



Analysis of Overcoming Writing Difficulties of Students in Elementary Schools

Dini Febryanda¹, Fitriyeni^{2*}

^{1,2}Riau Islamic University
dinifebryanda@student.uir.ac.id

Submitted: 1 November 2024 ; Revised: 24 November 2024 ; Accepted: 24 November 2024

Abstract

There are still some students who attend SDIP YLPI under the age of six, so teachers also have to instill the desire to write independently in these students. As a result, there is a lack of student interest in writing at school. This study aims to explain the writing difficulties faced by students and the role of teachers in overcoming the writing difficulties of students in class IID at SDIP YLPI Pekanbaru. This research is a descriptive qualitative research. In this study, data were obtained from 1 teacher of class IID and 6 students of class IID. Data collection methods include interviews, observation, and documentation. Data processing uses the steps of data reduction, data presentation, and conclusions in data analysis. The research data shows that most of the IID grade students at SDIP YLPI Pekanbaru have writing difficulties. There are several problems encountered, such as unreadable writing, late in writing, missing or inverted letters, and errors in holding a pencil. Teachers can help students overcome writing difficulties by identifying the problems faced by students and using interesting and effective learning media, increasing students' confidence, providing motivation, and avoiding blaming the problems that hinder them. Teachers can also offer remedial writing programs specifically for their students.

Keywords: Difficulties, Writing, Elementary School Students.

Abstract

Masih ditemui beberapa siswa yang bersekolah di SDIP YLPI berusia di bawah enam tahun, sehingga guru juga harus menanamkan keinginan untuk menulis secara mandiri pada siswa tersebut. Akibatnya, terjadi kekurangan minat siswa untuk menulis di sekolah. Penelitian ini ingin menjelaskan kesulitan menulis yang dihadapi siswa dan peran guru dalam mengatasi kesulitan menulis siswa kelas IID di SDIP YLPI Pekanbaru. Penelitian ini merupakan penelitian deskriptif kualitatif. Pada penelitian ini, data diperoleh dari 1 guru walikelas IID dan 6 siswa kelas IID. Metode pengumpulan data yang dilakukan meliputi wawancara, observasi, dan dokumentasi. Pengolahan data menggunakan langkah-langkah reduksi data, penyajian data, dan kesimpulan dalam analisis data. Data penelitian menunjukkan bahwa sebagian besar siswa kelas IID di SDIP YLPI Pekanbaru memiliki kesulitan menulis. Adapun beberapa permasalahan yang ditemui yakni seperti tulisan tidak dapat dibaca, terlambat dalam menulis, huruf hilang atau terbalik, dan kesalahan dalam memegang pensil. Guru dapat membantu siswa mengatasi kesulitan menulis dengan mengidentifikasi permasalahan yang dihadapi siswa dan menggunakan media pembelajaran yang menarik dan efektif, meningkatkan kepercayaan diri siswa, memberikan motivasi, dan menghindari menyalahkan masalah yang menghalangi mereka. Guru juga dapat menawarkan program remedial menulis khusus untuk siswa mereka.

Kata kunci: Kesulitan, Menulis, Siswa Sekolah Dasar.

How to Cite: Febryanda, D., Fitriyeni. (2024). Analysis of Overcoming Writing Difficulties of Students in Elementary Schools. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, 11(3) 313-320. doi: <https://doi.org/10.21093/twt.v11i3.9449>



<https://doi.org/10.21093/twt.v11i3.9449>

Copyright© 2024, Dini Febryanda, Fitriyeni
This is an open-access article under the [CC-BY License](https://creativecommons.org/licenses/by/4.0/).



INTRODUCTION

Education is important to shape the future of the younger generation. An important aspect of education is writing skills. Writing is a language skill that everyone must master. But there are still many elementary school students who are not good at writing. This can affect your ability to express ideas, thoughts, and feelings in writing. According to (Ninawati, 2019) writing skills play a very important role in the curriculum at various levels. Education is important to shape the future of the younger generation. An important aspect of education is writing skills. Writing is an active and creative way to express ideas in written form and facilitate communication between writers and readers. Every student must have good writing skills, because through writing students can show their ability to express their thoughts (Wiratama et al., 2022) .

