Teachers' Intervention Strategies for Reading Difficulties Among Second-Grade Students: A Qualitative Case Study in Primary Education

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Abstract
Reading difficulties among early-grade students constitute a critical concern in Indonesian primary education, yet empirical documentation of teachers' intervention practices in authentic classroom settings remains limited. This qualitative case study examined teachers' efforts in addressing reading difficulties among four second-grade students at SD Negeri Beka, employing observations, semi-structured interviews, and documentation analysis over two academic semesters. Data were analyzed using Miles and Huberman's framework, with triangulation ensuring trustworthiness. Three primary factors contributed to reading difficulties: phonological awareness deficits (letter recognition and decoding challenges), limited parental support and home literacy environments, and motivational challenges. Teachers implemented multiple interventions including picture word cards for multisensory instruction, daily supplementary reading sessions providing additional instructional time, and provision of developmentally appropriate materials with large print and illustrations. Longitudinal observations documented gradual improvements in students' decoding accuracy, reading fluency, and self-efficacy, though progress remained incomplete and varied across individual learners. While teachers demonstrated commitment and creativity, gaps existed between implemented practices and evidence-based intervention components, particularly regarding explicit systematic phonics instruction and progress monitoring. Findings underscore the need for professional development programs equipping Indonesian teachers with research-validated intervention strategies while building upon existing pedagogical strengths and contextual awareness.

INTRODUCTION

Reading proficiency constitutes a fundamental pillar of academic achievement and cognitive development, particularly during the formative years of primary education. As the gateway to knowledge acquisition and intellectual growth, reading skills enable students to access information across all subject domains and facilitate their participation in the broader educational discourse (Cunningham & Stanovich, 1997; Peng et al., 2020; Rahim, 2008). Research demonstrates that early reading abilities predict not only immediate academic performance but also long-term educational attainment, with kindergarten reading skills forecasting achievement through fourth and sixth grades (Butler et al., 1985; Wagner et al., 1997). The relationship between reading proficiency and academic success extends beyond language arts to mathematics and science, where reading comprehension significantly influences performance across disciplines (Reikerås, 2006; Walker et al., 2008). Consequently, difficulties encountered during the early stages of reading acquisition can have profound and lasting implications for students' overall educational development and future academic trajectories (Francis et al., 1996; Hernandez, 2011).

Despite the recognized importance of early literacy development, a significant proportion of primary school students continue to experience substantial challenges in acquiring basic reading competencies. These difficulties manifest in various forms, including letter recognition deficits, phonological processing impairments, and challenges in decoding written text into meaningful language (Moats & Tolman, 2019; Snowling et al., 2020). The prevalence of reading difficulties is estimated at 3% to 17.5% of the school-age population, with approximately 13.7% of primary-grade students experiencing significant reading challenges (Kim, 2020; Košak-Babuder et al., 2019). Studies of children at family risk of dyslexia reveal heightened prevalence rates of approximately 44%, underscoring the multifaceted nature of reading difficulties that encompass phonological awareness deficits, working memory limitations, and broader language impairments (Snowling et al., 2020). In the Indonesian context, these challenges are particularly acute, with national assessments indicating that most students perform two grade levels below expectations, and PISA rankings consistently placing Indonesia among the lowest-performing countries in reading literacy (Mullis et al., 2012; OECD, 2023; Hidayat et al., 2024).

The literature on reading difficulties reveals a complex interplay of factors contributing to students' struggles with literacy acquisition. Phonological processing difficulties represent the primary deficit underlying reading challenges across all languages, with children demonstrating weaknesses in phoneme awareness, letter-sound knowledge, and rapid automatized naming (De Jong & Van der Leij, 2003; Snowling et al., 2020). However, existing research has predominantly focused on diagnostic frameworks and theoretical conceptualizations of reading difficulties within Western educational contexts, with comparatively limited attention directed toward documenting the practical pedagogical interventions implemented by classroom teachers in developing countries. While studies have examined reading intervention effectiveness in controlled settings (Mathes et al., 2005; Torgesen et al., 2001), there remains insufficient empirical documentation of teachers' naturally occurring practices, the contextual resources they utilize, and the real-world effectiveness of their interventions in addressing reading difficulties among early-grade learners in resource-constrained environments such as Indonesia (Suprayogi & Valcke, 2016).

