

# ASSISTANCE IN TEACHING STUDENTS' WRITING ABILITY THROUGH THE WORD INSTITUTIONAL METHOD

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## ABSTRACT

The ability to write Indonesian is one of the subjects that has an important role in the world of education because it supports all fields of study. Writing is one of the four aspects of language skills. Writing is a learning process from various kinds of difficulties and failures. The purpose of this research is to develop students' initial writing skills in grade 1. In this study, the researchers find problems regarding the development of students' writing in grade 1 of SDN Cihanjavar in which there are still some students who cannot write, judging from the results of students' writing. The results of interviews with the homeroom teacher also showed that only a small proportion of students who already had good writing skills from Kindergarten/PIAUD, most of them started to have the ability to write since they were in elementary school. The total research participants in this study was 32 students consisting of 19 male students and 13 female students. The method used was the participatory action research (PAR) method. The first step, which was carried out by the researcher included observation, introduction, and students' writing check. In the second step, the researchers implemented the program to develop the students' writing by using the word institutional method that had been made. This study used observation of students' writing on the results of the study that has been done, in which it shows that: 1) the initial writing ability of class 1 students at SDN Cihanjavar, in terms of writing syllables were quite correct, although there were still some students who were not correct. 2) the ability to write simple sentences was correct, although there were still some students who were not correct in writing simple sentences.

*Keywords: mentoring, initial writing, elementary students, word institutional method*

## 1. INTRODUCTION

Developing students' writing skills is very necessary and must be considered especially in grade 1 students because some students in class 1 at SDN Cihanjavar did not learn writing in the kindergarten/PIAUD education first. This of course determines the development of writing and language, particularly because grade 1 is the initial writing stage in elementary school. Therefore, teachers and prospective teachers must know the extent of writing and develop it.

Education is a problem for the progress of a nation. In this case the school as an educational institution is a place where the learning process takes place and which is deliberately sought to develop the personality and all potential of students so that they can grow and develop in accordance with national education goals. Besides, learning is a process of changing behavior as a result of interaction with the environment. These changes involve changes in knowledge, skills, and attitudes. Learning outcomes are said to

leave an impression if the changes that occur as a result of learning are long lasting and are not simply erased.

Learning assistance needs to be done to assist students in learning, especially grade I students in learning initial reading and writing. If learning to read and write at the beginning is not taken seriously, it will affect the students' skills in advanced reading and writing. Initial reading and writing assistance was carried out at SDN Cihanjavar without forgetting the characteristics of elementary school students, namely playing. Therefore, grade I elementary school students remain cheerful in learning initial reading and writing so there is no sense of compulsion for them during the learning process (Wulandari, 2016).

Assistance in learning initial reading and writing can be done with interesting and educational media. Letter cards and word cards are appropriate media given to first grade students. Reading and writing are in fact language skills that cannot be acquired in a short way. It takes a long time to become skilled at reading and writing. Reading and writing skills are acquired gradually, from recognizing letters, syllables, words and sentences (Janawati, 2021).

Teaching writing in elementary schools is expected to equip students, especially grade one and two, with reading since writing cannot be separated from reading, even though reading and writing are two different abilities. Writing is productive while reading is receptive.

The ability to write is not obtained naturally but through the process of teaching and learning. To be able to write letters as sound symbols, students must practice starting from how to hold a writing instrument. Students also practice moving their hands by paying attention to what to write or draw. Students must be trained to observe the symbol of the sound, understand each letter as a symbol of a certain sound until they can write it correctly. To be meaningful, this initial writing learning process is carried out after students are able to recognize the letters being taught.

## 2. LITERATURE REVIEWS

### 2.1 Writing Ability

Writing is an activity carried out to produce a piece of writing. A good writing has the characteristics of having clear meaning, being one unit, being short and concise, and fulfilling linguistic rules. Language is the most important communication tool. With

language, people can convey feelings and ideas, even with language people can think and reason. Of the four language skills, writing is an indirect communication activity because the writer is not dealing directly with the reader. Writing skills are the most complex skills because when writing, people must be able to remember and apply various elements of writing immediately (Akhida, 2007). Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Students can find it challenging to find ideas to include their writing, and each culture has its own style for organizing academic writing (Zemach & Islam, 2005)

## 2.2 Writing Process

Writing is seen as a series of flexible activities. The series of activities referred include: pre-writing, drafting, revising, editing, and publishing or discussing. According to Rofi'udin (2003), the process of writing goes through the following stages:

### a. *Prewriting stage*

- 1) Choose a topic
- 2) Determine writing goals
- 3) Identify ideas related to the topic and plan the organization.
- 4) Choose the form of essay based on the intended reader.

