

READING AND WRITING SKILLS ANALYSIS OF STUDENTS OF CLASS III SDN 1 LATUKAN

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ABSTRACT

Reading and writing skills should be developed from an early age. Reading and writing skills are language skills that are needed by every individual. Reading and writing skills serve to improve an individual's ability to understand something and increase insight. Based on this, this research was conducted to determine the reading and writing skills of third grade students of SDN 1 Latukan. This study uses a qualitative research design to describe the reading and writing skills of third grade students of SDN 1 Latukan. In this study using interviews and observations to collect data. The results of this study indicate that the reading and writing skills of third grade students are different. This is indicated by 3 students who can read even though they use the spelling method. Then 5 students who can read without using the spelling method even though they are still not fluent. 7 students who are already fluent in reading and 1 student who still can't read at all. While in writing skills as many as 5 students if writing still has to be dictated, then 11 other students are fluent in writing.

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A. Introduction

Education is an effort that is carried out consciously by the family, community and government through teaching, guidance and training activities, which take place at school and outside school carried out throughout life in order to prepare human resources (students) to play role in various environments appropriately in the future (Mudyahardjo, 2014). Based on the Law of the Republic of Indonesia Number 20 of 2003, it is stated that the level of education in Indonesia is divided into four levels, namely early childhood, elementary, middle and high. At the basic level of education, language skills are needed which is one of the main assets for students to get the opportunity to develop their academic abilities. The position of language is a relative start of language, meaning that language is domiciled as a symbol system of cultural values that is formulated on the basis of social values associated with the language in question, while language functions as the value of usage or language plays a role in society that uses language (Alwi et al., 1998).

Language skills are very important for every individual. This is because language skills are a model used to develop students' social, intellectual and character abilities. Language skills consist of several skills such as reading and writing skills. At this time, reading and writing skills are getting more attention from the government. This is marked by the existence of the School Literacy Movement (GLS). Based on the journal "Study of Writing Skills Using Illustrated Journal Media in Elementary Schools" by Hengky Kusuma Windarto states that the Minister of Education and Culture Regulation (Permendikbud) Number 23 of 2015 states that GLS has a goal to improve students' character through habituation of reading and writing activities before doing activities (Windarto, 2020).

Therefore, reading and writing skills must be mastered by every individual, especially a student at the basic level, both in the low grade (grades 1,2, and 3) and high grades (grades 4,5 and 6). Based on the opinion of In (Magdalena et al., 2021), in the journal "Analysis of the Importance of Language Skills in Grade IV Students at SDN Gondrong 2" stated that reading skills are a complex activity. This is because reading skills do not only involve the ability to read but also involve the ability to observe, communicate, motor skills and cognitive abilities. According to Tarigan (2011), reading skills are not just reading but also listening skills. This is because the process of reading skills is the second skill process carried out by individuals after listening skills. This is also in accordance with Rima Rikmasari's opinion that the skills possessed by individuals are divided into several stages

(Rikmasari, 2015). In the first stage, babies can only listen to someone's conversation, then talk. The second stage is the growth of reading and writing skills or abilities.

Based on Anderson's opinion in the journal "Factors Affecting Students' Reading Ability (Case Study At SDN 105 Pekanbaru" by Ade Irma Suryani said that environmental factors, motivation, teachers and reading materials are factors that affect one's reading skills (Suryani, 2020). Tampubolon's opinion said that there are two factors that influence reading skills, namely exogenous factors and endogenous factors. The exogenous factor in question is the environment, while endogenous factors are biological, linguistic and psychological factors that arise from the individual.

Meanwhile, according to the Big Indonesian Dictionary (KBRI) writing is something that creates ideas or thoughts in written form. Writing skill is an active-productive skill (Magdalena et al., 2021). This skill is seen as being in a difficult and complex hierarchy when compared to other language skills. Writing skills are an activity that consists of expressing ideas or ideas and using written language as a medium of delivery (Tarigan, 2011). Based on the opinion of Learner (1985) in the journal "Efforts to Improve Students' Beginning Writing Ability Through the SAS Method for Class 1 Students at SDN Tondo, Bungku Barat District, Morowali Regency" by Azlia Latae said that there are factors that affect children's ability to write, namely: (1) Behavior, (2) Memory, (3) Perception, (4) Motor, (5) Ability to understand instincts, (6) Use of the dominant hand, (7) Ability to carry out cross modal (Latae et al., 2014).

Reading and writing skills can basically help understanding and mastery of the material taught in schools, especially high grades. However, in reality it is often found in learning activities related to reading and writing skills. Based on information from the online news letter (Indonesia, 2022), the Office of the Presidential Staff (KSP) stated that 50% of students in the lower grades of elementary school could not read and write. UNESCO or the United Nations Educational, Scientific and Cultural Organization said that in the last 2 years the number of children who had difficulty in reading reached 584 million children. Basically, a school must know the reading and writing skills of students to improve student learning outcomes. Through this research, it is expected to be able to provide exposure to the reading and writing skills of third grade students of SDN 1 Latukan.

