

Enhancing Capital Letter Writing Proficiency through Audio-Visual Media Utilizing Object-Based Analogies among 1st Grade Students at Suwaru Elementary School

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Abstract

This study aims to describe the process of enhancing capital letter writing skills among first-grade students through the use of audio-visual media based on everyday object analogies. Writing capital letters correctly is a foundational literacy skill in early primary education, yet many young learners face difficulties in letter formation, size consistency, and spatial placement. To address this issue, the researcher introduced an audio-visual media approach that presents capital letters in association with familiar real-world objects (e.g., "A" as a house roof, "B" as glasses), designed to support visual memory and motor coordination. Using a qualitative descriptive approach, data were collected through classroom observations, interviews with teachers and students, and analysis of students' writing products. The findings reveal that the use of analogy-based media helped students better visualize letter shapes and improved their engagement during writing activities. Moreover, the learning process became more meaningful and enjoyable for the students, contributing positively to their writing development. This study suggests that integrating contextualized, visual media can be a valuable strategy for supporting early writing instruction in primary classrooms.

1. Introduction

Writing skills are one of the basic competencies that are very important to be mastered by students. Many developed and developing countries make literacy the main agenda that costs a lot (Apriliansa et al., 2022). The government recognizes that writing skill has the potential to drive economic and social development, which in turn can improve the well-being of both individuals and society as a whole (Arianti, 2018). The ability to write effectively empowers individuals to enhance their quality of life, thereby facilitating the development of other fundamental competencies such as scientific literacy, digital proficiency, financial acumen, and cultural and civic engagement (Mahayanti et al., 2017).

At the initial level of formal education, writing skills not only function as a means of communication, but also as a foundation in the development of more complex literacy skills at the next level (Hikaya et al., 2025). This foundation is a key determinant of academic success and active student participation in an increasingly information-based society. Therefore, mastery of writing skills from an early age cannot be overlooked, but must be a top priority in the basic education curriculum (Grenner et al., 2020). Without a strong foundation in writing, students will have difficulty absorbing lesson material and expressing their understanding (Fitriyani et al., 2024).

In this context, capitalization techniques play a crucial role. Accuracy in capitalization not only ensures the readability and clarity of students' written messages but also fosters good writing habits from an early age (Witchel et al., 2020). Furthermore, capital letters are more easily recognized and imitated by children due to their firm and consistent letter structure, which simplifies the initial writing process (Snowdon, 2019). This ease of recognition contributes significantly to early literacy development, laying the groundwork for writing tasks. Therefore, emphasizing proper capitalization from the outset is paramount for cultivating written communication skills (Sumrall & Jordan, 2023).

However, the process of learning to write is often a challenge for early childhood, especially if the media and methods used have not been able to accommodate their learning needs optimally. According to research conducted by Bachtiar & Damayanti (2024), the development of picture card media for learning to write capital letters shows that grade 1 elementary school students need repeated guidance in understanding the shape of capital letters in order to write them correctly. Students found that the provision of concrete visual media is very helpful in forming students' basic

understanding of capital letters. Meanwhile, a study by Mahfudhoni et al. (2025), confirms that capitalization errors among elementary school students are still high, especially at the beginning of sentences and proper names, due to a lack of understanding of the basic rules of letters as well as the limitations of teaching methodologies that are practical and interactive.

In line with this, observations conducted in the 1st grade classroom at Suwaru State Elementary School showed that 23.5% of students had difficulty in writing capital letters with the right shape and direction. The most common errors include: reversal of letter direction, for example the letter “B” is written facing left; letter strokes that start from an inappropriate point, such as writing letters from bottom to top; and inaccuracy in placing letters on the base line. In addition, inappropriate letter sizes, such as letters that are too large or too small, and disproportionate shapes also exacerbate the problem of readability of children’s writing. These problems indicate that students do not have a strong visual and motor understanding of letter shapes, and need more concrete and directed learning media support. Actually, grade 1 teachers at SD Negeri Suwaru have tried to overcome these problems through the use of flash cards containing the letters of the alphabet. However, this static print media has not shown significant results. Learners who live in the digital era tend to be more interested in interactive, visual and technology-based learning media. In addition, the media has not been able to accommodate students’ learning styles, such as visual, auditory and kinesthetic in an integrated manner.

