

Assessment of The Use of Writing Skills Methods in Second Grade Elementary School Students

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Abstract.

This study aims to analyze the implementation of writing skills teaching methods in daily learning practices, identify and describe the methods used by teachers, and understand how teachers evaluate and provide feedback on the development of students' writing skills. The research approach used was qualitative with descriptive methods. The subjects were first-grade students of SD Negeri 4 Segeran and their class teachers as the main informants. Data were obtained through in-depth interviews and documentation, then analyzed using data reduction, data presentation, and conclusion drawing according to the Miles and Huberman model. The results showed that first-grade teachers implemented various writing learning methods, such as demonstrations, guided practice, small group discussions, and the use of visual media. These methods were adapted to students' cognitive development, thus helping them develop ideas, construct simple sentences, and correct spelling errors. Evaluation was carried out by assessing the writing process and results, while feedback was provided directly, both verbally and in writing, to strengthen student motivation. The conclusion of this study confirms that the diversity of learning methods and teacher evaluation practices contribute positively to the writing skills of first-grade students. These findings are expected to serve as a reference for teachers in developing effective, adaptive, and enjoyable literacy learning strategies in elementary education.

Keywords: Writing skills; learning methods; evaluation; feedback and first grade.

I. INTRODUCTION

One fundamental obstacle to developing writing skills is the limited language stimulation students receive from preschool age. Many students enter elementary school without prior experience writing or reading at home, making it difficult for them to connect letter sounds with their written forms. Research by Elviawati (2024) found that even though students are able to read, they still frequently make errors in sentence structure and spelling. This means that reading and writing skills develop through different pathways that require specific attention in the learning process. Another problem lies in the weak involvement of teachers in strengthening writing skills. Teachers are often more focused on achieving curriculum targets, so writing is taught only as copying or filling in the blanks, rather than as a creative process that encourages students to think and express themselves. Writing should be a means for children to build self-confidence, understand language structure, and develop personal ideas. However, in practice, this activity is still considered supplementary rather than the primary focus of learning (Rusli, 2024). Writing skills in first-grade elementary school students show significant variation, both in technical aspects such as spelling and letter formation, as well as in the ability to construct complete sentences. Based on a case study at SD Negeri Jajar 73 Surakarta, it was found that first-grade students still frequently made mistakes in copying sentences, writing incomplete letters, and were unable to express simple experiences in writing (digilib.uns.ac.id, 2022).

This is reinforced by findings from SD Negeri 2 Metro Barat, which showed that most students were only able to imitate words without understanding their meaning or constructing complete sentence structures. This phenomenon indicates serious challenges in the early stages of productive literacy, particularly writing skills. Research at SDN 17 Bamban Rancang (2024/2025) stated that although 82.6% of students were categorized as very good, this success still depended on a number of factors such as motivation, supportive learning environments, and the quality of learning media. Meanwhile, another study at SD Muhammadiyah 4

Surabaya showed that only 78.8% of students could write well, with striking gaps in motor and perceptual aspects (journal.unismuh.ac.id). From this data, it can be concluded that first-grade students' writing skills are not yet fully stable and are still influenced by various complex internal and external conditions. Taking these challenges and opportunities into account, this study was conducted to explore in-depth the writing learning process of first-grade elementary school students. Using a qualitative approach, this study aims to understand how students develop writing skills and the obstacles they encounter and what strategies are used by teachers in guiding them. The focus of the research is directed at the experiences of students and teachers in the daily learning process, with the hope of providing a real contribution to the development of early literacy practices in elementary schools.

The findings of this study are expected to provide a deeper theoretical understanding of the process of learning to write in the early stages of elementary education. In addition, the results of the study are also expected to be used as a reference in designing teacher training, developing learning media, and formulating educational policies that are more pro-child. Literacy is not only about reading and writing skills, but also about shaping children's ways of thinking and communicating. Therefore, writing must be taught from an early age, with a holistic, inclusive, and fun approach.

II. METHODS

This study uses a descriptive qualitative approach to understand the writing learning of first-grade elementary school students in depth (Sugiyono, 2021). In the context of writing, students are positioned as active subjects who build understanding through exploration and teacher guidance. Teachers play a role in providing scaffolding according to the Zone of Proximal Development to help students develop writing skills gradually (Yuliana & Wahyuni, 2021). The primary data sources in this study are: 1) First-grade teachers; 2) the learning process in the classroom. The secondary data sources are: 1) student writing documents; 2) lesson plans (RPP); 3) school syllabus and curriculum; and 4) textbooks and worksheets.

Data collection technique

The data collection technique used in this study was triangulation, which is a combination of several techniques to obtain more accurate and reliable data. The triangulation used included interviews and documentation.

Data Analysis Techniques

This study uses the interactive data analysis model developed by Miles and Huberman because it is well-suited to exploratory and contextual qualitative research. This model consists of three main components, implemented cyclically and interactively.