The purpose of education is the targets to be achieved by education and can be interpreted as agreed values and goals to be achieved through activities at school and outside school (Aryanto et al., 2021) . Over the years, education has played a very important role in human life. (Pramesti, 2018) , states that education plays a very important role in the survival of everyone in a country.

So, it is important for educators (teachers, parents, or families) to pay serious attention to the development of children's writing skills. because the ability to write is not inherited, but the result of the learning process and perseverance of the child. Therefore, children's writing ability can be seen through their writing (Waruwu, 2020) . The ability to write involves various other skills, such as organizing thoughts and emotions using words in correct sentences, and arranging them in a paragraph. This is often referred to as composing (Yolan et al., 2024) .

Writing is a basic skill that must be mastered to face the demands of modern times (Widodo et al., 2020) . According to (Mahmud, 2019) learning to write is a unique learning style. When writing, focus on the process and the result. The fact that writing does not immediately become one's own is obvious, it takes time for the results to be seen. The ability to write is challenging because of the need to learn various linguistic elements and other elements outside the language. Writing activities require mastery of the following language components: grammar, spelling and punctuation and accurate (or complete) writing ideas in the language so that written symbolic communication can be understood.

According to (Pertiwi, 2019) writing can now be interpreted as the process of producing phonetic symbols. This understanding is called early writing. Writing is basically the process of expressing ideas and concepts in written words. According to Gie (in Nafi'a et al., 2020) writing has the same meaning as composing. In other words, all the activities of a person who expresses ideas and communicates them through writing so that they can be understood by the reader. Writing is an indirect communication process between writers and readers.

The quality of the education program at school is highly dependent on the educational facilities available at the school. Learning facilities such as facilities and infrastructure that are in accordance with student needs affect student learning achievement (Marhamah et al., 2021) . The advantage of writing is that it can stimulate the development of creativity from the mind, heart, and process knowledge into useful writing (Roesi & Pangestika, 2024) . Writing begins with giving students practice in using writing tools correctly. Advanced writing starts with writing pictures, writing simple paragraphs, and writing short essays with correct spelling using various media. Analysis is needed to assess each student's different writing abilities in order to identify students who have good and poor writing skills (Maulina et al., 2021) .

Based on an interview with the IID homeroom teacher of SDIP YLPI Pekanbaru, several problems related to students' writing difficulties during teaching in the classroom were identified. Usually, many students who attend SDIP YLPI are under six years old, so teachers also have to instill the desire to write independently in these students. As a result,

there is a shortage of students who write at school. Difficulty in learning to write is a difficulty that follows one or more forms of writing instruction and writing-related skills such as listening, speaking, and reading. Refers to an obstacle or difficulty in something.

From the interviews with teachers and students, the researcher found that external factors that influence students include lack of parental attention, lack of support at home, and living environment, as well as the impact of social media and gadgets. Children can benefit from the simple act of parents showing love, care and concern for ana. If a child is left without parental supervision, then the child is irresponsible as a student (Puspitasari et al., 2020). Writing skills require knowledge and other language skills to communicate ideas effectively. As (Nugraha & Khosiyono, 2023) states that writing is an activity that requires continuous practice. Therefore, it is very important to instill writing skills early on in elementary school, teaching children to think critically and logically, and expressing ideas in writing.

Information in this study was obtained through interactions with teachers and students of class IID. To ensure that the data obtained is truly reliable and convincing, interviews were conducted. Researchers also made observations during learning. The researcher looked at notebooks, exercise books, and student score recapitulation books to obtain the necessary data. After the data was collected, the researcher analyzed it in three stages: data reduction, data presentation, and conclusion drawing. The purpose of this study was to investigate the writing difficulties faced by students in class IID SDIP YLPI Pekanbaru.

