



Writing Ability of Second Grade Elementary School Students

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ABSTRAK

Masih banyak peserta didik yang belum menguasai kemampuan menulis dengan baik, terutama di kelas rendah. Permasalahan menulis yang sering terjadi pada peserta didik di kelas rendah yaitu menulis huruf terbalik, sering tertukar huruf-huruf tertentu, sering meninggalkan satu huruf atau melebihi satu huruf pada kata yang ditulis. Tujuan penelitian ini adalah untuk menganalisis kemampuan menulis dan faktor yang mempengaruhi kemampuan menulis peserta didik. Penelitian ini tergolong kedalam jenis penelitian deskriptif kualitatif dengan subjek penelitian yakni lima orang siswa kelas II SD. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara, dan dokumentasi dengan instrument penelitian berupa pedoman wawancara dan pedoman observasi. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis data dari Miles and Huberman. Yakni terdiri dari Reduksi Data, Penyajian Data dan yang terakhir adalah tahap Penarikan Kesimpulan/Verifikasi. Hasil analisis penelitian menunjukkan bahwa sebagian besar peserta didik menguasai keterampilan menulis dengan cukup baik, meskipun ada beberapa komponen pada kemampuan menulis belum dikuasai dengan baik oleh peserta didik, seperti aspek ejaan EYD dengan benar terkadang peserta didik salah dalam ejaan tersebut. Adapun faktor yang mempengaruhi kemampuan menulis peserta didik adalah kurangnya kemampuan peserta didik dalam menghafal huruf, perhatian orang tua, serta cara mengajar guru.

ABSTRACT

There are still many students who have not mastered writing skills well, especially in the lower grades. Writing problems that often occur in students in low grades are writing letters upside down, often exchanging certain letters, often leaving one letter or exaggerating one letter in the word written. The purpose of this study was to analyze writing skills and factors that influence students' writing abilities. This research belongs to the type of qualitative descriptive research with the research subjects namely five grade II elementary school students. Data collection in the study was carried out using observation, interview, and documentation methods with research instruments in the form of interview guidelines and observation guidelines. The data obtained in the study were then analyzed using data analysis techniques from Miles and Huberman. Namely consisting of Data Reduction, Data Presentation and the last is the Drawing of Conclusions/Verification stage. The results of the research analysis showed that most of the students mastered writing skills quite well, even though there were some components of writing skills that had not been well mastered by students, such as the aspect of spelling EYD correctly sometimes students made mistakes in the spelling. The factors that affect students' writing skills are the lack of students' ability to memorize letters, the attention of parents, and the teacher's way of teachi.

1. INTRODUCTION

Education is a process that every individual must go through deliberately and consciously with the aim of increasing the quality and quantity of self so it can be well received in society (Pane & Dasopang, 2017; Sujana, 2019). Education becomes a process that helps the development of quality human resources in order to enhance the development of a nation. Education is carried out through a teaching and learning process between teachers and students, where the learning process is carried out by focusing on improvement by being able to improve the process of a learning itself, especially its efficiency, effectiveness, and productivity in achieving the purpose of learning objectives (Nafrin & Hudaidah, 2021; Suhendro, 2020; Winata et al., 2021). Every Indonesian is required to complete 12 years of compulsory education, starting at the elementary school level. Elementary school (SD) are taken for approximately 6 years starting from grade one to grade six (Sari, 2016; Zain et al., 2021). The implementation of elementary school education is sought to develop in the midst of society by paying attention to developing culture and traditions, this is done so that schools can provide maximum service in educating students and achieve the goal of national education (Irdawati, 2017; Pratama, 2021).

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After mastering listening skills, children will begin to be trained to speak a few words (Aprinawati, 2017; Elya et al., 2019). At the elementary school level, children are taught to convey back what they have heard before using their own language (Hidayati, 2018; Sablez & Pransiska, 2020). The third language skill is reading skill. Reading is a skill that must be mastered by students in order to understand the contents of a text (Azis, 2019; Dewi, 2019; Irdawati, 2017). The fourth language skill is writing skill. Writing is the process of conveying a message, which can be in the form of ideas, ideas, opinions, information, and knowledge, in writing which can be conveyed to other people so that other people are able to understand the content and objectives conveyed (Cahyaningtyas et al., 2020; Mawadah & Rohilah, 2018). The four existing language skills must be well mastered by students, so that students can understand the material presented by the teacher during the learning process.

