

Analysis of Reading and Writing Skills of Students in Grades 1-2 at Lesanpuro 3 Elementary School

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Abstract

This study aims to analyze the reading and writing skills of grade 1 and 2 students at SDN Lesanpuro 3 and identify the factors that influence them. Using a descriptive qualitative approach, data was collected through observation, interviews and documentation. The results showed that student's basic literacy skills were mixed; most students were able to read and write quite well but some still had difficulties, such as stammering and writing letters backwards. Factors affecting these low skills include low interest in reading, limited literacy media, lack of varied learning strategies and the lack of parental role at home. Efforts to improve literacy skills were made through special guidance, the use of educational media, teacher training and parental involvement. This study recommends more contextualized and fun literacy strategies to support the development of students' reading and writing skills from an early age.

1. Introduction

Literacy is a basic ability that is very important in the education process and daily life (Cahyani et al., 2024). Literacy is not only limited to the ability to read and write, but also includes the ability to access, understand and use information intelligently through various activities, such as reading, viewing, listening, writing and speaking. In the context of basic education, literacy skills are the main foundation for students to understand various subject matter. Literacy plays an important role in forming a critical, analytical and reflective mindset in students (Putri et al., 2024). Listening, speaking, reading, writing, and counting skills are part of basic literacy that not only support academic skills, but also equip students to absorb, analyze, and communicate information appropriately (Kirani et al., 2023). Among these abilities, reading and writing play a very important role in the learning process because they not only help students access and understand information, but also allow them to express ideas, ideas and feelings clearly and systematically (Simamora et al., 2024). Good reading skills make it easier for students to absorb knowledge from various learning resources, while writing skills help students organize their thoughts and communicate effectively in writing.

Reading is a process that involves visual and auditory observation to understand the meaning of text, which develops as children become interested in books and written language as the basis of literacy (Sary & Indah, 2023). This process involves cognitive aspects such as understanding content, making inferences and building critical views. Meanwhile, writing is the activity of pouring ideas and feelings into written language in a structured manner through the stages of planning, drafting and revising (Putri et al., 2024). Writing is also a social process that connects writers, readers, and communication contexts. In basic education, reading and writing skills complement each other as important foundations for accessing, processing, and conveying information effectively, while developing critical and logical thinking skills (Cahyani et al., 2024). Therefore, the development of these two skills must be carried out in a sustainable manner and in accordance with the developmental stage of children so that they are able to face the next learning process well.

Reading and writing are basic skills that provide an important foundation for students' academic ability and success in higher education (Simamora et al., 2024). The development of these two skills at the primary school level is a top priority in building a strong foundation for students' academic achievement. However, based on the results of research conducted by (Lestari et al., 2024), it shows that students' reading literacy skills are still relatively low, with 20% of students in the high category, 25% moderate, 15% sufficient, and 40% low. Meanwhile, writing literacy skills are also low, with 20% of students in the excellent category, 25% good, 30% fair, and 25% low. In line with research (Zuhdi et al., 2024) The results showed that most students had adequate reading skills, but there were still 4 students who had difficulty reading fluently and 2 students who had difficulty writing clearly. Lack of interest in learning is the main factor affecting students' literacy skills. As a solution, special guidance, additional

study hours, and parental involvement in supporting learning at home were conducted (Nirmala, 2022). This research is expected to be the basis for designing more effective learning strategies to improve students' literacy.

Based on observations made with students in grades 1-2 at SDN Lesanpuro 3, it was found that many students experienced delays in completing reading and writing tasks. Researchers also found some students who were not able to read fluently and still had difficulty writing simple sentences as a whole even though they were in grade 2. In addition, other problems were found that supported the low literacy skills, such as students' lack of interest in reading, limited media and reading materials that are appropriate for their age and ability level, and less than optimal literacy learning strategies used by teachers in the classroom. Other influencing factors include the lack of parental involvement in assisting children to learn at home and the social environment that does not support the development of an early literacy culture. All of this points to serious obstacles in students' basic literacy development that need to be examined in depth in order to find appropriate and effective solutions.

Based on this, the purpose of this study is to analyze the reading and writing skills of grade 1 and 2 students at SDN Lesanpuro 3 as part of the effort to foster basic literacy from an early age. This case study is expected to provide a concrete picture of the condition of students' literacy in early primary education and identify the factors that influence the development of their reading and writing skills. The results of this study are expected to serve as a basis for teachers in designing targeted and effective learning strategies and for parents in providing appropriate assistance at home. Thus, this study is expected to contribute to strengthening students' academic foundation and improving the overall quality of primary education.