### b. *Draft writing stage*

In this stage the writer pours his ideas, thoughts and feelings into writing in a rough draft. In expressing his ideas, thoughts, and feelings the writer uses the main thoughts, information, and data, and the writer organizes the writing as planned in the writing stage.

### c. *Revision stage.*

In this stage, the writer revises the draft that has been compiled. Revision is done by:

- 1) Add information
- 2) Sharpen the formulation
- 3) Change the order of thoughts
- 4) Discard irrelevant information
- 5) Combine thoughts, and so on.

### d. *Editing stages*

In this stage the author edits his writing in the following way:

- 1) Read all posts
- 2) Correct incorrect word choices
- 3) Fix typo
- 4) Fix numbering technique
- 5) Correct spelling and punctuation

## 2.3 Writing Development

Developing writing skills must be applied since the students is in elementary school. Writing is the basic capital of students to go to the next levels. Not a few students who do not like learning to write because they do not know what to write when the teacher instructs them to write. Many do not understand the writing rules related to good and correct spelling in Indonesian, which became one of the

reasons students do not like learning to write (Yarmi, 2017). Teachers must be able to motivate students in terms of writing, so that they like writing skills. A teacher, when correcting students' work in terms of writing essays, must be thorough, careful, and not let even the slightest mistake to be left alone, such as regarding the use of capital letters because this will result in writing errors for students. Maybe they will think that this is true, but in fact it is wrong because the teacher is not thorough and careful in correcting. Writing skills are usually only taught during writing lessons, even though writing skills can be integrated into every subject in school. Teachers must be good at integrating writing skills in each subject at school (Yarmi, 2017).

In addition, the teacher must use the right method in teaching writing skills to students. There are several methods of learning to write, including:

### a. *Spelling Method*

The spelling method is based on a literal approach, meaning that learning to read and write starts with the letters strung together into syllables. Therefore teaching starts from the introduction of letters. Likewise with teaching writing starting from loose letters, with the following steps:

- 1). Writing loose letters
- 2). Stringing loose letters into syllables
- 3). Stringing syllables into words
- 4). Arranging words into sentences.

### b. *Word Institutional Method*

Institutional method begins teaching with the following steps:

- 1). Introducing words
- 2). Stringing words between syllables
- 3). Deciphering the syllables of the letters
- 4). Combining letters into words

### c. *Global Method*

The global method starts teaching reading and writing by reading the complete sentence under the picture, and parsing sentences with words, and breaking words into syllables.

### d. *SAS Method*

The SAS method is a story approach accompanied by pictures which contain synthetic analytical elements (Lisnawati & Muthmainah, 2018). The SAS method was also defined as an initial writing lesson based on a story approach, namely how to start teaching writing by presenting stories taken from dialogues between students and teachers or students and students (Madasari & Mulyani, 2016).

The technique of implementing the SAS method of learning is the skill of writing letter cards, syllable cards, word cards and sentence cards. While some students look for letters, syllables, and words, the teacher and some students stick to the arranged words so that they become meaningful sentences. The operational process of the SAS method has steps in the following order:

- a. Structure is showing the whole.
- b. Analytics is doing the decomposition process.
- c. Synthetic is doing part on the original structure.

Those are the steps that can be taken in learning to initial writing with the SAS method, so that the learning outcomes could actually produce synthetic analytic structures.

### 3. METHOD

This study used Participatory Action Research (PAR) design which was carried out in a participatory manner among members of the community in a top-down community whose enthusiasm is to encourage transformative actions to liberate society towards change and better living conditions. This research is a process in which each individual in a group effort to form understanding and identity and reflect critically on how knowledge frames and hinders the actions. The KPM Mitra Village activities organized by STAI DR.KH.EZ Muttaqien Purwakarta in Mitra Cihanjawa Village in its implementation used the Participatory Action Research (PAR) approach. Thus, according to the term PAR has three main pillars, namely research methodology, action dimensions, and dimension of participation, as explained below

#### 3.1 Research Methodology

Research methodology or site diagnosis (problem), in this study, students were still not correct in writing the alphabet and did not know how to write it. With that, the researcher provides assistance in initial writing.