RESEARCH METHODS

This type of research is descriptive qualitative research. Denzin & Lincoln (in Fadli, 2021) revealed that qualitative research is the process of interpreting natural phenomena by involving several methods to get a deep understanding

In research, it is important to use the concept of validity to ensure the reliability of the data collected. The accuracy of data in this research is determined by its validity. The validity of this research is determined through triangulation. As explained by (Alfansyur, 2020), triangulation is the process of checking the validity of data and information from various points of view on the actions taken by researchers. The goal is to reduce ambiguity and multiple interpretations as much as possible during the data collection and data analysis process. In this study, researchers used source, technique and time triangulation techniques.

According to (Hardani et al., 2020), qualitative research uses various methods to collect information continuously until a point is reached where the data is considered sufficient. Based on this opinion, data analysis can be described as a systematic process of collecting data from information obtained from interviews, direct observation, and documents. While the data analysis technique in this study uses the Miles and Huberman model, namely data reduction, presentation of funds and conclusion drawing. In this study, data was collected through conducting interviews with 1 teacher and students in class IID. Information collection was interviewed until the conclusion of the data obtained was fully reliable.

RESULTS AND DISCUSSION

This research was conducted in class IID SDIP YLPI Pekanbaru, with 6 students, consisting of 3 boys and 3 girls. According to an interview with the IID class teacher, many students in the class still have difficulty in writing. About 30% of students face difficulties when writing. Students experience various writing difficulties, such as not recognizing letters, spelling difficulties, letter substitution errors, lack of memory, and difficulty seeing long distances. Below is information about students who face problems in writing in grade II of SDIP YLPI Pekanbaru.

Unreadable Writing

Unreadability is also referred to as writing difficulties. Writing difficulties include a person's ability to be able to correct poor or messy writing. For example, the writing itself is difficult to understand due to inconsistent letterforms, illegible letters, writing that is too slanted, and illegible letterforms and numbers. SDIP YLPI has several students who fall into the first indicator such as, based on observations that have been made with DMS, such as messy writing when writing. This is caused by a lack of memory which is influenced by a less conducive learning environment. An interview with DMS revealed that he rarely practiced writing at home, which made him easily forget the letter shapes that had been taught at school.

Late in Writing

The majority of students at SDIP YLPI Pekanbaru are able to submit assignments and homework on time, but some students are sometimes late in submitting assignments. Because of the delay in writing, the assignment given by the teacher when the collection time cannot be on time. Based on observation with KR, it takes him longer to complete writing assignments than his friends. This makes him often not finish writing when the lesson time runs out. From the interview, it is known that KR finds it difficult to write quickly because he is afraid of making mistakes. The class teacher suggested more frequent writing practice to improve his speed.

Missing or Inverted Letters

Based on the results of the research conducted at SDIP YLPI Pekanbaru, there are some important findings related to late in writing. The majority of students showed a good attitude when the writing skills activities at school were good and actively participated in the learning process. However, there are some students who need extra guidance to improve their writing delay. The tardiness of writing of students in class IID SDIP YLPI Pekanbaru towards writing skills activities at school is reflected in a good level of activeness and active participation in the learning process. In fact there are common reasons such as inverted shapes (mirrored examples e.g. d becomes b, e becomes 9, f becomes 7), and missing letters (e.g. "drawing" becomes "mengambar"). Based on the observation with RN, it shows that she often writes letters with inconsistent shapes. For example, the shape of the letter "a" is written differently in one sentence. The interview showed that RN did not often practice writing at home, and the class teacher stated that RN needed more practice to remember letter shapes.

Pencil Holding Mistakes

Based on the results of research conducted at SDIP YLPI Pekanbaru, there are several findings related to students' difficulties or errors in holding a pencil so that some students have difficulty in writing. Nevertheless, students can complete the tasks given when in class although it takes time to complete them. Based on the observation with HVD, proper writing techniques are very important to improve good writing skills. Using a pencil with an angle that is too large can interfere with how to hold the pencil and make hand movements not smooth. Students who feel uncomfortable or get tired quickly when writing.