Seeing these conditions, audio-visual media based on analogies of surrounding objects has great potential to be an innovative alternative solution. This media is designed by associating the shape of capital letters with familiar objects in everyday life, such as the letter “A” which is analogous to the roof of a house, or the letter “B” which resembles the shape of glasses. This analogy approach provides a more concrete and imaginative learning experience, making it easier for students to form visual memory and precise motor movements. In addition, this media is developed in digital form equipped with a QR code, so that students and parents can access it independently at home, supporting continuous learning. Until now, no research has been found that specifically uses audio-visual media based on object analogy as the main approach in learning to write capital letters in elementary schools. Therefore, it is important to conduct this research to describe how the media is applied in improving the writing skills of capital letters in grade 1 students of Suwaru State Elementary School.

2. Method

This study employs a qualitative approach with a descriptive method to thoroughly describe the process and outcomes of utilizing audio-visual media based on object analogies to enhance letter recognition skills among first-grade students at Suwaru State Elementary School. The research was conducted from February to April 2025 at Suwaru State Elementary School. The population consisted of all 17 first-grade students, with 4 students selected as research subjects through purposive sampling. The selection was based on specific criteria to ensure the relevance of subjects to the research focus. The criteria for selecting participants are presented in the table below.

Table 1. Participant Selection Criteria

No	Criteria
1	Students who have not yet recognized the alphabet letters.
2	Students who are unable to write capital letters correctly.
3	Students who frequently confuse capital and lowercase letters.
4	Students whose letter formations are often reversed or improperly oriented.

The data collection techniques included observation and interviews. Observations were conducted directly in the classroom to monitor student activities during the learning process, focusing on their responses, recognition errors, and engagement with the media. Interviews were conducted with teachers and students to explore their perceptions and experiences with the learning media. Data analysis followed the Miles and Huberman interactive model, comprising three main components: data reduction, data presentation, and conclusion drawing/verification. The following instruments were designed to ensure robust and reliable data collection aligned with the study’s objectives.

Table 2. Observation Checklist

No	Aspect	Description	Notes
1	Attention to Audio-Visual Media	Student focuses on the audio-visual presentation of capital letters and object analogies.	
2	Recognition of Object Analogies	Student correctly identifies or names the object associated with the capital letter (e.g., "A" as a house roof).	
3	Accuracy in Letter Formation	Student writes capital letters with correct shape, direction, and baseline alignment.	
4	Confidence in Writing Tasks	Student shows willingness to write capital letters independently or in front of peers.	

The data collection techniques used were observation and interview. Observations were conducted directly in the classroom to see student activities during the learning process, especially related to responses, writing errors, and student involvement in using the media. Meanwhile, interviews were addressed to teachers and students to explore their perceptions and experiences of the learning media used. The data analysis technique in this study refers to the interactive analysis model of Miles and Huberman which includes three main components, namely data reduction, data presentation, and conclusion drawing/verification.

Table 3. Interview Questions for Teachers

No	Aspect	Question
1	Impact of the media	Have you observed changes in students' engagement or motivation during letter recognition activities since using this media?
2	Teacher perception	How effective do you find the audio-visual media with object analogies in teaching letter recognition to first-grade students?
3	Improvements in students' letter	What specific improvements have you noticed in students' ability to recognize letters (e.g., speed, accuracy, or retention)?
4	Comparative effectiveness	How does this media compare to previous methods (e.g., flashcards) in supporting students' letter recognition skills?