A critical knowledge gap exists regarding the specific strategies and efforts employed by primary school teachers in addressing reading difficulties within authentic classroom settings, particularly in the Indonesian educational context. Recent systematic reviews have identified various pedagogical strategies employed in Indonesia, including directed reading-thinking activities and culturally responsive approaches, yet these studies focus primarily on students without identified learning difficulties (Fitriana et al., 2018). Research indicates that Indonesian teachers often lack adequate subject knowledge and pedagogical skills necessary for effective literacy instruction, with teacher competency assessments revealing below-target performance (Leigh & Gamong, 2016). Furthermore, the Indonesian curriculum has been criticized for inadequately addressing reading instruction for beginning readers, with insufficient systematic phonics instruction and limited guidance on evidence-based interventions (Solihin et al., 2020). This gap is particularly evident in research examining lower-grade primary students, where reading difficulties often manifest most acutely and where timely intervention proves most critical for preventing cumulative academic deficits.

The present study addresses this knowledge gap by conducting an in-depth qualitative investigation of teachers' efforts in overcoming reading difficulties among second-grade students at SD Negeri Beka. This research is justified by several compelling considerations grounded in empirical evidence. First, early identification and remediation of reading difficulties is essential for preventing persistent academic challenges, with research demonstrating that intensive early interventions can reduce the prevalence of reading problems by up to 70% and prevent difficulties in 2% to 5% of at-risk students (Lyon et al., 2001; Mathes et al., 2005; McMaster et al., 2005). Meta-analytic evidence indicates that intensive early reading interventions produce significant positive effects (effect size = 0.39), with earlier intervention in first and second grades yielding faster skill acquisition rates compared to third grade (Hall et al., 2023; Lovett et al., 2017). Second, understanding the practical

strategies employed by classroom teachers in naturalistic settings can inform both pedagogical practice and professional development initiatives aimed at enhancing literacy instruction, particularly in contexts where teachers face significant resource constraints and limited access to specialized training (Denton et al., 2006; Vaughn et al., 2012). Third, documentation of contextually appropriate interventions within the Indonesian educational system contributes to the culturally situated knowledge base regarding effective literacy instruction in diverse educational settings, addressing the urgent need for locally relevant evidence-based practices (Farida, 2008; Hidayat et al., 2024).

The primary objective of this research is to comprehensively examine and document the efforts undertaken by teachers to address reading difficulties among second-grade students, encompassing the identification of causal factors, the implementation of pedagogical interventions, and the assessment of intervention outcomes. The significance of this research extends beyond the immediate context of SD Negeri Beka, offering valuable insights for educational practitioners, policymakers, and researchers concerned with early literacy development in Indonesia and similar developing-country contexts. By providing detailed documentation of teachers' practical approaches to addressing reading difficulties in resource-constrained settings, this study contributes empirical evidence that can inform the development of more effective, contextually appropriate intervention protocols and professional development programs that acknowledge the realities of Indonesian primary classrooms.

METHODS

This study employed a qualitative case study design to conduct an in-depth exploration of teachers' efforts in addressing reading difficulties among second-grade students at SD Negeri Beka, Marawola District, Sigi Regency. Qualitative case study methodology enables researchers to examine complex phenomena within authentic contexts, facilitating comprehensive understanding through detailed, rich data collection from multiple sources (Baxter & Jack, 2008; Yin, 2009). This methodological approach was particularly appropriate as it explored the "how" and "why" questions regarding teachers' pedagogical interventions in naturalistic educational settings, allowing for holistic description and analysis of the phenomenon under investigation (Merriam, 1998; Stake, 1995).

