ABSTRAK

IRA HARYATI. 2025. *"EXPLORING TEACHER'S CHALLENGES AND SOLUTIONS IN TEACHING READING TO YOUNG LEARNERS: A CASE STUDY"*.
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Penelitian ini bertujuan untuk mengeksplorasi tantangan beserta Solusi guru saat mengajarkan membaca kepada siswa muda. Menggunakan pendekatan kualitatif, penelitian ini melibatkan satu orang guru Bahasa inggris yang mengajar siswa muda di salah satu SMP negeri di Tasikmalaya. Data dikumpulkan melalui wawancara semi-struktur dan dianalisis menggunakan analisis tematik menurut Braun dan Clarke (2006). Hasil penelitian menunjukkan adanya tiga tantangan utama, yaitu tantangan dalam verbal scaffolding (partisipasi siswa yang tidak merata dan motivasi rendah), tantangan dalam metacognitive scaffolding (keterbatasan kosakata, perbedaan kemampuan membaca, dan kurangnya minat siswa), serta tantangan dalam visual scaffolding (minimnya media visual dan eksplorasi konten). Untuk mengatasi hal tersebut, guru menerapkan berbagai solusi seperti dukungan sosial-emosional, penggunaan strategi regulasi belajar (misalnya alat terjemahan dan refleksi), serta pemanfaatan media visual berupa teks budaya dan film pendek. Penelitian ini menyimpulkan bahwa pengajaran membaca yang efektif memerlukan penerapan scaffolding yang sensitif terhadap kebutuhan afektif, kognitif, dan budaya siswa.

Kata kunci: *Mengajar Membaca, Peserta Didik Muda, Pendampingan, Tantangan, Solusi*

ABSTRACT

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This study aims to explore the challenges and solutions faced by teacher when teaching reading to young learners. Using a qualitative approach, this study involved one English teacher who taught young learners at a public junior high school in Tasikmalaya. Data were collected through semi-structured interviews and analyzed using thematic analysis according to Braun and Clarke (2006). The results of the study show three main challenges, namely challenges in verbal scaffolding (unequal student participation and low motivation), challenges in metacognitive scaffolding (limited vocabulary, differences in reading abilities, and lack of student interest), and challenges in visual scaffolding (lack of visual media and content exploration). To overcome these challenges, teachers implemented various solutions such as social-emotional support, the use of learning regulation strategies (e.g., translation tools and reflection), and the use of visual media in the form of cultural texts and short films. This study concluded that effective reading instruction requires the application of scaffolding that is sensitive to students' affective, cognitive, and cultural needs.

Keywords: Teaching Reading, Young Learners, Scaffolding, Challenges, Solutions