

STUDENTS' DIFFICULTIES OF INITIAL WRITING ABILITY OF ELEMENTARY STUDENTS DURING THE COVID-19 PANDEMIC

Dinda Aprillia Ayuningtyas¹, Zahara Tussoleha Rony², Suharjuddin³

^{1,2,3}*Universitas Bhayangkara Jakarta Raya, Jakarta, Indonesia*

*dinda.aprillia18@mhs.ubharajaya.ac.id

Abstract. In the observations that have been made by the researcher, the researcher chose the problem of difficulty in the beginning process of writing in class. Starting to write is considered as the basis for improving and developing students' abilities at the next level, so this study aims to find out the difficulties faced by researchers. experienced by students and find out the factors that cause students to have difficulty writing at the beginning. The method used in this research is qualitative with a case study approach where researchers want to know the writing difficulties that exist in class students and researchers want to know the factors causing difficulties in writing. Sources of data obtained from observations and interviews with students. Data Analysis and Interpretation Techniques in this study used the theory of Miles and Huberman with data reduction, data presentation, and conclusion drawing. The data of this research are in the form of words, phenomena, photos, attitudes, and daily behavior in schools which were obtained by researchers from observations, interviews, and documentation. This research can be used to see what factors cause difficulties. The findings of the study indicate that difficulties often experienced by students such as the use of capital letters, determining the distance of writing that there is still a distance between one letter and another, writing is incomplete, less proportional.

Keywords: analysis, difficulty, learning, writing, dysgraphia, agraphia

I. INTRODUCTION

Language skills are very necessary to be able to communicate in everyday life, and Bahasa Indonesia is students' everyday language. According to Tarigan in Heijnen et al. [1] the 2013 curriculum in Indonesian requires students to have language skills, namely listening skills; speaking skills (speaking skills); reading skills (reading skills); and writing skills (writing skills). Language has an important role in the intellectual, social, and emotional development of students, besides that language is a supporter of success in learning all fields of study. According to Slamet as quoted by Haryanto [2] beginning Reading and Writing (MMP) are two aspects of language skills that are interrelated and inseparable. When the teacher introduces writing, of course the children will read the writing. Writing as one aspect of language skills that must be mastered by students [3], [4], [5].

According to Syatriana in Jufri [6] writing skills are activities for delivering messages, feelings, ideas, and ideas expressed through writing. The statement was also supported by Suharjuddin [7] who mentioned that the goals of education can be achieved through improving the quality, equity, efficiency of education administration, and democratizing education. Thus, schools as education providers must manage educational institutions as well as possible. Students' writing ability at school is influenced by teaching and learning activities at school, teaching and learning activities at school are slightly disrupted by the Covid-19 virus [8], [9].

Seeing the above conditions, the government issued a joint decree (SKB) in 2021 for four ministers regarding guidelines for the implementation of learning during the COVID-19 pandemic. This policy expects educational units to carry out Limited Face-to-face Learning (PTMT). PTMT can be started from the issuance of the four ministerial decrees

or at least starting in July 2021 as the beginning of the school year. According to Syatriana quoted by Jufri [6] Writing skills are activities to convey messages, feelings, ideas, and ideas expressed through writing. PTMT has also been held at the SDN Harapan Baru 02 school since mid-2021 by observing strict health protocols to maintain the health of both teachers and students themselves. PTMT is an option for educational units as an effort to reduce the negative impact on students, for example at elementary school who have difficulty in writing skills [10].

Wirowidjojo in Rohani [11] that the family is the first and foremost educational institution. Students' writing interest is influenced by various factors including the influence of the family in the form of how to educate parents, the relationship between family members, household atmosphere and the family's economic situation. According to Nur [12] Writing skill is one of the more complex skills compared to other skills.

The purpose of this study was to explain the difficulties of online learning in initial writing skills in grade III C Ta students. Next, explain the PTS (Middle Semester Assessment) scores for students who have difficulty writing at the beginning of the even semester of class. Finally, to explain the factors that inhibit early writing skills during online learning in class.

The researcher interprets how subjects derive meaning from their surroundings, and how that meaning influences their behavior. While case studies are research processes, case studies are research that focuses on the case being studied, Stake emphasizes the importance of each stage of the case study research process, he also emphasizes the importance of exploring and explaining the typical things contained in the case. So researchers who choose case studies can observe the

process because basically cases are chosen because they contain their own specificity. To get the results in accordance with the research objectives is to design the stages of research / research design.