The research participants comprised the second-grade classroom teacher and four students experiencing reading difficulties, selected through purposive sampling. Purposive sampling ensured the selection of information-rich cases that could provide deep insights into the phenomenon of interest, consistent with qualitative research principles emphasizing participants who possess direct experience relevant to the research questions (Creswell, 2013; Patton, 2015). The four students demonstrated varying degrees of reading difficulties, ranging from letter recognition deficits to challenges in decoding simple words. The classroom teacher, Mrs. Suratin, S.Pd., served as the primary informant due to her sustained daily interaction with these students and implementation of intervention strategies.

Data collection utilized three primary techniques to ensure comprehensive understanding through triangulation, which enhances credibility and trustworthiness by cross-verifying information from different sources (Carter et al., 2014; Patton, 1999). First, classroom observations documented teachers' instructional practices, student-teacher interactions, and implementation of reading intervention strategies during regular activities. Second, semi-structured interviews were conducted with the classroom teacher to elicit detailed information regarding factors contributing to students' reading difficulties, specific intervention strategies employed, and perceived effectiveness of implemented approaches. Third, documentation analysis examined relevant materials including lesson plans, student work samples, and reading assessment records. This multi-method approach facilitated methodological triangulation, strengthening the validity and reliability of research findings (Morgan, 2024).

The trustworthiness of the research was established through data source triangulation and time triangulation to enhance credibility and dependability of findings (Lincoln & Guba, 1985). Data source triangulation involved systematically comparing information obtained from the teacher, students, and

documentary evidence to identify convergence and minimize potential biases (Korstjens & Moser, 2018). Time triangulation was implemented by conducting observations and interviews at different time points across two academic semesters, allowing assessment of teachers' practices consistency and tracking changes in students' reading capabilities over time.

Data analysis followed the systematic framework developed by Miles et al. (2014), consisting of three interconnected components: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher organized extensive data by transcribing recordings, reviewing field notes, coding relevant segments, and categorizing information according to emerging themes related to research objectives. The data display phase involved organizing reduced data into structured formats to facilitate systematic comparison and pattern identification. The final phase entailed interpreting displayed data to generate meaningful insights, identifying patterns regarding factors contributing to reading difficulties, intervention strategies employed, and outcomes achieved. This iterative analytical process allowed for progressive refinement of interpretations and ensured conclusions were firmly grounded in empirical evidence.

RESULTS AND DISCUSSION

Results

Factors Contributing to Reading Difficulties

The present study examined reading difficulties experienced by four second-grade students at SD Negeri Beka, revealing multiple interrelated causal factors that aligned with contemporary research on early literacy challenges. The classroom teacher, Mrs. Suratin, S.Pd., reported that among 21 students (9 males and 12 females), four students demonstrated significant reading difficulties, with three male students (Huda, Fikhan, and Yansen) and one female student (Amelia) struggling with fundamental literacy skills. The teacher's assessment indicated that these students had not yet memorized the complete alphabet and were unable to string letters together to form sentences, representing severe deficits in letter-sound correspondence and phonological processing abilities.

Classroom observations conducted throughout the research period corroborated the teacher's initial assessment and revealed a hierarchy of difficulty levels among the four identified students. Amelia and Yansen demonstrated the most severe impairments, exhibiting complete inability to decode written text independently. Interview data from the teacher provided nuanced understanding of these students' challenges: "*When I explained the material, I kept giving questions to find out if the child understood it or not. If not, I will repeat it again. There are two students named Amelia and Yansen, actually their writing is good because they are not fluent in reading, so their writing looks at books or on the blackboard one letter one letter so that it is slow in writing, while children who can read it immediately write.*" This observation highlighted a critical dissociation between graphomotor abilities and phonological decoding skills, suggesting that the reading difficulties were not attributable to general cognitive impairment but rather to specific deficits in phonological processing mechanisms.