#### 3.2 Action Dimensions

In the dimension of action or action planning, the researcher tried to change learning to write language with students by following the writing that has been made by the teacher, that is by using the word institutional method.

#### 3.3 Dimensions of Participation

In dimensions of participation or implementation of actions, researcher applied learning writing correctly by using word institutional method. After the lesson was finished the researcher checked the children's writing.

In terms of the participants in this study, there were 32 students consisting of 19 boys and 13 girls. The instrument used in this study was test in which the teacher wrote a sentence on the blackboard then the students followed the writing, then the teacher checked one by one if something was not right then the teacher guided and justified the problems faced by the students. The results of the data are seen from the writing assessment at each class meeting.

### 4. RESULTS AND DISCUSSION

The steps taken in this study carried out the development stages according to what was planned. This mentoring was carried out for 4 meetings (stages). The first stage was discussing with PAI tutors and asking for permission to create a program related to the problems found in grade 1, which consisted of 32 students consisting of 19 boys and 13 girls.

Next, in the second stage, the researcher conducted observation to students regarding writing in class. The researcher looked at the students' ability to write, particularly their initial writing skills by asking the students to write correctly by following researcher's writing on the blackboard, and by demanding students who are lazy to write during learning. In the second stage, there was little change for students whose writing was not good and who were lazy.

Then in the third stage, the researcher conducted another study and there was a change in the writing. Before there was assistance, 70% of the writing was not correct, while after there was assistance, 95%

there was a change of correct writing. In the last stage, almost all of the students had changes, even though there had assistance. Because writing skill is an important ability for students. Therefore, these writing skills must be processed as well as possible in order to achieve the expected competence.

During the research, it was found that the students' ability to write was still lacking, so assistance and coaching was needed for starting writing for grade 1 students. This could be seen from the way the students read their own writing, in which students could not read well and still stuttered. Many students still cannot write properly. In initial writing, they were trained by following the writing that the teacher wrote on the blackboard. The flexibility of the hands of grade 1 students was still not good and must be guided. This affects the form of the written text.

The role of the teacher in this case was very important to support the students' writing skills. Grade 1 students usually got bored easily when writing using words. After providing assistance for 40 days in learning to write in grade 1 students at SDN Cihanjawa there was an increase. Their skills increased differently depending on their initial respective skills.

Initial writing was not only about writing in the form, but there were also other things that needed to be considered, namely tidiness and language suitability. The writing skills of grade 1 students at SDN Cihanjawa have increased. Students have begun to be flexible in writing and the way to hold a pencil was already correct. Prior to being given assistance, the students were not flexible enough to affect the shape of the letters and the neatness of the writing was problematic. The form of the students' writing was now upright and neat, even though previously the writing was large, slanted, and out of line. After the assistance in writing, students have increased their writing ability so that they were already skilled in initial writing.

However, the obstacle faced during the initial writing assistance was instilling the correct concept of writing, namely the direction of writing letters that did not match. This is because there were some students who at homes were given the wrong concept in writing so that it required a long enough repetition so that the student concerned gets used to initial writing with the right concept.



Figure 1. Documentation of The Assistance in Initial Writing

## 5. CONCLUSION

Assistance for students' writing abilities at Cihanjavar Elementary School was carried out due to a lack of students' initial writing skills and due to the fact that only a small proportion of students already have good writing skills from TK/PIAUD since most of them have started to have the ability to write since sitting on an elementary school; therefore, assistance for students' initial writing skills was necessary to be done at school. The obstacles encountered during the activity were very complex. The obstacle was not only influenced by factors within the students, but also from factors outside of the students. One of the factors within students is due to the lack of independence of students so that they often complained and did not want to write and must be accompanied to write. External factors were influenced by the lack of assistance at home because parents were busy at work so that it affected the students' skills in initial writing. In addition, there was lack of students' parents knowledge regarding learning to write so that there was an error in teaching the concept of writing. Therefore, the researcher dealt with the problems that were encountered during the activity by providing the correct concepts and methods in learning to write the initial writing. In fact, initial writing skills were very important to learn because it affect later advanced writing skills.

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