One of the subjects given to students at the elementary school level is *Bahasa Indonesia*. Bahasa Indonesia is subject that have a major influence on other subjects, this is because *Bahasa Indonesia* is a subject for students to develop ways of thinking logically, systematically, and critically (Hidayat et al., 2019; Mustajab et al., 2021; Panje et al., 2016). In the *Bahasa Indonesia* subject there are four aspects that must be mastered by students and are interrelated with one another, including aspects of listening, speaking, reading, and writing (Aini et al., 2019; Eliana, 2020). Listening is the first ability that must be mastered by children in the language process, this is because through the listening process children are directed to listen and receive messages from the other person (Astami et al., 2019; Basori, 2019; Septyanti & Kurniawan, 2020; Zamrodah, 2022). After mastering listening skills, children will begin to be trained to speak a few (Aprinawati, 2017; Elya et al., 2019). At the elementary school level, students are taught to convey back what they have heard before using their own language (Hidayati, 2018; Sablez & Pransiska, 2020). The third language skill is reading skill. Reading is a skill that must be mastered by students in order to understand the contents of a text (Azis, 2019; Dewi, 2019; Irdawati, 2017). The fourth language skill is writing skill. Writing is the process of conveying a message, which can be in the form of point of view, ideas, opinions, information, and knowledge, in writing which can be conveyed to other people thus other people are able to understand the content and objectives conveyed (Cahyaningtyas et al., 2020; Mawadah & Rohilah, 2018). These four language skills must be well mastered by students, in consequence the students can understand the material presented by the teacher during the learning process.

However, the reality shows that elementary school students have many difficulties in learning to write, this is because students think that writing is considered a difficult and tiring activity. Writing difficulties are generally experienced by low grade students, where students cannot write several letters such as: "Q, F, R, Q, Z and V". Furthermore, letters are often exchanged between "b" and "d", the letters "m" and "n", and so on (Putri, 2018). There such as adding letters several words due to pronunciations such as the word "saya" and written "sayah". The word "mama", written "mamak", the word "kalau" written "kalaw". Some of the factors that cause this are genetic disorders and low interest in writing outside of school hours. This is in line with the results of observations and interviews that have been conducted with class II teachers at SDN 003 Pangkalan Kerinci, it is known that students' writing skills are still low, which is evidenced by the presence of students who are still made mistakes in writing, such as writing the letter K upside down. Then one of the letters is still left behind in the sentence when writing, such as writing the word "bantal" and writing "batal". In general, students who experience difficulty in writing are students who also cannot read appropriately, therefore the students make mistakes in writing text. In addition, students also do not have a large vocabulary treasury. Hence, the students in grade 2 elementary school still have not achieved the purpose of writing ability. Writing difficulties experienced by students will certainly have an impact on students' abilities in other aspects of language.

Writing is basically a process of verbal communication, so that the process of writing is considered as the most difficult ability compared to other language skills (Fitrianita & Ramadhan, 2018; Situmorang, 2018). Writing activities require full concentration so that thoughts, ideas, feelings, to readers through the media of language in the form of writing must be understood and understood by readers (Alwi et al., 2021; Sholeh et al., 2021). Writing difficulties for students generally occur due to a lack of students' ability to master sentence structure, thus making students lazy in learning. In addition, students' difficulties in writing are also caused by the teacher's way of explaining learning to write which is still considered difficult for students to understand, and teachers who do not guide students on how to write properly and correctly (Juariah et al., 2021; Kiswari et al., 2022). Several previous studies have revealed that reading, writing and arithmetic difficulties are influenced by several factors, namely family environmental factors, parental attention, mentoring and supervision which are considered very important and affect student interest and motivation as well as the student environment in the learning process (Mardika, 2019). The results of other studies reveal that writing difficulties experienced by students can come from within students or from their environment, where to overcome writing problems teachers can use media and learning models that can attract students' interest in writing (Kuntarto et al.,

2020). The results of further research revealed that the factors causing reading and writing difficulties for grade II students were immature age, liked to play rather than study, liked to be alone when the teacher was teaching, studied at home when there was homework, lack of attention from those closest to them, the teacher pay less attention, and the teacher is less assertive (Widyaningrum & Hasanudin, 2019). Based on some of the results of these studies, it can be said that difficulties in students' reading and writing abilities are generally caused by factors of students' physical and psychological limitations, lack of attention from parents, and lack of media used by teachers to stimulate students' reading and writing abilities. It's just that in previous studies there were no studies that specifically discussed the writing abilities of grade II students, along with the factors that influence students' writing difficulties. So that this research is focused on this study with the aim of knowing writing skills and what are the factors that influence students' writing skills so that they can then get a solution.