Data Reduction

Data reduction is the process of filtering, simplifying, and organizing raw data obtained from the field (interviews, observations, documentation) to focus on data relevant to the research objectives. In the context of this research, data reduction includes:

1. Filtering data from interviews with teachers about writing learning methods
2. Grouping classroom observation data based on activities that support writing skills.
3. Analyze students' writing results and classify them according to aspects of writing skills (content, organization, vocabulary, grammar, and mechanics).

Data Presentation

This stage presents the reduced data into a form that is easy to understand for further analysis. Data presentation can take the form of descriptive narratives, tables, graphs, matrices, diagrams, or flowcharts. In this study, the data is presented in the form of

1. Comparison table of writing learning methods used by teachers.
2. Summary of the results of the analysis of student writing (for example: weaknesses in vocabulary, sentence structure, or spelling)
3. Narrative about how students responded to the writing method applied.
4. Matrix that connects external factors (teacher strategies, media) with student writing results.

Conclusion Drawing and Verification

This final stage is the process of interpreting the meaning of the presented data and drawing conclusions from the research findings. In this process, researchers look for patterns, connections between data, and emerging thematic meanings. The conclusions drawn must be verified or tested for validity through:

1. Data triangulation (comparing interview results, observations, and documents)
2. Discussion with informants (member check) to ensure that the researcher's interpretation is in accordance with reality.
3. Re-reflection by the researcher on the possibility of bias and subject

III. RESULT AND DISCUSSION

Implementation of Writing Skills Teaching Methods in First Grade

Based on the research findings, the implementation of writing skills teaching methods in first grade elementary school is carried out in stages and with variations to align with the developmental stages of early childhood. Teachers begin learning with basic activities such as copying and imitating writing, then progress to dictation, composing simple sentences, and writing based on pictures and students' daily experiences. This approach aligns with Piaget's cognitive development theory, which states that children aged 6–7 years are in the concrete operational stage, a stage where children more easily understand concrete concepts through direct experience than abstract concepts (Mutiah & Kurniawati, 2021). Interviews with teachers indicate that copying and imitating writing activities not only aim to develop fine motor skills but also familiarize children with recognizing letter shapes and writing patterns. This repetition strategy aligns with Skinner's view (in Sari & Nurhayati, 2021), which emphasizes the importance of drill and reinforcement in developing writing habits. Teachers provide positive feedback in the form of praise and asterisks to motivate students to practice writing more enthusiastically. Furthermore, teachers also implement the dictation method to train students' phonological awareness, namely the ability to connect sounds with letter symbols. These findings align with the early phonetic stages outlined by Wardoyo (2024), where children begin to write words according to the sounds they hear, even though spelling is not yet perfect.

The use of dictation trains focus, careful listening, and improves sound-letter association skills. Teachers also utilize visual media as a stimulus for writing ideas. Pictures have been proven effective in helping students construct sentences based on real-world contexts. This aligns with research by Sari & Hidayat (2021), which demonstrated that serial visual media increased the length and organization of first-grade students' writing. From Vygotsky's (1978) perspective, visual media acts as scaffolding that helps children construct ideas and organize their writing independently. In general, the research results indicate that first-grade teachers have implemented contextual and gradual writing instruction. This practice demonstrates teachers' understanding of children's cognitive developmental stages and the importance of linking real-world experiences to writing activities. This approach strengthens students' early literacy and prepares them to develop more complex writing skills in subsequent grades. The identification and description of writing skills teaching methods in elementary schools include: 1) the imitation/copying method; 2) the dictation method; 3) Sentence Composition Method; 4) Writing from Pictures Method; 5) Simple Story Writing Method; and 6) Language Games. Furthermore, Evaluation and Feedback on Student Writing Results includes, 1) Evaluation of the Content of the Writing; 2) Evaluation of the Organization of the Writing; 3) Evaluation of Language Use; 4) Evaluation of Spelling and Punctuation; 5) Evaluation of Neatness of the Writing; 6) Feedback on the Writing Results; and 7) Synthesis of Research Findings.

IV. CONCLUSION

Based on the research results, it can be concluded that the writing skills of first-grade elementary school students showed significant improvement after the implementation of the learning method designed in this study. The learning process, which was previously conventional, tending to make students passive and unmotivated, has now become more interactive and student-centered. This has had a positive impact on students' ability to construct simple sentences, enrich vocabulary, and improve the neatness and structure of

their writing. Furthermore, the research shows that a conducive learning environment, the teacher's role as a facilitator, and the use of engaging learning media are the main determinants in improving students' writing skills. Changes in learning strategies not only improve learning outcomes but also build students' confidence in expressing their ideas in writing. Thus, the main synthesis of this study is that the use of innovative learning methods has been proven to significantly improve the writing skills of first-grade elementary school students. This finding emphasizes the importance of a contextual, creative, and developmentally appropriate learning approach.

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