Analysis of student interview data revealed additional contributing factors related to attention and peer influence. Fikhan, one of the students with moderate reading difficulties, acknowledged: "*When the teacher explained the lesson, I always paid attention, but sometimes my classmates talked to me, sometimes I chatted and then I looked forward again.*" This testimony illuminated the role of classroom environmental factors and attentional resources in literacy acquisition, particularly for students already experiencing foundational skill deficits. The interplay between cognitive vulnerabilities and environmental distractors appeared to compound learning challenges for these struggling readers.

Triangulation of data sources revealed three primary categories of causal factors contributing to students' reading difficulties. First, phonological awareness deficits emerged as the most prominent factor, with students demonstrating inability to recognize individual letters, associate letters with corresponding sounds, and blend phonemic units into coherent words. Second, limited parental support and home literacy engagement significantly impacted students' literacy development. The

teacher noted that students spent considerable time at home but received minimal structured literacy support from family members, reflecting inadequate home learning environments. Third, motivational factors played a substantial role, with students exhibiting diminished self-efficacy and limited intrinsic interest in reading activities. These findings aligned with the teacher's observation that instructional materials required careful selection to match students' interest levels and prevent disengagement. An unexpected finding emerged regarding the relationship between reading materials and student engagement: students specifically expressed preference for books with large print and abundant illustrations, suggesting that visual accessibility and developmental appropriateness of materials significantly influenced their willingness to engage with literacy activities.

Pedagogical Interventions Implemented

The research documented multiple intervention strategies employed by teachers to address students' reading difficulties, encompassing instructional modifications, resource provision, and individualized support mechanisms. Mrs. Retno, who collaborated in the intervention efforts, described the primary instructional approach: "*In teaching, I use the picture card game method to attract children's attention. From the picture, what image is identified, for example, a picture of a cow, then the child is told to string it into words and then write it in front. I also use spelling methods to introduce letters and introduce syllables to children.*" This multisensory instructional approach integrated visual, auditory, and kinesthetic learning modalities, utilizing concrete representations to facilitate abstract letter-sound associations.

The school implemented systematic resource allocation to support struggling readers. Mrs. Suratin explained: "*Schools always provide teaching aids as support for students who have not been able to follow lessons properly because with the facilities or learning media, students are more enthusiastic about learning.*" Documentary evidence confirmed that classrooms contained designated storage cabinets housing basic reading books, student workbooks (LKPD), and specialized materials tailored to struggling readers' needs. Mrs. Retno elaborated on the materials provided: "*The school provides bindings, reading books, LKPD in the classroom and each class provides a special cabinet to store books. And picture books with large writing as expected by children because there are students who feel bored if they encounter small and undrawn writing, therefore the school provides books that have large and picture writing.*" This strategic material selection demonstrated awareness of the relationship between text accessibility and student engagement.

A particularly significant intervention involved the provision of additional instructional time beyond regular classroom hours. The teacher implemented daily supplementary reading sessions, providing targeted instruction to struggling readers after regular subject periods concluded. This intensive support model reflected recognition that students with severe reading difficulties required substantially more practice opportunities than their typically developing peers. Interview data from Amelia illustrated the individualized nature of these interventions: "*I can't read yet, but I can write. My teacher always taught me to spell letters and I was also often told by my teacher to come forward to write the pasted pictures. Then I was told to read. If I can't read, I appoint one of my friends to read aloud.*" This testimony revealed the teacher's use of scaffolded instruction, peer modeling, and incremental skill-building approaches, even as it simultaneously highlighted the persistent nature of Amelia's decoding difficulties despite these interventions.

Implementation Outcomes and Student Progress

The longitudinal nature of the research, spanning two academic semesters, enabled assessment of intervention effectiveness through multiple data collection points. Teacher reports and observational data indicated gradual improvement in students' reading capabilities, though progress remained incomplete and varied across individual learners. Mrs. Suratin reflected on the developmental trajectory: "*It is good to feel that when the children I teach have changed during these 2 semesters, who at first did not really memorize the letters of the alphabet, who cannot spell now they have started to be able to, it\'s just that of the four students there is one student whose change*

is very slow and not the same as the other friends." This assessment acknowledged both collective progress and individual variability in intervention response, consistent with research documenting differential treatment effects among struggling readers.

