

## Teachers' Efforts to Overcome Reading and Writing Difficulties at Luksagu State Elementary School

Nur Lu'luil Ma' Nun<sup>1\*</sup>, Rahmansyah<sup>2</sup>

Universitas Muhammadiyah Luwuk Banggai

**Corresponding Author:** Nur Lu'luil Ma' Nun; [nurluluilmanun@gmail.com](mailto:nurluluilmanun@gmail.com)

---

### ARTICLE INFO

*Keywords: Teacher Efforts, Literacy Difficulties, Reading and Writing Skills, Elementary School Students, Qualitative Research*

*Received : 5 February*

*Revised : 23 March*

*Accepted: 24 April*

©2026 Nun, Rahmansyah: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This study aims to analyze teachers' efforts in overcoming students' difficulties in reading and writing amid teacher shortages at SD Negeri Luksagu, North Tinangkung District, Banggai Islands Regency. The research employed a qualitative descriptive approach conducted during the Teaching Practicum Program (PPL), involving fifth-grade students who experienced literacy difficulties, with the classroom teacher as the main informant supported by the principal. Data were collected through classroom observations, unstructured interviews, and documentation of students' written work, then analyzed using an interactive qualitative model consisting of data reduction, data display, and conclusion drawing, supported by source and technique triangulation to ensure validity. The findings reveal that students' literacy skills were uneven, as some students still read haltingly, struggled to comprehend texts, misused punctuation and capital letters, and had difficulty constructing coherent sentences. Contributing factors included low reading motivation, limited parental guidance at home, excessive gadget use, and limited opportunities for individualized instruction due to teacher shortages. To address these challenges, teachers and PPL students provided additional tutoring, repeated reading practices, regular writing exercises, and motivational reinforcement. Despite existing constraints, these efforts contributed positively to improving students' literacy skills and learning motivation

---

## **INTRODUCTION**

Reading and writing are fundamental skills that elementary school students must master. These two abilities are key to their success throughout the learning process. Students who cannot read and write well will have difficulty understanding lesson material, completing assignments, and interacting in class. Based on observations during the PPL implementation at Luksagu Public Elementary School, it was discovered that several fifth-grade students still lack reading and writing fluency. This situation is a serious concern for classroom teachers, as students should have mastered basic literacy skills at that level.

Ideally, students who cannot read and write yet require specialized guidance, gradually and continuously. However, in real-world situations, teachers must divide their attention between completing lesson material and guiding students who are still lagging behind. Through this PPL activity, students have the opportunity to directly observe how teachers address these issues and participate in the reading and writing guidance process for students experiencing difficulties.

## **LITERATURE REVIEW**

Based on these conditions, the research questions in this report focus on the actual reading and writing abilities of fifth-grade students at Luksagu Public Elementary School, the factors that contribute to students' reading and writing difficulties, the efforts made by teachers and student teachers in teaching reading and writing to address the students' reading and writing difficulties, and the obstacles they face.

The purpose of this report is to obtain an overview of students' reading and writing abilities, identify the factors contributing to these difficulties, and explain the forms of mentoring efforts undertaken during the teaching and learning activities to help improve students' literacy skills at Luksagu Public Elementary School.

## **METHODOLOGY**

This study employed a qualitative approach with a descriptive qualitative approach. The study was conducted at Luksagu Public Elementary School during the Impactful Field Experience Practice (MPPL BERDAMPAK) student activity. This approach was chosen to gain a deeper understanding of the phenomenon of fifth-grade students' reading and writing difficulties and the teachers' efforts to address them. The subjects were fifth-grade students experiencing reading and writing difficulties, while the primary informant was the fifth-grade teacher, supported by the principal. This field study focused on the real-world learning environment without manipulating the situation.

Data collection techniques included observation of the learning process, unstructured interviews with teachers and several students, and documentation in the form of student writing and learning progress notes. The data were then analyzed using an interactive qualitative data analysis model consisting of three stages: data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and simplifying key data from observations, interviews, and documentation. The data were then presented in descriptive

form for easier understanding. The final stage was drawing conclusions based on the analyzed data. To ensure data validity, this study employed source and technique triangulation techniques. Source triangulation is performed by comparing information from several informants, while technical triangulation is performed by comparing the results of observations, interviews, and documentation. This method ensures that the data obtained is more valid and accountable.