2. Method

This study used a qualitative descriptive approach. The researcher also analyzed the reading and writing skills of grade 1 and 2 students at SDN Lesanpuro 3. The research subjects consisted of grade 1 and 2 students and the class teacher. The main purpose of this study was to determine the level of students' ability in reading and writing, as well as identifying factors that affect these abilities. Data were obtained by the researcher through observation, interviews and documentation. Observations were made directly in the classroom to see student behavior in the reading and writing process during learning. Structured interviews were conducted with teachers to obtain information about students' literacy development as well as the learning methods used. Documentation in the form of student learning outcomes, writing assignments and teacher notes as supporting field data. Data analysis was carried out with the stages of data reduction, presentation, conclusions and to maintain data validity researchers used triangulation techniques, namely by comparing the results of observations, interviews and documentation and reconfirming with the teacher to ensure the truth of the information obtained (Satriawan et al., 2019).

Qualitative data analysis can be done with three stages, namely data reduction, data presentation and conclusion drawing.

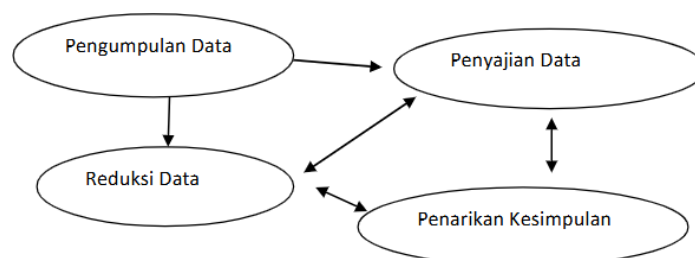


Figure 1. Qualitative Data Analysis Technique

a. Data reduction

At this stage, researchers filtered the data collected through observation, interviews, and documentation by focusing on information directly related to the reading and writing abilities of first and second graders at SDN Lesanpuro 3 (Gusrianti & Safrizal, 2023). Information that is irrelevant or does not support the focus of the study is set aside in order to obtain more specific and meaningful data. This process aims to identify the main issues in the development of students' basic literacy, as well as the factors that influence it, such as interest in learning, family involvement, and the use of learning media.

b. Data Presentation

The filtered data was then organized in the form of descriptive descriptions supplemented by excerpts from interviews and supporting documentation, such as student work and teacher notes. This presentation provides an overview of the real conditions of students' literacy skills, including barriers in reading fluently and writing simple sentences (Mumpuni & Afifah, 2022). In addition, there is also a general pattern that shows that the lack of reading facilities, limited learning approaches and lack of support from the home environment have an impact on students' low literacy achievement.

c. Conclusion

Conclusions were obtained through a process of in-depth analysis of the data that had been compiled, accompanied by validation efforts using triangulation techniques (observation, interviews, and documentation). The final results show that most students still experience difficulties in the reading and writing aspects, which are caused by a combination of internal and external factors (Anggraeni et al., 2021). Based on these findings, the researchers recommend the need for innovative literacy learning strategies in the early grades as well as increased parental participation in supporting children's learning process at home. These findings are expected to be the basis for more targeted educational decision-making.

This part should contain sufficient detail that would enable all procedures to be repeated. It can be divided into subsections if several methods are described. Authors should be as concise as possible in experimental descriptions. The experimental section must contain all of the information necessary to guarantee reproducibility. Previously published methods should be indicated by a reference and only relevant modifications should be described. For statistical analysis, please state the appropriate test(s) in addition to a hypothesized p-value or significant level (for example 0.05).

3. Results and Discussion

Based on observations and interviews conducted by researchers in grades 1 and 2 at SDN Lesanpuro 3, it can be seen that most students already have the ability to read and write fluently. However, researchers also found that there are some students who still have difficulty in reading and writing. The results of the observation show that there are several students in grades 1 and 2 at SDN Lesanpuro 3 who experience difficulties in reading and writing skills.

a. Reading Skills for Grades 1 and 2



Figure 3.1 Students practice reading

The beginning of reading is the initial stage of reading learning that forms the basis for reading learning in subsequent grades. At this stage, students learn to recognize letters, syllables, words, sentences, and begin to be able to read in various contexts (Ramadhani & Wulandari, 2022). The difficulties in reading and writing experienced by students in grades 1-2 are caused by their developmental stage, which is still in transition from the world of play to formal learning. At this stage, students are generally not yet fully prepared cognitively and emotionally to receive intensive reading instruction. The observation results show that first and second graders still read by spelling out each letter and often make mistakes in pronouncing certain letters. The researcher found one student who was still unable to read syllables completely and could not read sentences fluently, with reading that still sounded stuttered and less fluent because the reading process was still done slowly. To assess the reading ability of first and second graders, teachers asked students to recognize letter shapes and correctly pronounce letter sounds, followed by syllable reading exercises. The researcher also tested media for students with reading difficulties using flashcards and phonics reading books.