2. METHOD

This research is used qualitative descriptive design, the research conducted to describe or explain phenomena that occur in society. The research was conducted at SDN 003 Pangkalan Kerinci on Jalan Pulau Payung. Implementation This research starts from the design, research, implementation, data analysis and making research reports. The objects in this study were class II homeroom teachers and 5 second grade students at SDN 003 Pangkalan Kerinci. Data collection in the research was carried out using observation, interview and documentation methods. Sources of data in this study using two sources, namely primary data and secondary data. Primary data sources in this study were 1 teacher from class II and 5 students who were involved in the research. Meanwhile, the secondary data sources are in the form of documentation in the form of journals, books, articles and other data sources related to the research discussion during the researcher conducting the research. The research instruments used were interview guide sheets and observation. The instrument grid can be seen in [table 1](#).

Tabel 1. Research Instruments

Aspek	Indikator
Students Writing Ability	<ol style="list-style-type: none"> 1. Trying to do (write) 2. Letter Introduction 3. Copy words 4. Beautiful and Smooth Writing 5. Write Name 6. Composing Simple 7. Use the correct EYD spelling 8. Student Creativity
Factors Affecting Students' Writing Ability	<ol style="list-style-type: none"> 1. Internal Factor 2. Eksternal Factor

Data validity testing was carried out using source triangulation, time triangulation and technical triangulation as a data validity check. Source triangulation was carried out by selecting informants from Class II homeroom teachers and 5 students at SD Negeri 003 Pangkalan Kerinci as representatives. The technical triangulation was carried out by not only conducting interviews. However, collection techniques are also carried out by observation and documentation. The data obtained in the study were then analyzed using data analysis techniques from Miles and Huberman. Namely consisting of Data Reduction, Data Presentation and the last is the Drawing of Conclusions/Verification stage. Data reduction is summarizing, choosing the main things, focusing on the important things according to the research topic. Presentation of data is a description or brief explanation of the data that has been obtained by a researcher. The last is drawing conclusions, where after processing and presenting the data, the next step in analyzing the data is drawing conclusions and verifying them. It aims to find meaning from the data that has been obtained during the research.

3. RESULT AND DISCUSSION

Result

There were two main findings obtained from research regarding the analysis of the writing skills of second grade students in elementary schools. **The first finding** related to students' writing ability, which was then divided into 8 aspects. The first aspect was trying to do (write). The results of

observations and interviews showed that students were happy to write assignments given by the teacher. For example, when the teacher asks students to write, they get excited, if there is something they don't understand, students ask the teacher without fear. This was because the teacher always provides the opportunity to ask questions if there are obstacles or things that are not understood by students. The second aspect was letter recognition. In the aspect of letter recognition, students already knew letters well, although there were some students who do not know letters as a whole correctly. This can be seen when students were given writing assignments by the teacher, some students often ask the teacher how to write certain words, such as the word "lemari", and there were students who were confused about having to write the letter *m* or *n* in the word "lemari". The third aspect was copying words. When the teacher dictates sentences for students to write, students were able to write down the words of sentences dictated by the teacher well, but there were still some students who have difficulty because they don't know the letters well as a whole. This can be seen when the teacher dictates "*latihan matematika*", almost all of the students were able to write the sentences well, and a small portion of the number of students in the class had difficulty writing sentences dictated by the teacher because they did not know the letters properly. The fourth aspect was writing beautifully and smoothly. The results of observations and interviews showed that the results of the student's writing were a bit beautiful and refined because the teacher always directs students to write well, that is why, they were not allowed to write past the lines of the book, to give the distance between one word and another, and to write parallel to one word and others so as not to go up and down. This can be seen when students write in their respective books.

The fifth aspect was writing the name. The results of observations on the fourth aspect showed that students were able to write their own names, names of friends, plants and animals. Sometimes the teacher also dictates names to be written by students, from what the researchers saw when students were asked to write the names of animals such as chickens, horses, fish and ducks in their respective books, students were able to write them perfectly. The sixth aspect was simple composing. In this aspect students have been able to compose even though only a few lines. Like when the teacher asked students to tell about their personal experiences, students were able to write stories of their experiences well in their respective books. For example "*Saat aku di ajak papa dan mama pergi ke kebun binatang, aku melihat banyak hewan, ada monyet, burung, ikan, harimau. Aku senang sekali bisa melihat hewan disana*". The seventh aspect is the use of the correct EYD spelling. The results of observations and interviews showed that not all students used the EYD spelling correctly, as the researchers saw when students were asked to write the sentence "*saya sayang mama*", there were students who wrote *saya sayang mamak*. This proves that not all students use the EYD spelling correctly. The eighth aspect is student creativity. In the aspect of creativity it is known that students have their own creativity, most of the number of students in the class are able to develop writing with their imagination. For example, when students are asked to write down their personal experiences, students are able to share their personal experiences in the writing they write with different delivery styles.

