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Analysis of Students' Difficulty in Writing Beginnings in Class I Elementary School

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ABSTRACT

The purpose of this research is to describe students' difficulties in writing beginnings and the factors that influence students' difficulties in writing beginnings. This research was carried out at SD Negeri 83/I Bajubang. This research uses a qualitative approach with a case study type of research. The data collection techniques in this research used observation, interview and documentation techniques. The Miles and Huberman model data analysis techniques are data reduction, data presentation and data verification. The results of the research show that students' difficulties in starting writing in grade I elementary school are that they do not know the letters of the alphabet, students are too slow in writing, write letters backwards, there are letters left behind when writing, the distance between words is unstable, and the student's sitting position when writing not quite right. Factors that influence students' initial writing difficulties are students' lack of interest and motivation in learning, lack of focus in learning, lack of mentoring and support from parents.

1. Introduction

Language in everyday life plays an important role, namely as a communication tool to express ideas, knowledge and feelings, through oral and written means. Language is the main key to success in studying material contained in various fields of science. Without language, science will not develop and without language people will not be able to learn (Getie, 2020; Kuntarto, 2018). Therefore, at every level of education, language learning must be taught by teachers to all students.

Indonesian language learning aims to teach language to students so that they are able to master language skills. This skill consists of four aspects, namely listening skills, speaking, reading and writing skills (Vafae et al., 2020; Dhari, 2022).

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Everyone must be able to master these four language skills in order to improve quality language competence through oral or written language.

At the elementary school (SD) level, Indonesian language learning is integrated with reading and writing skills which have an important role as the initial foundation for learning. Government Regulation no. 57 of 2021 in Chapter II article 6 paragraph 1 concerning National Education Standards explains that the competency standards for education unit graduates at the elementary school education level are focused on students' literacy and numeracy competencies. In literacy competency there are reading and writing skills, therefore, students must master these skills.

Writing is an activity carried out by individuals to produce writing. Writing is an indirect communication activity that uses written language as a medium (Musyawir, 2022). The definition of writing according to Simarmata (2019) is an action carried out by someone to express opinions, insights and feelings conveyed through written language. In the opinion of Drotner (2020) writing is an act of expression and production that involves the deliberate creation of written text to convey ideas, feelings and insights. Thus, writing is a person's activity to convey a message which is done not directly facing other people, but using the medium of written language. By writing, someone can express a certain goal or intention to other people clearly so that readers can understand the meaning.

Writing skills at elementary school level are divided into two, namely beginning writing skills and advanced writing skills. Beginning writing skills for class I and class II students. Meanwhile, advanced writing skills are for classes III, IV, V, and class VI. Beginning writing is a basic skill in writing activities (Chandra, 2018). Apart from that, beginning writing is said to be the activity of drawing graphic symbols that explain a language so that readers can understand the meaning of the symbols. According to Kuntarto (2013), early writing is a learning program designed to introduce writing skills from an early age in the early grades when children start school. Beginning writing teaches children the basics of writing, introduces the alphabet, how to hold a writing utensil correctly and many others. Beginning writing according to Latae (2014) is providing provisions for students to deepen the basic competencies contained in Indonesian language lesson content and other lessons. Beginning writing is an important factor in encouraging students' success in the learning process and adapting to increasingly rapid developments, one of which is developments in the world of education (Ningsih, 2019). Beginning writing is used as a temporary initial goal, then students are expected to develop by using the writing skills they have acquired to broaden their insight and develop their abilities more deeply (Nurlaila, 2018).

Beginning writing skills are not acquired naturally, but need to go through continuous learning stages. Writing activities are often considered complicated and difficult by students who are new to letters and words. Given these conditions, it is not uncommon for students to be lazy about learning to write. Therefore, writing skills need regular guidance, practice and practice.

In grades I and II of elementary school, students are taught good and correct writing techniques. They are taught to recognize sound symbols or write letters as sound symbols, students are taught to hold and use writing instruments with the correct attitude in writing activities, and move their hands to pay attention to what is being written. The purpose of beginning writing is so that students are able to write the letters of the alphabet and arrange them into words. This initial writing will be the basis for students to improve their abilities at the next level and as a basis for studying other fields of science (Khan, 2022; Alvita, 2021).

Improving students' writing skills is not an easy thing because there are many processes that need to be gone through. In carrying out the process, sometimes there are problems that hinder achieving the goal. Likewise with writing, students' levels of ability in writing vary, depending on factors such as family background, the role of parents, and the environment. So, when carrying out teaching and learning activities, teachers often encounter children who still experience difficulties when writing. Difficulty writing is a condition where students cannot write letter symbols properly and correctly. In writing, there are criteria for writing difficulty. According to Majid Abdul (Utari, 2020) Students are required to learn to write from the time they enter school because the requirement for studying other fields of science is to have the ability to write.