## RESULTS AND DISCUSSION

### *The Real Condition of Fifth-Grade Students' Reading and Writing Skills at Luksagu Public Elementary School*

Based on observations and interviews during the fieldwork experience at Luksagu Public Elementary School, it was found that fifth-grade students' reading and writing skills were uneven. Most students were able to read fluently and understand simple reading passages, but some still stuttered, had poor pronunciation, and struggled to comprehend the text. In writing, some students still made errors in capitalization and punctuation, had messy handwriting, and struggled to construct coherent sentences.

These findings indicate that, despite being in the upper grades of elementary school, basic literacy skills have not yet fully developed. Theoretically, fifth-grade students should have reached the stage of reading comprehension and be able to write simple paragraphs effectively (Hasbi et al., 2025). However, the reality on the ground reveals a gap in skills, indicating the need for ongoing strengthening of basic literacy. This situation can impact students' difficulties in understanding other text-based subjects (Amri et al., 2021).

### *Factors Causing Reading and Writing Difficulties*

Interviews with teachers and several students indicate that the persistence of students' reading and writing difficulties is influenced by various interrelated factors. These factors do not stand alone but rather form a chain of causes that directly impact the development of students' literacy skills.

First, low interest and motivation in reading is a major contributing factor (Rahmawati & Ardiansyah, n.d.). Several students admitted to rarely reading books outside of class hours and only reading when asked by the teacher. This lack of interest in reading activities prevents students from practicing independently. As a result, reading skills do not develop significantly. Furthermore, a lack of confidence when asked to read in front of the class also affects reading fluency. Students who are afraid of making mistakes tend to read quietly and hesitantly, making the learning process less effective. This factor falls under the category of internal factors originating from within the student (Siregar, 2024).

Second, a lack of learning support at home also plays a role in slowing the development of reading and writing skills. According to teachers, some parents have limited time due to busy work schedules, preventing them from regularly assisting their children in their studies. Some parents also lack an understanding of the importance of ongoing reading practice. The lack of literacy stimulation at home, such as the availability of reading books or shared reading habits, means

students receive less reinforcement outside the school environment. Consistent reading habits significantly impact reading fluency and comprehension (Rahma et al., 2023).

Third, the influence of excessive, unsupervised gadget use is also a significant factor. Some students spend more time playing games or watching videos than reading books or practicing writing. Uncontrolled gadget use reduces study time and can lower students' concentration (Febifebriani, Haifaturrahmah, 2025). Furthermore, the habit of reading short texts on a screen often does not develop deep reading skills, making it difficult for students to fully comprehend long texts (Agasi et al., 2022).

Fourth, the limited number of teachers and the relatively high teaching load mean that individual mentoring cannot be maximized. In a class with a large number of students, teachers must divide their attention among all students. As a result, students experiencing specific difficulties in reading and writing do not receive continuous, intensive intervention. This factor falls under the category of external factors related to school conditions (Leni Marlina, n.d.).

Overall, the factors causing reading and writing difficulties can be categorized as internal and external. Internal factors include student motivation to learn, interest in reading, and self-confidence. Meanwhile, external factors include the family environment, home learning habits, the influence of technology, and school conditions. These literacy issues demonstrate that improving reading and writing skills is not solely the responsibility of teachers at school but also requires the active role of parents in creating a supportive learning environment. Collaboration between schools and families is key to addressing the gap in students' literacy skills sustainably.

#### ***Teacher and Student Internship Efforts to Overcome Reading and Writing Difficulties***

Class teachers have undertaken various efforts, such as providing additional guidance, implementing a rotating reading method, and providing regular writing practice. Teachers also provide motivation and positive reinforcement to students. Student Internships (PPL) assist through intensive mentoring, the use of letter cards and short reading passages, and the implementation of repeated reading methods to improve reading fluency (Larasati Eka et al., 2025).

These efforts demonstrate teachers' awareness and commitment to addressing student literacy challenges. The repeated practice approach and individual mentoring have proven effective in helping students improve reading fluency (Irma & Witarsa, 2023). The presence of student Internships (PPL) also provides additional support in the learning process, particularly by providing more attention to students experiencing difficulties. A variety of strategies and a pleasant learning environment can increase student motivation to practice reading and writing.

