

**TEACHER'S STRATEGY IN IMPROVING READING AND WRITING SKILLS  
OF SECOND-GRADE STUDENTS AT SD N 100020 SIMARDOA  
PADANG LAWAS UTARA REGENCY**

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**Abstract**

*This research aims at describing the teacher's strategy for improving second-grade students' reading and writing skills at SD Negeri 100020 Simardona, Padang Lawas Utara Regency. It is descriptive qualitative research, with data collected through interviews, observations, and documentation. The followings are the findings of this research; a). the teacher's strategy to improve the second graders' reading and writing skills at SD Negeri Simardona is to read alternately at the beginning of the lesson, read together (joint reading), read in front of the class, read word for word in sequence, and read their own and their classmates' writings in notebooks and on the blackboard, b). strategies for improving writing skills are by copying writing into a notebook, writing on the blackboard, writing dictation, copying writing from textbooks, and giving writing assignments at home.*

**Keywords:** Strategy, reading and writing skills, 2022

**Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam meningkatkan keterampilan membaca dan menulis siswa kelas dua di SD Negeri 100020 Simardona Kabupaten Padang Lawas Utara. Jenis penelitian ini adalah deskriptif kualitatif, dengan pengumpulan data melalui wawancara, observasi, dan dokumentasi. Berikut adalah temuan-temuan dari penelitian ini; sebuah). strategi guru untuk meningkatkan keterampilan membaca dan menulis siswa kelas II SD Negeri Simardona adalah membaca secara bergantian di awal pembelajaran, membaca bersama (joint reading), membaca di depan kelas, membaca kata per kata secara urut, dan membaca tulisannya sendiri dan teman sekelasnya di buku catatan dan di papan tulis, b). strategi untuk meningkatkan keterampilan menulis adalah dengan menyalin tulisan ke dalam buku catatan, menulis di papan tulis, menulis dikte, menyalin tulisan dari buku teks, dan memberikan tugas menulis di rumah. Penelitian ini berkontribusi terhadap kajian tentang ragam strategi guru dalam upayanya meningkatkan kemampuan siswa/si sekolah dasar/madrasah ibtidaiyah dalam membaca dan menulis sehingga meningkatkan kualitas lembaga Pendidikan di Indonesia.*

**Kata kunci:** Strategi, keterampilan membaca dan menulis, 2022

## INTRODUCTION

In the last 10-15 years, the quality of education in Indonesia has lagged behind that of other countries such as Japan, Korea, Ireland, Iceland, Singapore, Denmark, and so on. Indonesia's backwardness can be seen in its human resources (HR), which ranked 110<sup>th</sup>, just behind Vietnam (109<sup>th</sup> position). The Indonesian nation ranked 46<sup>th</sup> in terms of competitiveness, far behind other countries. On the subject of literacy and reading interest, Indonesia occupied a low position and fell behind developed Asian countries. The results of the 2018 Program for International Student Assessment (PISA) survey showed Indonesia was in the position 72 out of 77 participating countries in terms of literacy. The research data showed that as many as 91.58% of children aged 10 years enjoyed watching television, while only 17.58% adored reading books.

The ability to read and write is an initial and fundamental stage that every student must possess in order to carry out learning activities. Reading and writing literacy are intertwined and influence students' ability to develop reading and writing habits. The second-grade students' ability to read and write at SD Negeri 100020 Simardona Padang Lawas Utara was still low and it required intervention to achieve learning objectives and learning outcomes that match the competencies of graduates.

Enni Murni Harahap (2022) argued the problem with second graders' reading ability at SD Negeri 100020 Simardona lies in the use of punctuation marks and the accuracy of the word-for-word pronunciation. Furthermore, their reading problem was related to their ability to comprehend various text types. Students must still be guided by the teacher to understand the text so that they can read it properly and correctly. The next issue was that students have not been able to comprehend and draw conclusions from what they have read. Some students were still struggling with recognizing letters. Furthermore, their writing ability remained in a low category.<sup>1</sup> There were some writings in their notebooks or learning books that were difficult to read, and even they could not read their own handwriting properly and cannot read the writings of their friends correctly as well.