The problem of writing difficulties is a problem for teachers and students alike. For example, the writing is unclear, making it difficult for students and teachers to read. Meanwhile, according to Abdurrahman (Nurhalimah, 2019) there are four criteria for students who have difficulty writing seen from the way the student holds the pencil, namely (1) the angle of the pencil is too big, (2) the angle of the pencil is too small, (3) holding the pencil (like a fist) , and (4) dragging the pencil. Meanwhile, the criteria for initial writing difficulties according to Karim (2014) are writing letters, writing words, writing sentences, writing cursive letters and copying writing. Other criteria for writing difficulties according to (Masropah et al. 2014) are: (1) illegible handwriting, (2) late writing, (3) omitted/reversed letters, and (4) how to hold a pencil.

Problems in writing will result in the achievement of basic competencies outlined in the 2013 curriculum not being realized. Referring to Minister of Education and Culture Regulation no. 37 of 2018 concerning Core Competencies (KI) and Basic Competencies (KD) that need to be achieved by students in the early elementary grades. Seen in one of the KDs in class I, namely KD 4.6 "Using Indonesian vocabulary with correct spelling and assisted with regional language regarding various types of objects in the surrounding environment in simple written texts". In this KD, children will be able to use correct vocabulary and spelling when students have writing skills. However, if students still do not have good writing skills, then KD cannot be achieved.

Many factors cause children to experience difficulties in writing. according to Andriana (2022), several factors can influence students' writing, namely: (1) lack of student interest in learning, (2) use of methods, media and learning atmosphere that is less interesting, (3) lack of support from family, and (4)) lack of facilities

and infrastructure. Apart from that, factors that can cause students' writing difficulties are lack of parental attention, family environmental factors, social environment and student environment (Mardika, 2017). There are also internal factors or from within students, namely the lack of interest and motivation of students to learn to write. Hereditary factors can also influence writing difficulties.

Based on initial observations in class I at SD Negeri 83/I Bajubang, and interviews with the class I teacher, namely Mrs. D, information was obtained that there were still students who had difficulty writing the beginning. This difficulty can be seen when the learning process is ongoing, when students are asked to write a story text, there are still students who write by imitating the letters in the book one by one, so it takes a long time to complete the task. There are still students who drag their pencils when writing. Some students still like to add or subtract letters when writing, then the students' writing is still out of line and the spacing is unstable so the writing is very difficult to read. This problem should not be allowed to continue, because it can hinder children's success in learning. Students' writing difficulties must be explored in depth so that these problems can be resolved immediately. The aim of this research is to describe students' difficulties in writing beginnings and describe the factors that influence students' difficulties in writing beginnings.

2. Methodology

This research was carried out at SD Negeri 83/I Bajubang. The approach in this research is to use a qualitative approach. A qualitative approach is a research approach that focuses on a natural phenomenon. It is natural and basic in nature, and cannot be done in the laboratory, but in the field (Abdussamad, 2021). The type of research is a case study. A case study is research that explores specific events at a certain time and activities such as programs, processes and groups by collecting detailed and in-depth information using data collection procedures which can include observation and interviews (Wahyuningsih, 2013). The researcher chose a case study because the researcher tried to study the case in depth to get an overview of the difficulties in beginning writing among students in class I of SD Negeri 83/I Bajubang.

This research uses primary data and secondary data. Primary data is data obtained directly from research subjects. Meanwhile, secondary data is previously existing data, which researchers use to complete research data needs. The data sources for this research are teachers and class I students at SDN 83/I Bajubang. The data collection technique in this research uses observation, interview and documentation techniques. The data validity test technique uses triangulation techniques, as well as using the Miles and Huberman model data analysis techniques, namely data reduction, data presentation, and data verification.

3. Results and Discussion

This research aims to see what difficulties students experience in starting writing, then what factors influence students' difficulties, and how teachers overcome students' starting writing difficulties. From the research results, the following results were obtained:

Students' Difficulties in Beginning Writing

After the researcher successfully carried out observations and interviews with the class teacher and class 1 students, as well as with documentation data, data was obtained regarding students' difficulties in writing beginnings in class 1 of SD Negeri 83/I Bajubang. There are 4 students who still experience difficulties in writing the beginning. Difficulties experienced by students include: (1) Not yet familiar with the letters of the alphabet, students who do not yet know the letters of the alphabet are usually children who are still in the early stages of learning to read and write. They don't know the shapes, names and sounds of the letters in the alphabet. This condition of students not being able to recognize the letters of the alphabet results in students often making mistakes when writing letters. According to Rahma, (2021) explain that one of the difficulties students have in writing beginnings is that they do not know the letters of the alphabet from A-Z perfectly, which makes students have difficulty in writing beginnings. (2) Students are too slow in writing, students who are not yet skilled in writing often take longer to complete their writing. So students are too slow in writing. This is because when they write they cannot focus, and are busy playing with friends. Students who are slow when writing are caused by various things, one of which is students playing around while writing and not completing assignments (Masropah, 2014). (3) Writing letters backwards, students often write letters backwards. Like writing the letters "a, e, u, r, g" and others. Students often write letters upside down when writing letters that are almost the same, namely the letters "b" and "d", students who still often write letters upside down are because they are not yet able to identify and know the shape of the letters correctly. From this, it can be seen that students' difficulties in starting writing are difficulties in writing words, they are often confused or reversed in differentiating the letters b and d, these students really need guidance in recognizing letter shapes (Karim, 2014). (4) There are letters left behind when writing, this is still often experienced by some students when writing. Students who often experience errors in writing letters and sometimes miss letters when writing, they need more practice in writing. As can be seen in the results of the students' writing, in the word "like" the students wrote "like", in the word "symbol" the students wrote "lambag". Then in the word "August" students repeat the letters to make "August tus". Students experience difficulties like this when writing with a large number of letters, so often one of the letters is left behind. (5) Unstable spacing between words (space). Unstable spacing in writing will make it difficult to distinguish where one word ends and another word begins. This makes the writing difficult to read. This difficulty is experienced by students when writing. The research results show that students are still inconsistent when writing, students are often in a hurry when writing so they don't pay attention to the distance between words. And students

still don't know the function of using spaces in writing. From these findings it can be concluded that the writing difficulties experienced by class I students are on average caused by form, spacing and accuracy in placing the writing. (Wulandari, 2015). (6) The student's sitting position when writing is not correct, students must pay attention to the correct sitting position when writing to maintain the health of the student's body and improve the quality of writing. Improper sitting position when writing can cause discomfort, fatigue, injury to certain parts of the body, and can even affect the quality of the writing. The research results show that students' sitting position when writing is still not correct. Students still sit with their heads resting on the table and sometimes write with their bodies too bent. And students sometimes even write with their feet hanging or not touching the floor or even standing.

Factors that Influence Students' Writing Difficulties

The difficulty in writing the beginning experienced by class I students at SD Negeri 83/I Bajubang was caused by several factors. Internal factors and external factors. Internal factors are factors that come from within the students themselves, such as cognitive abilities, motor skills, health and emotional conditions. Meanwhile, external factors are factors that come from outside the student, such as a learning environment that is not conducive, and so on. The factors that influence students' writing difficulties that researchers found are:

a. Lack of Student Interest and Motivation in Learning to Write

Students who are still in elementary school, especially students in lower grades, tend to prefer learning while playing. Like students in class I, where students are still in the transition stage so they still like playing activities. Learning methods and media also have an influence on increasing students' interest in learning. However, from the research results, it appears that teachers do not use learning media when learning to write. This will make students bored, making students less interested in learning. As the learning process progresses, students look like they are not enthusiastic about learning, often complain, and often do not complete their assignments until they are finished. This shows that students' lack of interest in writing is an internal factor within the students themselves (Udhiyanasari, 2019). Students who have a high interest in learning enable students to continue learning and practicing writing.

b. Not focused on studying

Focus is a very important effort for us to master and understand something. Focusing on learning is very important in order to receive and understand the lessons explained by the teacher. However, students often cannot focus on studying. There are still many students whose focus when studying is easily distracted by things around them, such as loud noises, their classmates and so on. Students do not pay attention to the teacher when explaining, like to enjoy playing alone, and often chat with other friends. This behavior can hinder the learning process and will harm students in the long term if not treated immediately.

c. Lack of guidance and support from parents

Accompaniment and support from parents can also influence students' abilities. The role of the family is very important, especially parents. A harmonious family can also be the most important factor for a child's progress. This is because parents are the first teachers for children. Like writing, which needs guidance and continuous practice at home so that students can improve their ability to write. If you only rely on teachers at school and lack guidance and support from parents at home, your child's ability to write will not be optimal. It was explained that one of the factors that can influence student learning achievement is the role, support and involvement of parents in children's learning (Sinaga, 2018: 43). Therefore, mentoring and support from parents is very important for children to achieve success in learning.

4. Conclusion

Based on the results of the research above, it can be concluded that the difficulties experienced by students in starting writing in class 1 of SDN 83/I Bajubang include: not yet knowing the letters of the alphabet, students being too slow in writing, writing letters backwards, there are letters left behind when writing, the distance between words (space) is unstable, and the student's sitting position when writing is not correct. The factors that influence students' writing difficulties are students' lack of interest and motivation in learning to write, not focusing on studying, and lack of guidance and support from parents.

This research can be used as reflection material for educators to pay more attention to students' initial writing abilities in grade I Elementary School and can provide an overview of problems regarding students' initial writing so that solutions can be found. Suggestions for teachers are that they should use learning methods and media during learning activities, in order to increase students' interest and attention when learning to write. Teachers should provide additional lessons regarding the shapes of the letters of the alphabet in more depth.

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