b. Writing skills for grade 1 and 2

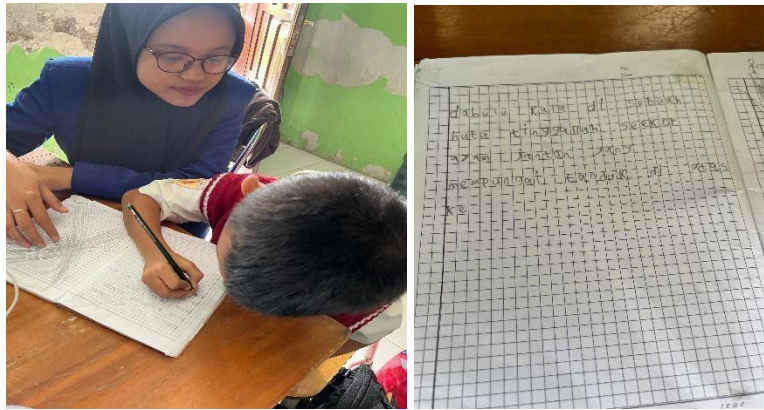


Figure 3.2 Students practice writing

The researchers found that some first and second graders were unable to write well and were still confused when writing letters that were similar in shape, such as b and d, u and m, which they always wrote backwards. The researcher also found that some students wrote so poorly that their own writing was difficult to read. First- and second-grade students who are just beginning to learn to write often have difficulty forming letters correctly and connecting letters to form words. The difficulty in writing varies depending on the level of development and ability of each student. However, based on the results of the observation, students were not yet able to read compared to those who had difficulty writing.

c. Student Interest in Reading and Writing



Figure 3.3 Students practice reading and writing

Based on the results of interviews conducted alternately with several students, the researcher asked a similar question, namely, *“Do you enjoy reading?”* All three students gave answers that indicated a low interest in reading. The first student stated, *“I am reluctant to read; I prefer playing with friends.”* The second student added, *“I cannot read fluently, so I feel embarrassed when asked to read in front of others.”* Meanwhile, the third student said, *“When asked to read, I get confused by the letters, so I prefer pictures or playing.”* In addition to questions about reading, the researcher also asked follow-up questions, such as *“Do you enjoy writing?”* The answers given also showed similar challenges. The first student answered, *“Writing is tiring; my hand gets sore, and my writing is bad.”* The second student said, *“I get confused about what to write because I haven’t memorized the letters yet, so sometimes I just copy my friends’ writing.”* The third student revealed, *“I often forget the letters, so my writing is often wrong.”*

d. Solutions for overcoming difficulties in reading and writing



Figure 3.4 Providing solutions to students

To address students' difficulties in reading and writing, various integrated efforts are needed, such

as implementing varied and enjoyable learning strategies through thematic approaches, storytelling, and educational games that are appropriate for the students' age (Ananda & Agusta, 2023). Schools need to provide engaging reading materials that are appropriate for children's developmental levels and offer structured and ongoing literacy guidance, especially for students who are still struggling (Astutik & Izzati, 2023). Additionally, parental involvement is crucial in supporting children's reading and writing at home, such as through shared reading activities or writing daily journals. The use of interactive media and technology can also enrich students' literacy learning experiences. Teachers, as literacy facilitators, need to be empowered through regular training and evaluation so that they are able to design targeted learning (Astutik & Izzati, 2023). On the other hand, fostering a literacy culture in schools through regular activities such as daily reading programs, literacy competitions, and classroom reading corners will also support the sustained improvement of students' reading and writing skills.

3.1. Conclusion

Based on the results of the research and discussion, it can be concluded that the type of research used is qualitative research presented through descriptions using case studies with interviews and observations conducted by the researcher. The reading and writing abilities of students in grades 1–2 at SDN Lesanpuro 3 are still at varying levels of development and do not yet fully meet the established competency standards. First-grade students generally still face difficulties in recognizing letters and forming words, while second-grade students show progress, but some still encounter challenges in understanding reading materials and writing with proper structure. This study emphasizes the importance of strengthening literacy education from an early age through contextual, interactive, and enjoyable learning strategies, as well as the need for collaboration between teachers, parents, and schools in creating a learning environment that supports children's overall literacy development.

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