Traced back, the problem with second graders' reading and writing skills at SD Negeri 100020 Simardona has a cause. The COVID-19 pandemic necessitated online learning and student learning at home guided by online teachers and supervised by parents.<sup>2</sup> Due to various issues in the learning process during the COVID-19 pandemic, the learning process did not run effectively and efficiently, resulting in students' low reading and writing skills. Teachers' learning strategies and methods used during the COVID-19 pandemic were ineffective in improving students' reading and

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<sup>1</sup> Enni Murni Harahap, *Hasil Wawancara dengan Guru Kelas*, (Simardona, 14 Maret 2022)

<sup>2</sup> Enni Murni Harahap, *Hasil Wawancara dengan Guru Kelas*, (Simardona, 25 Maret 2022)

writing skills, so innovative strategies and learning approaches must be used by teachers to help improve students' reading and writing skills. This present paper discusses the teacher's strategy in improving the reading and writing skills of second graders at SD Negeri 100020 Simardona, Padang Lawas Utara Regency after face-to-face learning.

## **Literature Review**

### **Reading Skills**

Reading and writing skills are important in children's lives, both at school and in other activities outside of the school context because they are the foundation for acquiring various information and knowledge. Reading is a cognitive activity in which a person uses his or her vision to translate and interpret symbols that appear through the senses or other media. Reading activities involve remembering, assessing, thinking, fantasizing, organizing various thoughts, and solving problems.<sup>3</sup>

Reading competence in the lower grades of Elementary School/Madrasah Ibtidaiyah that must be achieved is that students are able to read and write short texts and read fluently and aloud a few simple sentences. This competency is reduced to four indicators, including becoming accustomed to the culture of reading correctly, reading aloud, reading fluently, as well as reading fragments of stories and understanding short texts.<sup>4</sup> Reading is both a physical and psychological activity. This is because this activity involves visually observing writing with visual senses in order for readers to recognize, understand, and distinguish text, images, and their combinations.<sup>5</sup> Priority is given to learning to read with the goal of students correctly voicing the writing, pronunciation and correct information, and fluency and clarity of voice.

### **Writing Skills**

The ability to use written language patterns to describe and express various ideas contained in books and thoughts is referred to as writing ability. Tarigan contended that writing is the process of describing a language so that the author's ideas, thoughts, and messages can be well-received by the reader.<sup>6</sup> Writing can be understood as an indirect communication method for conveying

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<sup>3</sup> Galuh Ayu Puspita & Irwansyah, 2018. *Pergeseran Budaya Baca dan Perkembangan Industri Penerbitan Buku di Indonesia: Studi Kasus Pembaca E-Book Melalui Aplikasi iPusnas*, BIBLIOTIKA: Jurnal Kajian Perpustakaan dan Informasi Volume 2 Nomor 1 ISSN : 2579-3802, h. 13

<sup>4</sup> Sabar Setiawan, at. all., 2019. *Studi Pembelajaran Tematik dalam Memaca dan Menulis Permulaan dengan Menggunakan Metode Struktur Analitik Sintesis (SAS)*, JP3D (Jurnal Pembelajaran dan Pengajaran Pendidikan Dasar), Vol. 2 No. 2P-ISSN: 2654-2870; E-ISSN 2686-5483, h. 178

<sup>5</sup> Chandra, at all, *Keterampilan Membaca dan Menulis Permulaan Menggunakan Model Vark untuk Siswa Sekolah Dasar*, Jurnal Inovasi Pendidikan dan Pembelajaran Sekolah Dasar, Volume 2 Nomor 1, 2018, ISSN 2579-3403, h. 74

<sup>6</sup> H.G. Tarigan, 1987, *Menulis sebagai suatu Keterampilan Berbahasa*, (Bandung, Angkasa), h. 21

thoughts, ideas, and insights by using vocabulary apology gestures, and symbols so that others can understand the intended message.

Beginning writing in the second grade of Elementary School/Madrasah Ibtidaiyah focuses on capital letters at the beginning of sentences as well as the use of punctuation marks. The goal of writing at this level is for students to understand how to begin sentences with correct spelling and convey ideas, thoughts, and messages in writing. The second-grade students of elementary school/Madrasah Ibtidaiyah are categorized as competent when they can write several sentences made up by themselves using loose letters and cursive letters, write sentences dictated by the teacher, and write neatly using cursive letters. The indicators derived from this basic competence include students getting used to writing correctly, imitating and thickening, copying, starting writing, writing several sentences using conjunctions, writing sentences dictated by the teacher, and writing in conjunctions.<sup>7</sup>

## RESEARCH METHOD

This research employed a qualitative descriptive method. A qualitative descriptive approach is a type of research that is used to describe and explain phenomena and the nature of specific populations in a systematic, factual, and accurate manner.<sup>8</sup> The purpose of this research is to describe and explain the facts and phenomena that teachers use to improve the second graders' reading and writing skills at SD Negeri Simardona, Batang Onang District, Padang Lawas Utara Regency. This research was conducted at SD Negeri 100020 Simardona, Padang Lawas Utara from February to April 2022. The subjects of this study were all 16 second-graders at SD Negeri Simardona. The data sources of this research were second-grade teachers and students. Data were collected through interviews, observation, and document analysis. Data analysis was done by reducing data, analyzing, synthesizing, and interpreting data based on research objectives.