Classroom observations conducted during the final data collection period documented specific behavioral and performance changes. Students who initially exhibited extreme reluctance to participate in oral reading activities demonstrated increased willingness to engage with literacy tasks. The teacher noted improvement in students' confidence and participation: "*The beginning of the new teaching is only in grade 2 when the exams of children who have difficulty reading are always last. Then I helped read the questions and then they answered, I am sure that they have not finished the work not because they do not know the answer but because they have difficulty reading the questions. Now, thank God, when I gave them assignments, they were not slow in doing them like the previous ones. And when the learning process in the classroom of students who used to have poor reading skills if asked to have a conversation in front of the class, they always do not participate, usually pretending to be busy with their books. Now they are starting to feel confident when they are appointed to read the conversation.*"

This testimony provided evidence of multiple dimensions of progress. First, students demonstrated improved decoding accuracy, enabling them to read assessment questions independently rather than requiring teacher assistance. Second, their reading fluency increased sufficiently to complete timed academic tasks at rates comparable to their classmates. Third, and perhaps most significantly from a socioemotional perspective, students exhibited enhanced self-efficacy and reduced reading anxiety, as evidenced by their willingness to volunteer for public reading performances. These affective changes represented critical developmental achievements, as reading motivation and self-concept significantly influence long-term literacy trajectories. However, the teacher's candid acknowledgment that progress remained suboptimal and that one student continued to lag substantially behind peers underscored the complexity of remediating severe reading difficulties and the need for sustained, intensive intervention efforts.

Discussion

The findings from this qualitative case study provide empirical documentation of teachers' naturalistic intervention practices for addressing reading difficulties among Indonesian second-grade students, offering insights into both the challenges confronting struggling readers and the pedagogical responses implemented within resource-constrained educational contexts. The three primary research questions are addressed through integration with international literature, critical analysis of findings, and consideration of theoretical and practical implications.

The identification of phonological awareness deficits as the primary factor underlying students' reading difficulties strongly aligns with the extensive body of research documenting phonological processing as the foundational skill for alphabetic literacy acquisition (Ehri, 2004; Snowling et al., 2020). The students' inability to recognize letters, associate graphemes with phonemes, and blend sounds into words directly corresponds to the core phonological deficits characterizing dyslexia and reading disabilities across languages (Blachman, 2000; De Jong & Van der Leij, 2003). Research consistently demonstrates that phonological awareness represents the most reliable predictor of early reading success, with deficits in this domain affecting approximately 80% of poor readers (Moats & Tolman, 2019). The present findings are particularly consistent with studies showing that letter identification and phonological awareness in kindergarten strongly predict second-grade reading outcomes, supporting the theoretical framework that these foundational skills must be established before higher-order literacy competencies can develop (Wagner et al., 1997).

The documented role of limited parental support and inadequate home literacy environments in contributing to students' reading difficulties corroborates extensive research on the critical importance of family involvement in early literacy development. Studies demonstrate that parental involvement in reading activities at home significantly influences not only reading achievement but also language

comprehension, vocabulary development, and attitudes toward literacy (Baker, 2003; Bracken & Fischel, 2008; Desforges & Abouchaar, 2003). The finding that students spent substantial time at home but received minimal literacy support reflects what research characterizes as passive rather than active home literacy environments, with active models emphasizing children's participatory engagement in literacy activities proving substantially more predictive of reading achievement than passive environmental factors such as book availability alone (Sénéchal & Young, 2008). Indonesian research has similarly documented that limited parental literacy engagement exacerbates reading difficulties, with socioeconomic constraints and limited parental education levels contributing to inadequate home support (Hidayat et al., 2024). This alignment with international findings suggests that strategies proven effective in Western contexts for enhancing parental involvement—including family literacy workshops, modeling of effective reading practices, and provision of guidance on home literacy activities—may offer promising approaches for Indonesian educational settings (Mendelsohn et al., 2018).