In fact, some students in class III C are still not able to write the beginning properly and correctly. This difficulty can be seen when students begin to learn to write, as there are frequent additions and subtractions of letters. At the time of writing, in learning there is often a reversal of letters in the words m, n, v, f and writing difficulties when the teacher reads sentences. Difficulties in starting writing can be caused by online learning factors that lead to a lack of student motivation to practice starting writing so that they carry over to PTMT.

Language has an important role in the intellectual, social, and emotional development of students. Besides that language is a supporter of success in learning all fields of study. According to Slamet (Haryanto) [2] Beginning Reading and Writing (MMP) are two aspects of language skills that are interrelated and inseparable. When the teacher introduces writing, of course the children will read the writing. Writing as one aspect of language skills that must be mastered by students requires facilitation by the teacher in learning [13], [14], [15].

II. METHOD

An easy way to customize conference paper formatting requirements is to use this document as a template and simply type your text into it. In this study, the researcher wanted to know and identify the difficulties of writing beginning in class and what were the inhibiting factors for writing the school has used the 2013 curriculum and has been accredited A. The subjects in this study were the teacher and 3 students who had difficulties in initial writing. Researchers hope that research subjects can provide true information through the triangulation process. The triangulation technique in this study uses observation, interviews and documentation with instruments, namely observation sheets, interview guidelines and photo/video results.

The method used in this research uses qualitative case studies. According to Rony [16] in his book in general qualitative research is research that aims to gain a deep understanding of human problems. and social, rather than describing the surface of a reality as quantitative research with positivism characterizes. The researcher interprets how subjects derive meaning from their surroundings, and how that meaning influences their behavior. Case studies are research that focuses on the case being studied. Stake emphasizes the importance of each stage of the case study research process, and he also emphasizes the importance of exploring and explaining the typical things contained in the case. So researchers who choose case studies can observe the process because basically cases are chosen because they contain their own specificity. To get the results in accordance with the research objectives is to design the stages of research / research design.

Activities in qualitative data analysis are data reduction, data presentation, conclusions. The data of this

research are in the form of words, phenomena, photos, attitudes, and daily behavior at school which were obtained by researchers from their observations using several techniques (observation, interviews, documentation).

Data reduction/data minimization is a selection process that focuses on the simplicity, retrieval, and translation of invisible information from on-site records. Data reduction is relevant for research. Data reduction cannot wait for all the information to be collected before analyzing it. When information is available, it can be collected in different places, and then the researcher reads, studies, evaluates, and summarizes how he writes based on structure. In this analysis method,

Data Display (Data Presentation) is the advanced analysis stage in which the researcher must present the results of the study. This research material is presented in written form and is equipped with grids, matrices, diagrams. Conclusion Drawing and Verification The initial conclusions drawn from the text are based on speculation and may change later until solid evidence is found in the collection. Researchers try to write and correct good research results. From the beginning of data collection, the analyst begins to identify the meaning of an item in terms of structure, composition, information, potential processes, and means of flow.

Drawing conclusions is intended to determine the final data from all stages. An important step in the design and implementation of group cases is to determine the unit of analysis of the case itself. The steps in this research include: making observations, conducting interviews with teachers and students, students copying from the theme book, identifying errors in the essay.

III. RESULTS AND DISCUSSION

This statement is in accordance with the 2013 Curriculum that learning to write is divided into two levels, namely writing in early grades for grades 1,2, and 3, and writing in high grades for grades 4,5, and 6 [17]. In accordance with the nature of initial writing, the difficulties of initial writing that arise are closely related to the skills required in initial writing, as well as the aspects that characterize Wardani's early writing [18]. According to Poteet, writing is a visual depiction of thoughts, feelings, and ideas using the symbols of the author's language system for communication or note-taking purposes.

Based on the results of observations made by researchers when viewed from the indicators in this study, the initial writing ability in class III C SDN Harapan Baru 02, it can be said that 27 students of class III C can write well. However, there are 3 students who still have errors in their writing. Students who have difficulty in writing have the initials GN, FH, and IN. One of the indicators in this study is the use of capital letters, including the indicators that are assessed in this study and it turns out that there are still students who have not been able to determine the use of uppercase letters, one of which is students with the initials, GN yet to be able to distinguish/use uppercase and lowercase

letters correctly. It can be seen from the results of his writing that GN often writes capital letters in the middle of sentences.