B. Method

This research is a descriptive research. Descriptive research is research that describes a symptom, event, event that is happening at this time (Soendari, 2019). This study uses a qualitative research design to describe the reading and writing skills of third grade students of SDN 1 Latukan. The subjects of this study were 1 third grade teacher at SDN 1 Latukan and 16 third grade students at SDN 1 Latukan consisting of 7 male students and 9 female students. This research was conducted at two different times. First, on March 25, 2022 the researchers conducted data collection by interviewing the third grade teacher at SDN 1 Latukan. Second, on March 26, 2022, researchers made observations at SDN 1 Latukan having the address at Latukan Village, RT 7 RW 3, Karanggeneng District, Lamongan Regency.

This study requires two sources of data to complete the research data. As for the data sources consist of primary data and secondary data. Primary data is data collection with observation and interview instruments, in this study are third grade teachers and third grade students. While secondary data is data used to support primary data through books and journals related to research (Sugiyono, 2018). In this study using the method of observation and interviews in data collection. The word "observation" means to see and pay attention. Meanwhile, according to the term observation is an activity to observe, analyze and conclude something based on facts and is objective. In this study, the researcher observed the students' learning process. Then make observations by paying attention to students' reading and writing skills. Furthermore, the researchers also used the interview method. An interview is an activity carried out by two or more people in the presence of a resource person and a questioner with the aim of obtaining the required information or data. In this study, interviews were aimed at teachers and class III participants. The list of questions is as follows:

Table 1. List of Teacher and Student Interview Questions

List of Questions for Teachers	List of Statements for Students
a) Are all third grade students able to read?	a) Are you able to recognize letters?
b) If so, are there still students who still use the spelling method when reading?	b) Are you able to read?
c) If so, what did you do to improve students' reading skills?	c) If you are reading, are you still using the spelling method or are you not using the spelling method anymore?
d) Based on your opinion, what is the reason that the student still cannot read? (for those who can't read at all)	d) Do you like reading?
e) What did you do to solve the problem?	
f) Are all third grade students able to write?	

g) How is the students' writing ability?	e) What books do you usually read?
h) How do you improve students' writing skills?	f) Do you read every day?
i) Is there a specific program to improve students' reading and writing skills?	g) Are you able to write?
j) Do you use certain media in the learning process to improve students' reading and writing skills?	h) Do you like writing?
	i) If you like to write what do you usually write?
	j) Do you like to write stories?

The data obtained were then analyzed using data analysis techniques. Researchers get data or correct explanations according to research problems through interviews and observations. Then, the data is reduced by collecting data or information that has been compiled based on the required categories or collections. Then the data is presented to make it easier to understand what happened during the research. The presentation of the data is a simpler presentation of the data and is an explanation of the results of research related to the analysis of reading and writing skills of third grade students of SDN 1 Latukan. Then the last is data verification. After the data is processed, a conclusion is drawn. The conclusion is a sentence that is conveyed which is obtained from several ideas of thought with the rules that apply to a reading. The results of this analysis are arranged to reveal the reality or the actual situation in the writing and reading skills of third grade students of SDN 1 Latukan.

C. Result and Discussion

Result

In the research conducted at SDN 1 Latukan, it began by providing research instruments to the teacher as an informant. Researchers conducted interviews with informants. The researcher asked several questions to get the required information. Based on the results of interviews and observations at SDN 1 Latukan, it was found that the reading and writing skills of third grade students had not run optimally. This is indicated by the differences in reading and writing skills of each grade III student. The results of the study through observations that were reinforced in interviews with teachers related to the reading and writing skills of third grade students can be seen in Tables 2 and 3:

Table 2. Reading Skills of Class 3 SDN 1 Latukan Students

No	Indicator	Total students
1	Reading with spelling method	3 people
2	Reading without spelling method but still not fluent	5 people

3	Reading fluently without using spelling method	7 people
4	Can't memorize letters	1 people
Total Number of Students		16 people

Table 3. Writing Skills for Class 3 SDN 1 Latukan Students

No	Indicator	Total Students
1	Write words by dictation	5 people
2	Write words without dictation at all	11 people
Total Number of Students		16 people

Based on the results of observations and interviews, it was found that the majority of third grade students at SDN 1 Latukan could not read and write fluently. This is reinforced by information from the teacher who said that there were still some students who did not have good reading and writing skills. This is due to students having difficulty in writing, students having difficulty remembering the alphabet, students who are lazy to read, delays in learning to read and write, students who are less focused when reading and writing so that direction and guidance are needed and the lack of parental assistance (guardians) in student education. . Students who are not fluent in reading and writing explain that boring learning is the reason students find it difficult to develop reading and writing skills. Whereas reading and writing skills are needed by everyone to increase knowledge, insight, experience, thinking power, sharpness of reasoning and self-improvement. In addition, several students who were informants in this study stated that reading and writing activities were boring, uninteresting and tiring. However, there are still some students who like reading and writing activities.