The second finding in this study related to factors that influence students' writing abilities. The results of observations and interviews show that there were two factors that influence students' writing skills, including internal and external factors. Internal factors that affect students' writing abilities were the students often confused between letters such as *b* and *d*, letters *m* and *n* which were often confused by students, in consequence it difficult for students to write because it is hard to distinguish these letters. While external factors that affect students' writing abilities, i.e. the teacher's voice was not loud when delivering material that is why students find it difficult to understand the instructions conveyed by the teacher, the teacher dictated sentences too fast which makes students confused in writing, there were new words heard by students which words have never been heard or read before, for instance. when the teacher dictated the sentence "*mereka berbondong-bondong mengantri bantuan sembako*" the word *berbondong-bondong* was something new for students, making it difficult to write it down, as well as a lack of interest in writing exercises from students.

Discussion

The results of the research analysis showed that the students' writing skills were very good, this was shown by the enthusiasm of the students to do the assignments given by the teacher. In addition, students have also been able to write their name correctly and are able to make a story based on their imagination. It's just that in the process of writing students have not been able to write according to the EYD, so this should be a special concern for teachers and parents. EYD (enhanced spelling) is the grammar used in Indonesian and regulates the use of Bahasa Indonesia in writing (Akmaluddin, 2018; Mijianti, 2018; Syahputra et al., 2022). The rules presented in the EYD can be in the form of rules regarding the use and writing of capital letters and italics, as well as the writing of absorption elements (Regina, 2022; Sahni

et al., 2022). In writing the use of EYD is very important to note so that the writing made can be understood by the reader properly (Jannah et al., 2021; Sugiarti & Ngaisah, 2019).

Writing learning activities for elementary school students can be done in various alternatives, such as plagiarizing, copying from print, copying from lowercase to uppercase, and copying by completing (Ginting et al., 2020; Satriawan et al., 2019). This depends on how the teacher increases students' interest and writing skills. The methods and media used by the teacher in the process of learning to write were one of the factors that influence students' writing abilities, this is because the media and learning models can stimulate students' thinking processes and help students to understand quickly the concept of good writing (Puspitowati, 2019; Tafonao, 2018). There were other factors that can affect students' writing skills, the attention of parents. Education in the family is the first education for children, so it is very influential for the growth and development of good students. In learning to write, parents also play a role in introducing children to the 26 letters, thus when they are at the elementary school level, children begin to memorize and it is easier to learn to write. Children who have been accustomed to learning to write from an early age will have better writing skills compared to children who do not get attention from their parents.

The results obtained in this study are in line with the results of previous research which also revealed that reading, writing and arithmetic difficulties were influenced by several factors, namely family environmental factors, parental attention, assistance and supervision which were considered very important and influenced students' interest and motivation as well as the students' environment in learning process (Mardika, 2019). The results of other studies reveal that writing difficulties experienced by students can come from within students or from their environment, where to overcome writing problems teachers can use media and learning models that can attract students' interest in writing. (Kuntarto et al., 2020). The results of further research revealed that the factors causing reading and writing difficulties for grade II students were immature age, liked to play rather than study, liked to be alone when the teacher was teaching, studied at home when there was homework, lack of attention from those closest to them, the teacher pay less attention, and the teacher is less assertive (Widyaningrum & Hasanudin, 2019). Based on several research results which were supported by the results of previous research, it can be said that students' writing skills were good enough, but they still need guidance from parents and teachers.

4. CONCLUSION

Based on the results of the research analysis and discussion, it can be concluded that students have mastered aspects of writing skills well, but in the aspect of using EYD spelling correctly students still make mistakes. The application of writing exercises to hone students' writing skills is always done by the teacher, and students always feel happy and excited as a response to these writing exercises. Students are also able to write down words that are spelled or dictated by the teacher. In addition, students also have their own art or creativity as a form of their ability to write. Whether it's regular writing, or writing essays about himself. The factors that affect students' writing abilities were the lack of students' ability to memorize letters, the attention of parents, and the way of teacher teaching.

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