## RESULTS AND DISCUSSION

### A. Strategy to Improve Reading Skills

Learning strategies are tips, tricks, and tactics used by teachers to help students achieve particular learning objectives. Learning to read and write in the lower grades necessitates a teacher-planned strategy to ensure that students have the ability to read and write in accordance with the indicators and learning objectives. The COVID-19 pandemic has negatively affected the reading

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<sup>7</sup> Sabar Setiawan, at. all., 2019. *Studi Pembelajaran Tematik dalam Memaca dan Menulis Permulaan dengan Menggunakan Metode Struktur Analitik Sintesis (SAS)*, h. 179

<sup>8</sup> Wina Sanjaya, 2013, *Penelitian Pendidikan: Jenis dan Prosedurnya*, (Jakarta: Persada Madia Grup), h. 59

and writing skills of second graders at SD N Simardona in Batang Onang District, Padang Lawas Utara Regency. Thus, teachers must be more innovative in planning and implementing their teaching activities in order to improve student competence. Teachers' steps and strategies to improve the reading and writing skills of the second graders at SD N Simardona are expected to be effective.

Enni Murni suggested that asking students to read one sentence in front of the teacher, in turn, was one of the strategies used to improve the reading ability of second-grade students at SD Negeri 100020 Simardona. The teacher's role is to guide and monitor students' ability to read word for word, use punctuation marks, and pronounce letters and words clearly. This strategy aims to instill confidence in students' reading abilities and foster a literacy culture.<sup>9</sup> Reading alternately was done at the beginning of each lesson. Ahlan Siregar said that reading alternately was conducted at the beginning of learning, while the texts read by the students were student books and the handwriting of their classmates.<sup>10</sup> This strategy was effective in improving students' reading skills while also fostering self-confidence and a literacy culture.

Figure 1

Students read alternately in front of the teacher



The figure above depicts students reading in front of the teacher alternately at the beginning of the lesson. Students' skills are gradually improving as a result of this activity. While waiting for their turns, students read in a low tone so that they can read more fluently in front of the teacher.<sup>11</sup>

The teacher-supervised activity of joint reading is effective in improving students' reading competence. In this activity, the teacher evaluates students' reading activities, such as students who are not fluent and have difficulty pronouncing letters and words. Students who are not good readers will try to improve their skills through joint reading. Enni Murni Harahap explained that joint

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<sup>9</sup> Enni Murni Harahap, *Hasil wawancara dengan Guru Kelas*, (Simardona 20 Maret 2022)

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<sup>11</sup> Parulian Siregar, *Hasil Observasi*, (Simardona, 20 Maret 2022).

reading activities have an impact on students' reading skills because each student tries to catch up to their friends' reading levels.

The teacher makes reading in front of the class a routine activity for students at SD Negeri 100020 Simardona to improve their reading ability and confidence. Each student reads the textbook or his own handwriting in turn during this activity. They read one sentence while the other students listen and wait for their turn. Rimala Rose Siregar stated that reading in front of friends is an activity that can motivate students to read better.<sup>12</sup> For students who struggle with reading, the teacher will guide and retrain them so that improvements can be made gradually.

Alternately reading words is one strategy for improving early reading skills in elementary/MI students. This strategy is done by having each student read one word and then having another friend connect it with, and so on until all students get their turn. This activity improves students' ability to connect previous readings more thoroughly. This strategy can train and familiarize students to focus more on reading because students who do not focus on listening to their friends' readings cannot effectively and efficiently follow the continuous and alternate reading.

Reading one's own and other people's writing is a strategy for developing and sharpening one's reading skills. SD Negeri 100020 Simardona uses a variety of strategies to improve the reading ability of second graders, including students taking turns reading books in front of the class. Textbooks are used as student reading materials. Reading books and writing in front of friends is intended to instill reading habits and boost students' self-confidence. During this activity, other students listen while observing the students who are reading in front of the class. Hadi stated that there is a distinction between reading in front of the class and reading on the bench. Reading in front of a large audience is a challenge that can help students improve their reading skills.