Table 4. Interview Questions for Students

No	Aspect	Question
1	Student perception	What do you think about show letters with objects, such as "A" for a house roof or "B" for glasses?
2	Student motivation and engagement	Do you enjoy learning letters with these videos? Why or why not?
3	Perceived improvement	Is it easier to recognize letters now compared to before using the videos? What feels different?
4	Effectiveness of object	Do the objects in the videos help you remember the letters? Can you provide an example of a letter and its object?

3. Results and Discussion

3.1. Results

This research was carried out in three main stages, namely preparation, implementation, and post-learning designed to develop capital letter writing skills through audio-visual media based on object analogy. The following is a description of each stage:

1. Preparation Stage

The initial stage begins by preparing an analogy concept based on the shape of capital letters that are adapted to concrete objects familiar to students, such as the letter "A" which is analogous to the roof of a house, or the letter "B" which resembles glasses. The selection of these analogies aims to build a visual connection between letterforms and real representations, so that learners can more easily understand and remember the shape of capital letters. This supports the formation of visual memory and strengthens the motor base in writing letters correctly.

2. Implementation Stage

This stage is conducted regularly for one month, with a duration of 30 minutes every day from Monday to Friday. Each session learners are introduced to capital letters through audio-visual media shows that present animated letterforms and their analogous objects. This consistent implementation aims to form habits and strengthen memory through visual and verbal repetition. Based on observation, learners showed high enthusiasm for the learning media used. Students were more focused, actively responded, and were able to memorize and name letters quickly using object associations. This indicates that the analogy approach is effective in building conceptual connections and facilitating the internalization process of capital letter shapes naturally.

3. Post-learning Stage

In the final stage, learners are asked to write the capital letters that have been learned into paper media independently. In addition, an evaluative activity in the form of a random letter guessing game is also given to measure students' visual understanding and memory of letter shapes. The results of this activity showed that most learners were able to write capital letters with the correct shape and direction, and consistently showed improvement in maintaining the proportion and position of letters against the baseline. This finding is an indicator that the media used is effective in correcting technical errors in writing capital letters that previously often appeared, such as reversal of direction, disproportionate shapes, and unsystematic strokes.

To illustrate the impact of the object analogy based audio-visual media on students' capital letter writing skills, sample of student work were collected and analyzed before and after the intervention.

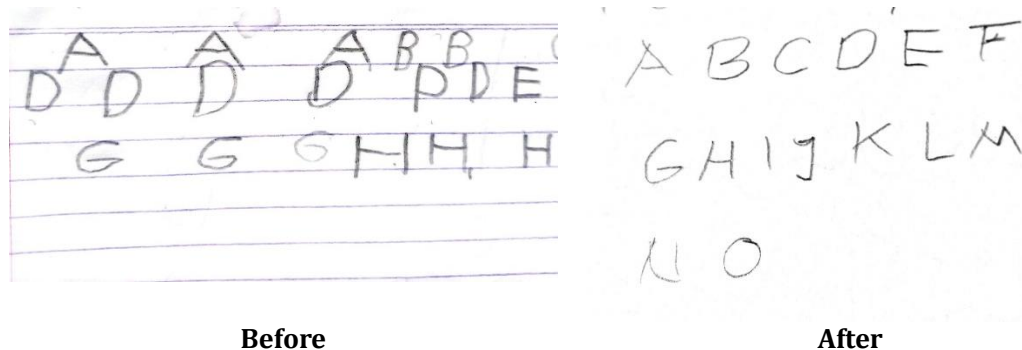


Figure 1. Students YP

YP initially demonstrated the ability to write only a limited number of letters. After the implementation of object based audio-visual media, there was a noticeable improvement, with YP progressing to write letters up to O. However, additional guidance is still required, particularly to ensure consistency in form and proper direction when writing uppercase letters.



Before

Figure 2. Student YN

After

Before the treatment, the letter N and Y were written incorrectly, the letter N resembled an inverted M, while the letter Y appeared similar to its lowercase form.