Learners with writing difficulties, such as DMS and RN, often remember words or sentences taught previously. They take longer to write because they have to recall the material they have learned. This can be caused by a lack of concentration or short-term memory impairment. Ronald (in Kusuma 2020) found that suboptimal memory has a significant impact on learners ability to write, because the information received cannot be stored properly and reused. Some learners, such as KR, have difficulty in composing correct sentences. According to Fifin (2020), this difficulty can be caused by learners' lack of understanding of sentence structure and correct grammar. Learners also have difficulty in understanding and using punctuation correctly. They often skip punctuation marks such as periods and commas, which causes the writing to be difficult to understand. This is

experienced by frequent learners including writing wrong or missed letters, which could be caused by inattention or eye-hand coordination problems.

Teacher's Role in Overcoming Writing Difficulties of Second Grade Students at SDIP YLPI Pekanbaru

The interview results show that the Grade IID teachers have used effective and interesting learning approaches to overcome the writing difficulties of Grade IID students. They also try to increase students' confidence and provide motivation to students, and they have offered special programs for students who face writing difficulties.

Based on research conducted in class IID at SDIP YLPI Pekanbaru, it was found that students experienced difficulties in writing at the beginning of learning. The challenges faced by students in class IID at SDIP YLPI Pekanbaru include a lack of understanding of letters, difficulty in distinguishing letters, limitations in writing words that have no meaning, lack of ability to write fluently and understand reading, and difficulty in understanding by listening. The following is a more detailed explanation of the teacher's role in overcoming students' writing difficulties

Identifying Student Difficulties

Based on the results of the interview with the IID class teacher, it is known that in overcoming writing difficulties, teachers need to identify specific problems faced by students in writing. This can be done through practice or tests in writing activities. For example, there are students who are good at recognizing letters, while others may find it difficult to compose sentences and have difficulty writing letters and distinguishing letters. By knowing the source of the problem, teachers can provide targeted solutions.

Providing Motivation and Support

Based on the interview with the class IID teacher, it is known that in overcoming writing difficulties, the teacher said that motivation is very important to build students' confidence. Teachers need to create a positive learning environment, where students feel safe to express themselves without fear of criticism. In addition, teachers should also give appreciation to the writing process, not just the final result. This way, students are more motivated to keep trying even if they still make mistakes in writing. Teachers can also share personal experiences to show that writing difficulties are natural and can be overcome.

Teaching Writing Techniques

Based on the results of the interview with the class IID teacher, it is known that in overcoming writing difficulties, the teacher said that one of the main difficulties of students in writing is the difficulty in composing a sentence. Teachers can help by teaching simple writing techniques, teachers also need to teach technical aspects of writing, such as grammar, spelling, and the use of punctuation, gradually so that students do not feel overwhelmed.

Providing an Exercise Program

Based on the results of interviews with class IID teachers, it is known that in overcoming writing difficulties, teachers say that writing is a skill that requires constant practice. Teachers can provide writing tasks that are directed and gradual, starting from practicing writing simple sentences, and paragraphs. To make it more interesting, teachers can relate the writing topic to students' interests or daily experiences. After students have completed their assignments, teachers need to give students reflections on their writing activities, either in the form of corrections or praise. This helps students understand their weaknesses and improve them gradually.

DISCUSSION

Teachers always give praise and encouragement to learners who try hard in writing, so that they feel motivated to continue learning and not give up easily. Teachers also provide positive reinforcement by giving rewards such as applause or small gifts when learners successfully complete writing tasks. According to Suminah (Kurniasih, 2020) shows that motivation provided by teachers can increase learners' confidence and help them overcome

difficulties in learning. For learners who experience severe writing difficulties, teachers provide a special remedial program that focuses on intensive writing practice. This program involves regular evaluation and provision of follow-up based on each learner's progress. (Udhiyanasari, 2019) states that special remedial programs can help learners overcome difficulties more effectively and deeply.