According to Dendy Sugyono quoted by Paramitha [19] capital letters are special (large) letters, usually used for the first letter of the first word in a sentence or the first letter of a name, such as A, B, and D. Capital letters are uppercase letters such as: A, B, C, D, and so on which are used as the first letter of the first word in a sentence, the first letter of the name of the self, the first letter of the name of the month, the first letter of the name of the day, and so on.

The next difficulty of GN is seen from the next indicator, namely letters are often lost/inverted, it can be seen from the writing that the letters that GN write are often incomplete or even reversed, GN is still having trouble writing words correctly and completely. For example, like the word clothes in the writing, there is a reduction in letters that should be clothes. In GN writing, there are still letters that are reversed, for example "s" becomes "3" and there are still incomplete words. The difficulty that GN experienced next was that between one letter and another there was still a distance. The next indicator is that there is a distance between letters from one another, as seen in the results of writing GN class III C which has a distance between one letter and another. The next difficulty is seen in the indicator, namely there is no distance between words, in this indicator the GN who writes words from one another looks to be separated into incomplete sentences.

The next difficulty is the proportional size of writing in GN's writing, it can be seen that the results of GN's writing are less proportional, for example g, which should be below the line, class III C students write the letter g in the middle of the line. After seeing the difficulties of GN, the researcher found several factors that caused GN to be difficult in terms of starting writing. The factor is that it is not good to get guidance when studying at home, GN begins to recognize letters and learn to write purely from grade I. In addition, GN is currently facing a new learning system, namely online learning where online learning requires GN to study at home with an internet connection without face to face. Kumara quoted by Widyaningrum & Hasanudin [20] reviewed that students who are not fluent in writing in the first grade, generally will have difficulty in the next class, which then has an impact on failure,

According to Vardhani quoted by Utami [21] during the online learning process, parents must ensure that the student undergoes a good learning process at home. At the time of online learning, parents and teachers should be closer and establish good cooperation to support the learning process and success during online learning because the teacher or homeroom teacher cannot see directly the development process or the learning process experienced by students.

When viewed from the above opinion, online learning requires students to study at home while carrying out the online learning process, parents must work together in the learning process for the creation of success in learning. However, GN's parents are indifferent, they don't pay attention and rarely consult with their homeroom teacher, GN's parents if called by the new homeroom teacher to come.

According to Vardhani quoted by Utami [21] during the online learning process, parents must ensure that the student undergoes a good learning process at home.

This is also one of the factors GN becomes hampered by, when learning online, parents and homeroom teachers should be closer and establish good communication. According to the homeroom teacher for class III C as the homeroom teacher during online learning, he often received delays in carrying out tasks, including this GN. Sometimes this becomes something that parents don't pay attention to. The delay in collecting assignments also affects the grades. Assignments for students are used to measure understanding of the essential material that must be mastered [22], [23].

Students who have difficulties then have the initials FH. One indicator of success in this research is forgetting to include capital letters, FH has difficulty in distinguishing and does not understand capital letters. This can be seen from the writing of FH which does not use capital letters in front of the sentence; many regional and state names do not use capital letters. According to Sugyono quoted by Paramitha [19] capital letters are special (large) letters, usually used for the first letter of the first word in a sentence or the first letter of a name, such as A, B, and D. capital letters are capital letters such as: A, B, C, D, and so on

The next difficulty is that the letters are often lost/inverted. In this study, letters were often lost/inverted, as an indicator in this indicator, it was seen that FH still often wrote incomplete words. This can be seen from his writings, FH often writes incomplete sentences, sometimes FH writes backwards. The next indicator is the size of writing that is proportional to the student's writing, it can be seen that the results of student writing are less proportional, for example g, which should be below the line, grade III C students write the letter g in the middle of the line.

Furthermore, the difficulty of FH is the absence of upper and lower case letters when viewed from FH writing, rarely using capital letters in front of FH words, writing lowercase letters from the front to the end of the sentence. Researchers found several factors that made FH difficult in terms of writing, namely in online learning FH lacked practice in terms of starting writing

After seeing the online learning process that was less than optimal in August, the government decided that online learning activities were changed to PTMT (Limited Face-to-Face Learning) learning. When the new PTMT showed the initial writing ability of class III C students, Class III C guardians slowly began to correct the writing errors produced by class III C students, class III C guardians often added words that were lacking in students' writing, this can be seen from student writing. The results of the observations that the researchers did, the researchers found one.