Before

Figure 3. Student AD

After

In the writing sample taken before the treatment, several letter such as Q, R, and S showed inaccurate forms and incorrect stroke direction. Q appeared as an uneven circle with misplaced tail, R resembled a P or had an incomplete leg, and S was frequently distorted, resembling the number 5.

After the implementation of audio-visual media based on object analogy, letter like P, Q, R, S, and T showed improved accuracy. The letter Q now appeared as a full circle with a diagonal tail placed correctly, R included included all essential parts proportionally, and S displayed smoother and more consistent curves.



Before

Figure 4. Student KK

After

Before the treatment, KK struggled to distinguish uppercase from lowercase letters. W and Y resembled their lowercase form, while V was often written like a U, indicating confusion in shape and structure. With audio-visual media using object analogies, student wrote W, Y, and U more accurately. W appeared more structured, Y was formed accurately like a slingshot, and V was clearly distinguished from U, reflecting better visual and conceptual comprehension.

3.2. Discussion

The application of audio-visual media based on real object analogies in learning to write capital letters in low grades shows a positive impact on improving students' writing skills. This media is designed to present capital letters through animations accompanied by explanatory sounds and visual analogies, such as the letter "A" which is analogous to the roof of a house or the letter "B" which resembles glasses. The emphasis on concrete representations makes it easier for students to understand the shape and direction of letters without the need for lengthy verbal explanations. Teachers reported that this media facilitates the teaching process as it facilitates the transfer of knowledge through concrete displays that are easily digested by learners (interview, April 2025).

Individually, the research subjects showed significant progress. For example, one subject who was previously only able to write a few specific letters, after participating in learning with this audio-visual media was able to write up to the letter "O", although still needed further guidance to maintain consistency in stroke shape and direction. Then students who previously often wrote capital and small letters upside down or incorrectly, and experienced confusion in determining the shape and direction of letter writing. However, after using audio-visual media based on object analogy, students began to write more precisely, both in terms of proportion, stroke direction, and placement of letters on the base line. Two students even showed high motivation to learn by voluntarily trying to write letters again at home, which shows that the appeal of the media is not limited to the classroom, but

also supports the strengthening of informal learning in the home environment with parents with the help of QR Codes.

Audio-visual media is proven to be more effective than static visual media in improving writing skills. This is reinforced by the results of Muzaro'ah (2021), which shows that the use of audio-visual media can significantly improve the ability to write capital letters of elementary school students, while the use of visual media without sound does not show significant improvement. Similarly, Dewi & Eliza (2021), stated that audio-visual media is able to build early childhood learning interest more optimally because it combines visual and auditory elements that stimulate multisensory activities. Meanwhile, research by Oktaviani et al. (2021) emphasizes that visual media tends to be static and passive, so it does not support active interaction and in-depth exploration of the material.

From these findings, it can be concluded that audio-visual media based on real object analogies not only functions as a tool to introduce letter shapes, but is also able to provide multisensory learning experiences that improve technical skills in writing capital letters. This approach is in line with theories of early childhood writing skill development that emphasize the importance of concrete experiences in shaping visual-spatial understanding of letter structures (Nasution, 2025). Thus, the application of audio-visual media can be used as an effective alternative strategy in improving capital letter writing skills in low-grade elementary school students.

3.3. Conclusion

This study shows that the use of audio-visual media based on the analogy of surrounding objects can effectively improve the writing skills of capital letters in grade I students of Suwaru State Elementary School. This media helps students understand the shape of letters through a concrete and imaginative approach that is connected to objects that are often encountered in everyday life. The application of this media not only improves the accuracy of the shape, direction, and legibility of the letters written by students, but also has a positive impact on motivation, confidence, and active participation in the learning process.

The results of observations and interviews show that students become more enthusiastic, focused, and show initiative in practicing writing letters independently. Teachers also assessed that this media facilitates the delivery of material and is better able to reach a variety of student learning styles. As a follow-up, the application of this media can be developed more widely, either by increasing the variety of analogies or expanding the scope of material to the stage of simple syllable recognition.

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