The role of the teacher plays an important role in achieving success in the teaching and learning process. In this study, the role of the teacher is very significant in overcoming obstacles in the writing process in class IID at SDIP YLPI Pekanbaru. According to the results of the interview, the important role of the IID class teacher at SDIP YLPI Pekanbaru is to help students overcome writing difficulties. Teachers must provide effective and interesting learning media so that students are more motivated in learning. Teachers also try to increase students' confidence and provide motivation so that they remain enthusiastic in learning to write. Teachers create special programs to help students who have difficulty writing. They try to overcome students' writing learning problems by providing additional lessons, homework, encouraging them to learn to write, and using appropriate media and learning approaches during the learning process. Grade IID students at SDIP YLPI Pekanbaru use various learning media. Name cards are used by teachers as a learning tool. Miftah (2013) states that "media" can refer to everything (be it tools, materials, or situations) used as a link during the learning process.

Teachers have a responsibility to help students in class IID at SDIP YLPI Pekanbaru with writing difficulties. One way they can help these students is by offering remedial assistance or special programs. Efforts to help students who experience difficulties in the learning process reach targets or achieve better learning outcomes are called remedial. The provision of remedial education services aims to help students improve their learning achievement until they reach the set standards. , students who have reached the standard will receive an enrichment program that aims to deepen their understanding of various concepts.

According to the information provided, it can be concluded that teachers have done their job to help students in class IID at SDIP YLPI Pekanbaru overcome writing difficulties. One of the teacher's responsibilities is to use interesting and effective teaching approaches to enhance learning, foster self-confidence and provide motivation to students. Teachers should also provide special programs or additional teaching assistance for students who have difficulty writing.

CONCLUSIONS

From the results of the study, it can be concluded that there are several grade IID students at SDIP YLPI Pekanbaru who have difficulty writing. Students in grade IID at SDIP YLPI Pekanbaru face various writing difficulties, such as unreadable writing, being late in writing, missing or inverted letters, and mistakes in holding a pencil. In overcoming the writing difficulties of grade IID students at SDIP YLPI Pekanbaru, teachers can help grade IID students overcome writing difficulties by identifying problems or difficulties experienced by students and providing learning media that are very interesting and useful, raising students' confidence, and providing remedial programs specifically for students who have difficulty writing.

REFERENCE

- Alfansyur, A. (2020). The Art of Managing Data: Application of Triangulation of Techniques, Sources and Time in Social Education Research. *Historical: Journal of Studies, Research & Development of History Education*, 5 (2), 146-150. <https://doi.org/10.31764/historis.vXiY.3432>