In connection with the above, in fact, students who have difficulty in initial writing get on average far from their friends in class IIIC. The students' PTS learning outcomes that the researchers got when conducting research can be seen that students with the initials GN got a total score of 486 subjects. Furthermore, in the PTS test, students with the initials FH were known to get a total score of 536 subjects when viewed

from the average score of the chart. that has been made by researchers, FH gets a group of 16 to 20 ranks. In the student report cards with the initials FH, it can exceed the KKM in only 5 subjects out of 7 subjects. Furthermore, it is known that the PTS score of students with the initials IN gets a total score of 248 subjects.

Judging from the results of observations and interviews of students who have difficulty writing will affect student learning outcomes, this can be seen from the results of PTS class IIIC students. Writing skills in students require assistance from the teacher so that the presence of a teacher is very much needed [24][25][26]. Several factors cause students to have difficulty in writing such as online learning factors that are not face-to-face with the teacher, this causes the teacher to have difficulty monitoring the learning process directly, the next factor is the factor of parents who are busy working and there are also educated parents. Of course this will hinder students in the development of learning, the next thing is low student interest.

IV. CONCLUSION

Difficulties that are often experienced by students, such as the use of capital letters, it is very clear that students still have difficulty in determining the use of uppercase and lowercase letters, lowercase letters are still mixed in students' writing results, the next difficulty is that between one letter and another there is still a distance, The next difficulty is that students often write with letters that are often lost/inverted (incomplete). The next student's difficulty is that in student writing there is no distance between words, students who write words with one another do not appear to be far apart into incomplete sentences. Furthermore, the size of the writing that is proportional to the student's writing shows that the results of the student's writing are less proportional, for example, g which should be below the line. Class IIIC students write the letter g in the middle of the line. Factors that cause students to have difficulty in writing such as the online learning process which causes students not to be seen directly in the learning process this also causes a lack of student motivation in writing, the factor of parents who are busy working causes students to find it difficult to do assignments during online learning, Parents who have low education and low economic factors can also hinder the process of developing students' writing.

REFERENCE

- [1] Heijnen Dkk. (2013). Heijnen Dkk. Bab 1 Pendahuluan, 1(2), 99–117.
- [2] Haryanto. (2009). Upaya Meningkatkan Kemampuan Membaca Dan Menulis Permulaan Dengan Media Gambar. 1–167.
- [3] Wale, B.D., Bogale, Y.N. (2021). Using inquiry-based writing instruction to develop students' academic writing skills. *Asian. J. Second. Foreign. Lang. Educ.* 6, 4. <https://doi.org/10.1186/s40862-020-00108-9>.
- [4] Rodríguez-Málaga, L., Cueli, M. & Rodríguez, C. (2021). Exploring the effects of strategy-focused instruction in writing skills of 4TH grade students. *Metacognition Learning* 16, 179–205. <https://doi.org/10.1007/s11409-020-09247-3>.
- [5] Graham, S., Tavsanlı, O.F. & Kaldırım, A. (2022). Improving Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions. *Educ Psychol Rev* 34, 889–934. <https://doi.org/10.1007/s10648-021-09639-0>.
- [6] Jufri. (2013). Kajian Teori Dan Kerangka Pemikiran. Kajian Teori Dan Kerangka Pemikiran, 9–30.
- [7] Suharjuddin. (2021). Evaluasi Pengembangan Keprofesian Berkelanjutan Dalam Peningkatan Kompetensi Profesional Pendidik. *Kelola Jurnal Manajemen Pendidikan*, 8(2), 173–184.
- [8] Xu, J. (2021). Chinese University Students' L2 Writing Feedback Orientation and Self-Regulated Learning Writing Strategies in Online Teaching During COVID-19. *Asia-Pacific Edu Res* 30, 563–574. <https://doi.org/10.1007/s40299-021-00586-6>.
- [9] Lian, J., Chai, C.S., Zheng, C. *et al.* (2021). Modeling the Relationship Between Chinese University Students' Authentic Language Learning and Their English Self-efficacy During the COVID-19 Pandemic. *Asia-Pacific Edu Res* 30, 217–228. <https://doi.org/10.1007/s40299-021-00571-z>.
- [10] Hsiang, T.P., Graham, S., Wang, Z. *et al.* (2022). Teaching Chinese characters to students in grades 1 to 3 through emergency remote instruction during the COVID-19 pandemic. *Read Writ* 35, 1975–2014. <https://doi.org/10.1007/s11145-022-10288-0>.
- [11] Rohani, S. (2020). Faktor-Faktor Rendahnya Kemampuan Siswa Dalam Membaca Dan Menulis Kelas Iv Di Sdn 85 Kota Lubuk Linggau. *Jurnal Skripsi*, 17–18.
- [12] Nur, D. (2008). Pelaksanaan Pembelajaran Menulis Karangan Deskripsi. 8–30.
- [13] Hall, A.H., Toland, M.D., Grisham-Brown, J. *et al.* (2014). Exploring Interactive Writing as an Effective Practice for Increasing Head Start Students' Alphabet Knowledge Skills. *Early Childhood Educ* 42, 423–430. <https://doi.org/10.1007/s10643-013-0594-5>.
- [14] Wijekumar, K., Graham, S., Harris, K.R. *et al.* (2019). The roles of writing knowledge, motivation, strategic behaviors, and skills in predicting elementary students' persuasive writing from source material. *Read Writ* 32, 1431–1457. <https://doi.org/10.1007/s11145-018-9836-7>.
- [15] Beiki, M., Gharagozloo, N. & Raissi, R. (2020). The effect of structured versus unstructured collaborative pre-writing tasks on writing skills of the Iranian EFL students. *Asian. J. Second. Foreign. Lang. Educ.* 5, 18. <https://doi.org/10.1186/s40862-020-00092-0>.
- [16] Rony, Z. T. (2017). Siap Fokus, Siap Menulis Skripsi, Tesis, Disertasi (Jurusan Mudah Gunakan