The following are the procedures applied when students practice reading their friends' writings. The teacher collects each copy of student writing and distributes it to students at random. Then, each student will read the writing that he received. Following the completion of the reading activities, the teacher evaluates the writings of the students. There are still students who are unable to read their classmates' writings due to inaccuracies in letter shape, neatness, and spacing.

## **B. Strategy to Improve Writing Skills**

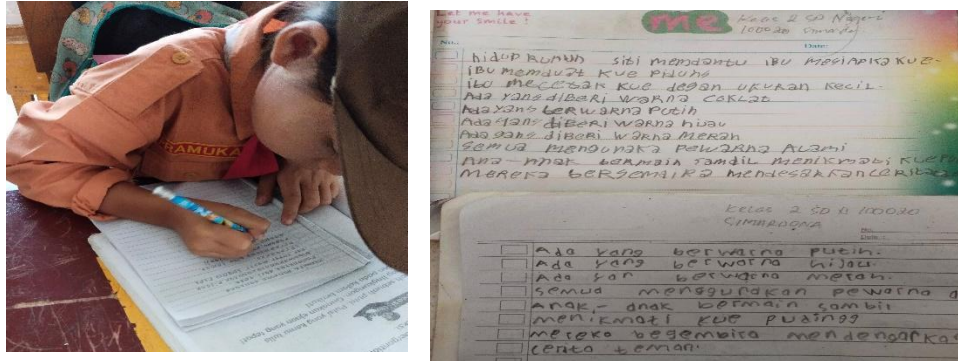
In elementary school students, beginning writing skills include correct writing, duplicating, copying, writing a few simple sentences, writing words and sentences dictated by the teacher, and writing cursive letters. To improve the writing abilities of second-grade students at SD Negeri 100020 Simardina, students should become accustomed to writing and copying into

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notebooks. Enni Murni Harahap told copying and writing into notebooks is done every day to improve students' writing skills.

Figure 2  
Copying into notebook



The image above depicts students copying writing from student textbooks into notebooks. They have 5 to 10 lines to write. This activity is an effort and strategy to help students improve their writing skills. Based on the observations, it is discovered that students' ability to copy the writing from handbooks into notebooks varied. One of the students' writing weaknesses is an ineffective writing technique.

The teacher's efforts and tactics for improving students' writing skills include writing on the blackboard. Students will write a few words and up to one sentence on the blackboard at each meeting. In this case, the teacher will demonstrate how to write on the blackboard, beginning with capital letter writing technique and spacing. Some students struggle when writing on the blackboard due to differences in notebook and blackboard writing techniques. As a result, one of the strategies for training and improving students' writing skills is the practice of writing on the blackboard.

Another teacher's strategy to improve students' writing skills is to have students write a few words and sentences that the teacher dictates. The teacher's words are "I" "yes" "he" "chair" "book" and "table". Students try to listen while writing word for word what the teacher dictates. This activity is completed at the end of the lesson. The students will then write simple sentences like "I go to school," "I read in the library," "we clean the classroom," and "the teacher teaches well." Murni stated that there were still students who had difficulty writing due to differences in their listening skills.

The teacher's next step in improving students' reading skills is to copy and thicken the writing. Thickening writing will undoubtedly teach students how to write letter by letter until they become a single sentence. Students suggest that learning activities such as thickening letters or copying letters are enjoyable and motivate them to write. In a writing activity, the teacher shows

students how to hold a pen, write good letters, and write correctly according to Indonesian language rules. The activity of copying and thickening letters is an attempt to improve students' writing skills following the COVID-19 pandemic. Letters are copied and thickened following the teacher's instructions.

Giving homework is another strategy for improving the writing skills of second-grade students at SD Negeri 100020 Simardona. The homework takes the form of copying the writings from the textbooks. In this case, students must write 5-8 simple sentences. Students are also given the practice of writing the names of objects in their homes, plants in their surroundings, and animals in their surroundings. They are also allowed to practice writing and copying the images in the book. The outcomes of student practice will be evaluated at a school.

## CONCLUSION

From the description above, several conclusions can be drawn, namely; a). The teacher's strategy in improving the ability of grade 2 students at SD Negeri 100020 Simardona is that students take turns reading at the beginning of learning, reading together, reading in front of the class, reading in front of the teacher, reading word for word in succession, and reading their own and friends' writings both in written books or on the blackboard. b). strategies in improving writing skills are copying into notebooks, writing on the blackboard, writing dictated by the teacher, copying writing from textbooks and giving writing assignments at home.

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