The identification of motivational factors as contributors to reading difficulties, while expected, reveals important nuances regarding the reciprocal relationship between skill deficits and engagement. Research demonstrates that reading motivation and self-efficacy significantly influence literacy development, with poor readers often developing negative attitudes toward reading that further impede skill acquisition (Baker & Wigfield, 1999). The students' expressed preferences for large-print, illustrated texts illuminates an important yet sometimes overlooked aspect of literacy instruction: the critical role of developmentally appropriate, visually accessible materials in maintaining engagement among struggling readers. This finding resonates with research on visual literacy supports demonstrating that thoughtfully designed visual aids can enhance vocabulary acquisition, comprehension, and engagement, particularly for students with learning difficulties, while simultaneously cautioning against over-reliance on visual cues that may impede development of pure decoding skills (Kluth, 2010). The unexpected emphasis students placed on text accessibility suggests that material selection deserves greater attention in intervention planning than it typically receives.

The picture word card methodology employed by teachers aligns with established research on the effectiveness of multisensory instructional approaches for struggling readers. Contemporary visual literacy research demonstrates that visual aids facilitate letter-sound associations, vocabulary development, and conceptual understanding when integrated systematically into explicit phonics instruction (Becker, 2020). However, critical evaluation reveals potential limitations in the intervention's implementation. While the science of reading acknowledges the value of visual supports for pre-readers and struggling readers, research emphasizes that visuals must complement, not replace, explicit systematic phonics instruction (National Reading Panel, 2000). If students primarily rely on picture cues for word identification rather than developing phonological decoding strategies, this approach may inadvertently impede development of the foundational skills necessary for reading complex, unillustrated texts (Kilpatrick, 2015). The effectiveness of visual aids depends critically on their integration within a comprehensive instructional framework that prioritizes phonological awareness and alphabetic principle instruction.

The provision of additional instructional time through daily supplementary sessions represents an evidence-based intensity modification supported by extensive research on reading interventions. Meta-analyses demonstrate that intensive early reading interventions produce significant positive effects (effect size = 0.39), with students receiving such interventions improving reading performance by approximately four-tenths of a standard deviation compared to controls (Hall et al., 2023; Wanzek & Vaughn, 2010). Research specifically examining intervention duration indicates that earlier intervention in first and second grades yields faster skill acquisition rates than delayed intervention in third grade, supporting the appropriateness of the timing of interventions in this study (Lovett et al., 2017). However, critical examination of the intervention's implementation reveals potential gaps in adherence to evidence-based practices. Research emphasizes that effective intensive interventions require explicit, systematic instruction in phonemic decoding with high levels of active student

engagement, structured lesson sequences, and ongoing progress monitoring to inform instructional adjustments (Torgesen, 2006; Vaughn et al., 2003). The present study's data do not provide sufficient detail regarding the explicit teaching of phoneme segmentation, blending procedures, and systematic phonics sequences, raising questions about whether the additional time was accompanied by the instructional explicitness and systematicity that research identifies as critical for intervention effectiveness.

The small group size and individualized attention provided in this intervention align with research on optimal instructional grouping for struggling readers. Studies indicate that interventions delivered in groups of three to four students produce outcomes comparable to one-on-one instruction while being substantially more resource-efficient, though students with the most severe difficulties may benefit from more intensive individualization (Vaughn et al., 2003; Wanzek et al., 2016). An unexpected and noteworthy finding was the apparent absence of systematic progress monitoring procedures. Research emphasizes that effective intensive interventions must be guided by and responsive to frequent assessment of student progress, enabling teachers to identify when instructional modifications are needed and to track whether students are making adequate gains toward grade-level benchmarks (Gersten et al., 2008). The teacher's observations of student progress, while valuable, appeared primarily anecdotal rather than systematically documented through curriculum-based measures, potentially limiting the precision with which intervention effectiveness could be evaluated and instructional approaches refined.