- Metode Kualitatif Tipe Studi Kasus) (Issue November 2017)
- [17] Kasratun Aini. (2020). Menulis Permulaan Di Kelas Rendah. Analisis Kemampuan Siswa Dalam Membaca Dan Menulis Permulaan Di Kelas Iii Mi Al-Amin Pejeruk Ampenan Tahun Pelajaran 2019/2020 Oleh, 21(1), 1–9.
- [18] Rizkiana. (2020). Analisis Kesulitan Membaca Permulaan Siswa Kelas I Sd Negeri Bangunrejo 2 Kricak Tegalrejo Yogyakarta. Pengaruh Penggunaan Pasta Labu Kuning (Cucurbita Moschata) Untuk Substitusi Tepung Terigu Dengan Penambahan Tepung Angkak Dalam Pembuatan Mie Kering, 274–282.
- [19] Paramitha, I. A. (2017). Penggunaan Huruf Besar. Convention Center Di Kota Tegal, 6–37.
- [20] Widyaningrum, H. K., & Hasanudin, C. (2019). Kajian Kesulitan Belajar Membaca Menulis Permulaan (Mmp) Di Sekolah Dasar. *Pedagogia : Jurnal Pendidikan*, 8(2), 189–199.
- [21] Utami, E. (2020). Kendala Dan Peran Orangtua Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19. Prosiding Seminar Nasional Pascasarjana, 471–479.
- [22] Daradoumis, T., Marquès Puig, J.M., Arguedas, M. *et al.* (2021). A distributed systems laboratory that helps students accomplish their assignments through self-regulation of behavior. *Education Tech Research Dev* 69, 1077–1099. <https://doi.org/10.1007/s11423-021-09975-6>.
- [23] Lynch, M., Sage, T., Hitchcock, L.I. *et al.* (2021). A heutagogical approach for the assessment of Internet Communication Technology (ICT) assignments in higher education. *Int J Educ Technol High Educ* 18, 55. <https://doi.org/10.1186/s41239-021-00290-x>.
- [24] De Smedt, F., Van Keer, H. & Merchie, E. (2016). Student, teacher and class-level correlates of Flemish late elementary school children's writing performance. *Read Writ* 29, 833–868. <https://doi.org/10.1007/s11145-015-9590-z>.
- [25] Perin, D., Lauterbach, M., Raufman, J. *et al.* (2017). Text-based writing of low-skilled postsecondary students: relation to comprehension, self-efficacy and teacher judgments. *Read Writ* 30, 887–915. <https://doi.org/10.1007/s11145-016-9706-0>.
- [26] Wijekumar, K.K., Harris, K.R., Graham, S. *et al.* (2022). A teacher technology tango shows strong results on 5th graders' persuasive writing. *Education Tech Research Dev*. <https://doi.org/10.1007/s11423-022-10117-9>.