a percentage of 19% or as many as six students, the inability of students to spell and reread spelling with a percentage of 26% or as many as eight students and the inability of students to read directly with a percentage of 26%. Or as many as eight students.

In addition to the observation data above, the following is also presented interview data which has been in the form of a summary in the form of essential points that refer directly to the focus of the research. The data is as follows.

Table 1. Summary of Interview Results

No	Question Points	Answer Points
1	Common learning difficulties	Difficulty learning to read
2	How to identify students who have difficulty learning to read	Direct observation and learning outcomes (especially in Indonesian subjects)
3	Teachers' Efforts to Overcome Difficulties Learning to Read	Implement learning strategies (alphabet recognition, utilization of reading corners, conducting tutoring, habituation of reading together) And apply learning methods (give reading practice tasks and provide exciting reading spelling books)
4	Changes experienced after the implementation of efforts to overcome reading learning difficulties	High motivation to learn to read
5	The results of the application of efforts to overcome the difficulty of learning to read	5 out of 8 students can already read

Based on the interview data above, it can be explained directly that the form of teacher efforts in overcoming students' reading learning difficulties can be divided into 2, namely the first, in the form of applying learning strategies in the form of recognizing letters of the alphabet first in students who have difficulty reading, especially those who have not been able to recognize letters of the alphabet, the use of reading corners more often to stimulate and motivate children to learn to read, Conduct tutoring, especially learning to read and habituation to read together during the learning process. The second is the selection of learning methods, namely, giving reading practice tasks and providing interesting spelling books. To make it easier, the following is presented a picture of the teacher's efforts in overcoming the difficulties of learning to read students, which is by the title and focus of this study, the picture is as follows.

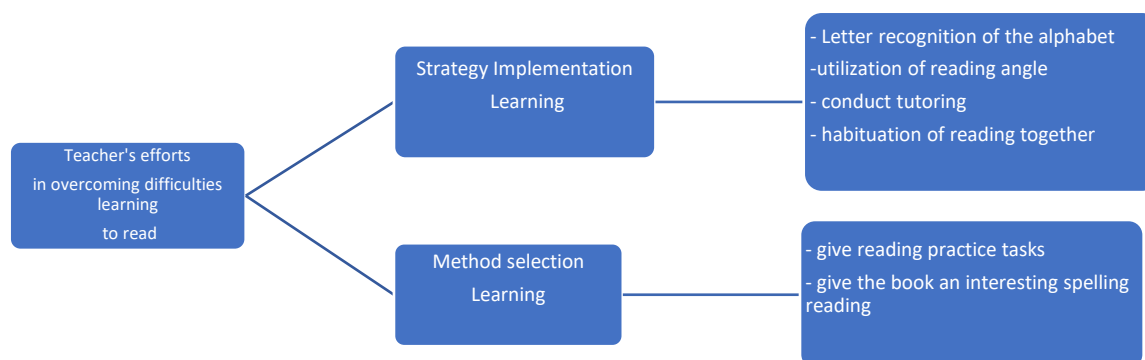


Figure 3. Teachers' Efforts in Overcoming Reading Learning Difficulties

Based on the research results presented above, it can be explained in more detail as follows.

1. Learning Strategy Selection

Learning strategies can be interpreted as action plans or series of activities, including methods and various resources or strengths in learning that are arranged to achieve specific goals. A well-planned strategy plays an essential role in the learning process. Strategy is closely related to the technicalities in carrying out the learning. So that the strategy stays within the goals to be achieved, more understanding is needed. This understanding begins with the stimulus in each individual in encouraging or motivating so as to provide a response in learning activities (Hadian et al., 2018; Amri & Kurniawan, 2023). Therefore, teachers need to prepare in advance the forms of resources needed in the learning process, such as books and learning media that can attract students to be enthusiastic in following the learning process and cannot be separated from the learning methods and approaches that must also be prepared, so that it will form students enthusiasm in following the learning process. Teachers will be more straightforward in delivering learning materials given to learners because the teacher has determined the learning strategy that is claimed to be suitable for students.

Learning strategies applied in the world of education, especially in teaching and learning activities, are an art and science to bring teaching into the classroom so that the goals that have been set can be achieved effectively and efficiently. Teachers in planning learning need to think about strategies that will be brought to the learning process first. A form of supporting learning methods is needed to implement learning strategies, which will later be illustrated in the methods presented by the teacher (Harahap, 2019). In bringing a lesson, teachers need to pay attention to the learning strategies and methods to be used. The learning strategy presented by the teacher is inseparable from the procedures for the mechanism or form of activity and the material contained in it. Teachers, in choosing learning strategies, need to prepare mentally and master of learning material so that the material is to be achieved based on its goals and the circumstances of students that can support the form of the strategy presented. A successful learning process means an extra

process prepared by the teacher, such as methods, appropriate learning approaches, and cooking according to the circumstances or characteristics of students and supporting teaching materials. Teachers in teaching not only provide learning material but also pay attention to the potential possessed by these students, which aims to determine the extent of student knowledge in all aspects, such as the level of intelligence, the ability to understand learning, and skills in learning. Therefore, teachers need to understand their students' potential, both those with below-average potential and those with above-average potential. Such as students who have a low potential for reading and have difficulty understanding words. In order to help students understand learning material, teachers or teachers need to form a conducive, comfortable, and fun learning atmosphere. A learning strategy applied by the teacher, depending on the form of approach to be used, based on the learning method used, in using the learning method used by the teacher depends on the selection of techniques relevant to the method and learning techniques each teacher has different techniques from one teacher to. Based on the theory above and supported by data obtained by field researchers through interviews with informants. So the data obtained by the researchers shows that teachers choose learning strategies based on learning difficulties experienced by students, such as difficulty learning to read. Learning difficulties are a level where students are challenged to understand the learning material. These difficulties are often found in grade II, namely difficulty learning to read because reading is a form of student success in achieving learning goals. If students cannot read, then students will be challenged to understand the learning material given. The way that teachers often do in knowing students who have difficulty learning to read is by looking at the learning outcomes.