Through this research, teachers in dealing with situations or students' reading and writing skills that have not been maximized do several things to improve the reading and writing skills of third grade students of SDN 1 Latukan. The things that are sought to improve students' reading and writing skills are as follows: first, the teacher identifies the extent to which students' reading and writing skills are. This can be identified through a series of activities such as asking students to read reading texts in class aloud, reading questions, rewriting stories from a reading text, and asking students to write things the teacher says. Second, the teacher looks for information about the types of books or students' preferences related to reading and writing. Based on interviews conducted with third grade students of SDN 1 Latukan, it was found that 14 out of 16 students liked story books, comic books, and textbooks to read. This can be seen in table 3 below:

Table 4. Favorite Book of Class 3 SDN 1 Latukan Students

No	Indicator	Total Students
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1	Comic	6 people
2	Story Book	6 orang
3	Textbook	2 people
Total Number of Students		14 people

Third, communication with students' guardians or students' parents. After identifying the students' reading and writing skills, the teacher mapped the students based on their reading and writing skills. The teacher coordinates with the parents/guardians of students who still need guidance in their reading and writing skills. Fourth, the teacher provides separate guidance to students who have reading and writing skills that are still lacking outside school hours. Fifth, the teacher provides interesting learning strategies and learning media. The teacher also explains that the use of image media can stimulate or provide a stimulus for students to be able to read faster. In addition, giving rewards or prizes can help increase students' interest in reading.

Third grade students of SDN 1 Latukan also have a habit at the end of the lesson, which is to write 1 sentence. This is done to improve students' writing skills. The teacher also helps or guides students who are still having trouble writing. In addition, every day the teacher asks students to tell about the books that students have read the previous day. Although, the reading and writing skills of grade III students at SDN 1 Latukan are uneven or unequal, grade III teachers are still trying to improve students' reading and writing skills.

Discussion

Reading and writing are skills that are needed especially to sustain the future. Reading and writing skills are also part of language skills that need to be developed from an early age. Good reading and writing skills can help create proper and correct communication. In order to improve good communication, it should also improve reading and writing skills. This can be improved through regular practice (reading and writing). Based on the results of the study which showed that in class III SDN 1 Latukan there were still some students who had poor reading and writing skills, in the sense that they were still not fluent in reading, did not recognize letters or the alphabet and had difficulty in writing without being dictated. To overcome this, the third grade teacher of SDN 1 Latukan seeks several things to improve their students' reading and writing skills. One of the teacher's efforts is to provide reading and writing guidance. The guidance is given regularly every day so that it can help students to improve their reading and writing skills.

Before starting the guidance activities, the teacher needs to evaluate each guidance that has been done previously. This serves to determine the success and the things that hinder the improvement of students' reading and writing skills and to find out which processes are not suitable for achieving learning objectives. the teacher also makes improvements to processes or details in learning that do not have an impact or run well.

The use of learning media is something that can stimulate students so that they can increase interest, curiosity in reading and writing and can help students understand what the teacher teaches. This is also in accordance with the opinion of (Arsyad, 2016), that he media are all forms of intermediaries used to channel or convey ideas, opinions or ideas that will be conveyed to the intended person or recipient of the message. In this case, the teacher uses picture media such as picture books. The teacher also explained that it was not possible to develop or find learning media that could optimally assist the process of reading and writing guidance for students. In addition to the use of media, this research also found the importance of motivation in developing good attitudes and study habits. In addition, the provision of motivation to students is formulated as a form of encouragement to students both from within and outside. This means that the motivation given by the teacher is expected to be an encouragement or stimulation in students to develop or in this case study hard to improve reading and writing skills. Giving routine and positive motivation can have a positive impact so that students can be enthusiastic and not lazy anymore in reading and writing.

D. Conclusion

Based on the results of this study, it was shown that the reading and writing skills of the third grade students of SDN 1 Latukan were different. This is indicated by 3 students who can read even though they use the spelling method. Then 5 students who can read without using the spelling method even though they are still not fluent. 7 students who are already fluent in reading and 1 student who still can't read at all. While the writing skills as many as 5 students if writing still has to be dictated, while the other 11 students are fluent in writing. Teachers strive for students to be able to improve reading and writing skills, especially those who still cannot or need guidance. In this case, the teacher identified the reading and writing skills of the third grade students. Then, look for information related to the student's favorite book and coordinate with the student's guardian. The use of learning

strategies and media, giving rewards and habituation are also efforts used by teachers to improve the reading and writing skills of grade III students.

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