### *Obstacles Faced in Addressing Literacy Difficulties*

In implementing these efforts, several obstacles were encountered, including limited learning time, a large number of students per class, a lack of facilities and supplementary reading materials, and suboptimal parental support in assisting children with learning at home.

These obstacles pose challenges to improving students' literacy skills comprehensively. Time constraints and the large number of students make it difficult for teachers to provide intensive, individual attention. The lack of literacy resources also limits the variety of learning experiences. Therefore, collaboration between schools and parents, along with adequate support from facilities, is necessary for literacy improvement programs to be more effective and sustainable.

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of research conducted at Luksagu Public Elementary School, it can be concluded that the reading and writing skills of fifth-grade students are not evenly distributed. Although most students have achieved sufficient reading and writing skills, some still experience difficulties with reading fluency, reading comprehension, punctuation, and sentence structure. This situation indicates that basic literacy skills in some students have not developed optimally and require special attention. The factors contributing to these reading and writing difficulties include both internal and external factors. Internal factors include low interest and motivation in reading, as well as a lack of student self-confidence. Meanwhile, external factors include a lack of home learning support, the influence of excessive gadget use, and a limited number of teachers, which results in less than optimal individual support in the classroom. These issues demonstrate that improving literacy is not solely the responsibility of schools but also requires active support from parents and the surrounding community.

Efforts undertaken by teachers and student internship teachers (PPL) include providing additional guidance, rotating reading practice, regular writing practice, the use of simple learning media, and the implementation of repeated reading methods. These efforts have had a positive impact on improving students' reading fluency and learning motivation, although several obstacles remain, such as limited time, facilities, and parental support. Therefore, ongoing collaboration between teachers, student internship teachers, schools, and parents is necessary for literacy improvement programs to be more effective and sustainable.

### **FURTHER STUDY**

This research still has limitations, so it is necessary to conduct further research related to the topic of Teachers' Efforts to Overcome Reading and Writing Difficulties at Luksagu State Elementary School in order to perfect this research and increase insight for readers.

## **REFERENCES**

- Agasi, D., Oktarina, R., & Murni, I. (2022). Pengaruh Pemakaian Gadget pada Peserta Didik Sekolah Dasar Berkaitan dengan Perkembangan Psikologinya. *Jurnal Pendidikan Tambusai*, 6(2), 10763–10768.
- Amri, S., Rochmah, E., & Cirebon, U. M. (2021). Pengaruh kemampuan literasi membaca terhadap prestasi belajar siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 13(1), 52–58.
- Febifebriani, Haifaturrahmah, S. M. (2025). dampak penggunaan gadget terhadap konsentrasi belajar siswa sekolah dasar. 10(04), 243–252.
- Hasbi, M., Halim, A., & Bakri, F. (2025). Peningkatan Literasi Membaca Siswa SD melalui Buku Cerita Bergambar. 6(2), 1075–1084.
- Irma, A., & Witarsa, R. (2023). Penerapan Pendampingan Individu terhadap Literasi Baca dan Tulis Siswa Kelas 2 Sekolah Dasar. *Journal of Education Research*, 4(3), 924–929
- Larasati Eka Permatasari, Anisyah Dewi Syah Fitri, S. P. P. (2025). pengaruh metode repeated reading terhadap kemampuan pemahaman membaca siswa kelas 3. *Jurnal Teras Kesehatan -*, 8(1), 83–92.
- Leni Marlina, S. (n.d.). analisis faktor faktor yang mempengaruhi hasil belajar bahasa indonesia pada sisiwa kelas IV sd muhammadiyah majaran kabupaten sorong. 66–74.
- Rahma, Z. F., Sutanto, A. V., & Minropa, A. (2023). pengaruh lingkungan keluarga terhadap kemampuan literasi anak kelas 1 SD IT di Surakarta. *Jurnal Terapi Wicara Dan Bahasa*, 2(1), 75–82.
- Rahmawati, D. N., & Ardiansyah, R. (n.d.). Analisis minat baca dan motivasi dalam kemampuan membaca pemahaman literal pada teks cerita narasi pada peserta didik kelas V sekolah dasar. 10(2), 13–18.
- Siregar, H. T. (2024). Faktor-Faktor yang Mempengaruhi Hasil Belajar Dalam Pembelajaran PAI. *Jurnal Ilmu Tarbiyah Dan Keguruan (JITK)*, 2(2), 215–226.