Teachers, in choosing and deciding on learning strategies, by the way, students are introduced first to the letters of the alphabet, usually make more use of reading corners, tutoring, getting used to constantly reading together when the learning process is in progress, both reading aloud and reading Latin. Learning difficulties are not only triggered by the methods or strategies brought by the teacher, but there are other obstacles such as from the child himself, as well as from family factors, which can be parents who are too indifferent to children when studying at home or children are left to learn alone without being guided or supervised in learning at home. Some children do not study at home because parents are too busy or do not remind children, and environmental factors around children can also cause it. This obstacle can cause children to have difficulty following learning well, even though they have been given additional learning hours or time. Therefore teachers need to be extra in educating children and guiding them, as well as parents of children who have difficulty learning to read need to pay attention to children to often practice and study at home because children must be accompanied when studying at home. The teacher's effort in choosing a learning strategy for grade II students who have difficulty learning to read is that students are introduced first to letters of the alphabet, use reading angles, do tutoring, and get used to constantly reading together when the learning process is in progress.

2. Selection of Learning Methods

Learning methods are ways or stages used in interactions between students and educators to achieve learning objectives set by the material and procedures of learning methods. Learning methods are needed in schools, especially for classroom learning. A learning model is a plan or pattern used as a guideline in planning classroom or tutorial learning. The more appropriate the method used by teachers in teaching, it is expected that the more influential the achievement of learning objectives (Nasution, 2017). The learning method is a procedure, sequence, steps, and methods teachers use to achieve learning objectives. The learning method also describes an approach presented by the teacher or teacher (Marfuah, 2019). The learning method that teachers often bring to low-grade students to overcome the difficulty of learning to read is the lecture method or a method that is how to deliver learning material directly, with the form of phonics teaching (recognizing the letters of the alphabet). The lecture method is a way of teaching delivered by the teacher verbally or by mentioning the form of learning material taught.

Moreover, the lecture method is also a method that implements a form of expository learning strategy. This method is also suitable for low-grade students' learning process and is supported by learning tools and media. There is no simple term in the use of this method, although the lecture method, but teachers also need to understand the material so that the delivery of the material can be more exciting and acceptable to students in understanding the learning. In bringing a learning teacher, it is necessary to pay attention to the method chosen and the techniques presented in delivering the material so that students easily understand the material explained. Each teacher in the delivery of learning material will need to be aligned in teaching techniques.

Teaching techniques are ways that someone does in order to implement a method. Teachers using learning methods must determine what techniques are considered most relevant to the method. In using learning techniques, each teacher has his way of delivering learning material (Mustajib, 2020). Each teacher or teacher will know the level of ability and understanding of their students after being given learning methods such as the introduction of letters of the alphabet to students, and if students have begun to memorize and recognize letters or students have been able and able to recognize words or sentences as a whole, and ask students to listen to words spoken by their teachers, after those students are asked to repeat terms spoken by the teacher if the level of students has developed in terms of reading skills according to the method presented by the teacher. The teacher will ask students to read more than one page based on their reading ability. By the theory above, and supported by data obtained by researchers in the field, with interviews with informants. As for the data obtained by researchers, Based on interviews, teachers choose learning methods to provide reading practice tasks that can be done both at school and can be continued with parental assistance at home. In addition, it also provides spelling books that are fascinating to read. Grade II elementary school students still have imaginary power in their memories and fantasies. Therefore, the provision of interesting reading spelling books is expected to be one

method to attract the attention and motivation of students to be more happy and enthusiastic about learning to read.

Discussion

The purpose of this study, the research results are by presenting valid data related to teachers' efforts in overcoming reading learning difficulties in grade II students of Gonda State Elementary School. Concepts about the importance of the role of teachers in advancing student education and knowledge have become more concrete with the results of research on teacher efforts in Gonda State Elementary schools, especially in overcoming difficulties in learning to read.

This is also in line with previous studies with a similar research focus, and it is just that teachers' efforts in overcoming reading difficulties in students experience differences, although insignificant. This is because the knowledge, competence, and other external factors contained in each teacher and each school are different. However, it becomes an inspiration and shared knowledge to overcome the difficulty of learning to read in students in general.

D. Conclusion

Based on the results of the research described above, the conclusion in this study is that there are two teacher efforts in overcoming the difficulty of learning to read in grade II students at SD Negeri Gonda Kota Baubau, namely first, the application of learning strategies in the form of alphabet recognition, maximum use of reading angles, providing tutoring, and habituation to reading together during the learning process. Second, the application of learning methods by providing reading practice tasks and providing interesting reading spelling books.

This research for teachers and schools implies that with the conclusion of the results of this study, teachers in general in Gonda State Elementary schools can know and realize things they can do in the future to overcome students' reading learning difficulties and can even be the basis for preventing reading learning difficulties in students in the future. This will undoubtedly be an added value and new knowledge to improve the quality of both teachers and students so that the quality of learning will also be better and students can achieve optimal learning outcomes.

This research can be the basis and initial knowledge for other researchers to conduct further research with the same focus both to deepen and expand their research topics. Thus, it is expected to contribute to the education progress in Indonesia, especially at the elementary school level.

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