This research contributes to the limited empirical literature documenting teachers' naturalistic intervention practices in Indonesian primary schools, offering insights particularly relevant for resource-constrained educational contexts in developing countries. The findings reveal both promising practices and areas requiring strengthening. On the positive side, teachers demonstrated awareness of struggling readers' needs, creativity in adapting available resources, commitment to providing additional instructional time, and sensitivity to motivational and affective dimensions of reading difficulty. These teacher dispositions represent valuable assets upon which more systematic, evidence-based interventions can be built. However, the findings simultaneously reveal gaps between teachers' practices and research-validated intervention components, particularly regarding explicitness of phonological instruction, systematicity of skill sequencing, and use of data-driven decision-making.

The theoretical implications center on the universality of phonological processing as the foundational skill for alphabetic literacy, regardless of linguistic or cultural context. The finding that Indonesian students' reading difficulties manifested primarily as phonological deficits mirrors patterns documented across diverse languages and orthographies, supporting the cross-linguistic applicability of phonological theories of reading development (Ziegler & Goswami, 2005). This universality suggests that evidence-based intervention approaches developed in Western contexts may be adaptable for Indonesian settings, though cultural and contextual modifications remain necessary. Practically, the findings underscore the urgent need for professional development programs equipping Indonesian teachers with knowledge of explicit, systematic phonics instruction, progress monitoring procedures, and evidence-based intervention strategies. Research documents that teacher knowledge and pedagogical skill significantly influence intervention effectiveness, with well-trained teachers producing substantially better student outcomes (Spear-Swerling, 2019).

The study's limitations include its small sample size, focus on a single school context, and lack of standardized outcome measures, which constrain generalizability of findings. The absence of a control or comparison group precludes definitive conclusions about intervention effectiveness. Future research should employ quasi-experimental or experimental designs with standardized pre-post assessments, larger samples across multiple schools, and systematic documentation of intervention fidelity to provide more rigorous evidence regarding effective practices for Indonesian contexts. Additionally, longitudinal research tracking students' literacy trajectories beyond second grade would illuminate whether observed improvements represent foundational changes enabling sustained reading development or temporary gains requiring ongoing support. Despite these limitations, this study

provides valuable documentation of teachers' authentic practices and establishes a foundation for developing contextually appropriate, evidence-based interventions for Indonesian struggling readers.

CONCLUSION

This qualitative case study provides empirical documentation of teachers' intervention practices for addressing reading difficulties among Indonesian second-grade students, revealing both promising approaches and areas requiring strengthening. The research identified three primary factors contributing to reading difficulties: phonological awareness deficits, limited parental support and home literacy environments, and motivational challenges compounded by inappropriate instructional materials. Teachers implemented multiple intervention strategies including picture word cards for multisensory instruction, daily supplementary reading sessions providing additional instructional time, and strategic provision of developmentally appropriate materials with large print and illustrations. Longitudinal observations documented gradual improvements in students' decoding accuracy, reading fluency, and self-efficacy, though progress remained incomplete and varied substantially across individual learners.

The study contributes to the limited empirical literature on reading intervention practices in resource-constrained Indonesian educational contexts, demonstrating that while teachers exhibit commitment and creativity in addressing struggling readers' needs, gaps exist between implemented practices and evidence-based intervention components, particularly regarding explicit systematic phonics instruction and data-driven progress monitoring. These findings have significant practical implications, underscoring the urgent need for professional development programs equipping Indonesian teachers with knowledge of research-validated intervention approaches while building upon their existing pedagogical strengths and contextual awareness.

The study's limitations include its small sample size, single-school focus, absence of standardized outcome measures, and lack of comparison groups, which constrain generalizability and preclude definitive conclusions about intervention effectiveness. Future research should employ quasi-experimental or experimental designs with larger samples across multiple schools, standardized pre-post assessments, systematic documentation of intervention fidelity, and longitudinal tracking of students' literacy trajectories to provide more rigorous evidence regarding effective practices for Indonesian contexts and to examine whether observed improvements represent foundational changes enabling sustained reading development or temporary gains requiring ongoing intensive support.

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