- Aryanto, H., Azizah, M. D., Nuraini, V. A., & Sagita, L. (2021). Innovation of Education Goals in Indonesia. *JIRA: Journal of Academic Innovation and Research*, 2 (10), 1430-1440. <https://doi.org/10.47387/jira.v2i10.231>
- Fadli, M. R. (2021). Understanding the design of qualitative research methods. *Humanika, Scientific Review of General Subjects*, 21 (1). <http://dx.doi.org/10.21831/hum.v21i1.38075>
- Hardani, Hikmatul, N., Helmina, Raushandy, Jumari, Eva, Dhika, & Ria. (2020). *Qualitative & Quantitative Research Methods*. CV Pustaka Ilmu Group.
- Kurniasih, D. A. (2020). Habituation of Diary Writing to Improve Narrative Writing Ability for Fifth Grade Students of SD Negeri 2 Sukorejo. *Journal of Teaching Profession*, 6 (1), 36-44. <https://doi.org/10.15294/jpk.v6i1>
- Mahmud, H. (2019). Efforts to Improve Writing Skills with RCG (Picture Story Design) Techniques for Grade VI Students of SDN Rengak, Kopang District, Regency. Central Lombok in the 2017/2018 academic year. *JISIP (Journal of Social Science and Education)*, 1 (2). <https://doi.org/10.58258/jisip.v1i2.178>
- Marhamah, S., Yolanda, A., Sari, R. A., & Nurismilida, N. (2021). The Effect of Learning Facilities on Student Learning Achievement in Higher Education. *Edu Cendikia: Scientific Journal of Education*, 1 (2), 40-45. <https://doi.org/10.47709/educendikia.v1i2.1023>
- Maulina, H., Hariana Intiana, S. R., & Safruddin, S. (2021). Analysis of Elementary School Students' Short Story Writing Ability. *Scientific Journal of Education Profession*, 6 (3), 482-486. <https://doi.org/10.29303/jipp.v6i3.276>
- Nafi'a, M. Z. I., Degeng, I. N. S., & Soepriyanto, Y. (2020). Development of Interactive Multimedia Material on the Development of Technological Progress in Social Science Subjects. *Journal of Educational Technology Studies*, 3 (3), 272-281. <https://doi.org/10.17977/um038v3i32020p272>
- Ninawati, M. (2019). Effectiveness of Critical Literacy Learning Model Based on Concept Approach to Improve Creative Writing Skills of Elementary School Students. *Pendas: Scientific Journal of Basic Education*. <https://doi.org/10.23969/jp.v4i1.1747>
- Nugraha, E. B., & Khosiyono, B. H. C. (2023). Teachers' Experiences in Improving the Skill of Developing Main Idea Using Serial Image Digitization (Digibase). *Journal of Teacher and Learning Studies*, 6 (2), 201-212. <https://doi.org/10.30605/jsgp.6.2.2023.2683>
- Pertiwi, I. N. (2019). The Effect of Make A Match Model Assisted by Picture Card Media on Reading and Writing Skills. *Mimbar PGSD Undiksha*, 7 (3), 261-270. <https://doi.org/10.23887/jjpgsd.v7i3.19412>
- Pramesti, F. (2018). Analysis of the Factors that Hinder Beginning Reading in Grade 1 Students. *Scientific Journal of Elementary School*, 2 (3), 283. <https://doi.org/10.23887/jisd.v2i3.16144>
- Puspitasari, P. I., Niopani, M. I., & Ramendra, D. P. (2020). The Use of the Please Strategy in Improving Writing Skills. *Indonesian Gender and Society Journal*, 1 (1), 19-28. <https://doi.org/10.23887/igsj.v1i1.38985>
- Roesi, S., & Pangestika, R. R. (2024). Factor Analysis of Low Reading and Writing Skills of Second Grade Students of SD Negeri 2 Mranti. *Binagogik Journal*, 11 (1). <https://doi.org/10.61290/pgsd.v11i1.1016>

- Udhiyanasari, K. Y. (2019). Efforts to Handling Early Reading Difficulties in Children with Reading Difficulties in Class Ii at Sdn Manahan Surakarta. *Journal of Special Education*, 3(1), 39–50.
- Waruwu, L. (2020). Implementation of Concept Sentence Learning Model to Improve Review Text Writing Ability. *Educativo: Journal of Education*, 1 (1), 167-173. <https://doi.org/10.56248/educativo.v1i1.24>
- Widodo, A., Jailani, A. K., Novitasari, S., Sutisna, D., & Erfan, M. (2020). Analysis of the Ability to Write Papers of New PGSD Students at Mataram University. *DIDIKA Journal: Scientific Vehicle for Basic Education*, 6 (1). <https://doi.org/10.29408/didika.v6i1.1946>
- Wiratama, N. A., Fatimah, I. D., & Widiyati, E. (2022). Improving Description Writing Skills through Contextual Approach for Elementary School Students. *Basicedu Journal*, 6 (3), 3428-3434. <https://doi.org/10.31004/basicedu.v6i3.2527>
- Yolan, Suparman, S., & Besse Herdiana. (2024). The Ability to Write Argumentative Wreaths Using Picture Media in VII Grade Students of SMP Negeri II Walenrang. *Vocative Journal: Language, Language, and Literature Education*, 1 (2), 102-108. <https://doi.org/10.51574/vokatif.v1i2.1736>