



Analysis of Students Difficulties in Early Writing Learning at the Elementary School Level

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Abstract

Beginning writing skills are a crucial aspect of language learning at the primary school level. However, many students encounter difficulties in developing these skills during this early stage. This study aims to analyze students' struggles in learning to write at the elementary school level, with the purpose of understanding and addressing these challenges. The research conducted reveals that students' initial writing skills are still at a low level. Based on the analysis of 16 indicators of writing difficulty, it was found that 22% of students had no difficulty, 19% faced minor difficulties, 31% encountered considerable difficulties, and 28% experienced significant difficulties. Among these indicators, three were rated as relatively good: holding a pencil, writing in a straight line, and the overall legibility of writing, with percentages of 33.3%, 33.3%, and 30%, respectively. The remaining 13 indicators fell into the category of minor, moderate, or severe difficulty. This clearly indicates that many students still struggle with writing skills. The study underscores the importance of addressing these early writing difficulties to ensure students' progress in this essential aspect of language learning.

INTRODUCTION

Indonesian plays an important role in efforts to improve the quality of education at the elementary school level. This is because Indonesian serves as the language of instruction at all levels of education (Andriyani & Hermanto, 2022). The first year of elementary school differs from subsequent years in various aspects, particularly in language acquisition. Language acquisition at this grade level includes children developing beginning writing skills (Cakiroglu & Kuruyer, 2012). Recent studies have shown a growing interest in writing, with many focusing on teaching writing skills (Snow & Locke, 1985). This study discusses the acquisition of graphic systems, linguistic structures, writing products, print writing media, and the decline of writing ability in some cases.

Writing skills are complex and involve high cognitive activities, extending beyond mere kinesthetic activities (Cakiroglu & Kuruyer, 2012). Proficient writing skills empower students to express ideas and feelings, articulate knowledge, and effectively communicate and exchange ideas, feelings, and knowledge, as well as

participate in society (Graham, Gillespie, & McKeown, De Smedt et al., 2016). The ability to communicate through writing is of utmost importance for students. If reading is considered the gateway to knowledge, then writing is the wall that surrounds and unites the entire structure of knowledge. Writing serves as a medium for students to express their knowledge both within and outside the school environment. Naturally, writing is a fundamental part of the primary school curriculum (Gafoor, 2014).

Writing is an ongoing activity, necessitating continuous learning. Initial writing serves as a foundational skill that prepares individuals to develop more advanced writing abilities. In line with Suastika's (2018) statement, the ability to write in elementary school is crucial for every student, as it lays the groundwork for mastering various writing techniques, which, in turn, significantly contributes to the development of other skills.

Writing skills can be challenging to teach compared to other language skills. In schools, it has been observed that there are students who struggle with writing every year. Therefore, gaining insights into learning to write in elementary school classes is vital. Writing skills are not acquired automatically

and require complex instruction. Consequently, mastering writing skills in elementary school is essential for students, as failure to do so can hinder their ability to write with the speed and fluency necessary to excel in later education. Concerns about student failure in writing skills highlight the significance of questioning the effectiveness of writing education (De Smedt et al., 2016). Are students proficient in writing skills? What are the specific difficulties students encounter in beginning writing?

All the evidence above underscores the importance of beginning writing skills for students. Consequently, research needs to be conducted to address these questions. The main objective of this study, theoretically, is to analyze students' difficulties in learning to write at the elementary school level through tests, interviews, and observations."

METHODS

The research method used is a qualitative method. Qualitative research aims to describe attitudes, perceptions, thoughts, phenomena, events, and social activities. This study seeks to identify and understand the issues and realities related to the initial writing skills of elementary school students in the Riau Province area. The researcher will describe the difficulties encountered in beginning writing and the learning process in the classroom.

The subjects in this study were obtained from all walks of life who were related to the purpose of the study. The subject of the study was located in one of the elementary schools located in Riau Province. The selection of subjects is tailored to the needs of researchers, namely the majority of students who have difficulty in beginning writing skills. The subject of the study can be seen in table 1 in the appendix.

The number of subjects corresponds to the number of students in grade 1 elementary school, the majority of whom have difficulty writing beginnings. Based on observations, the number of students who are in the category of less/unable/experience problems in writing the beginning is 30 students. The teacher studied is a teacher who teaches the concept of beginning writing who teaches in grade 1 elementary school.

The instruments used in research are tests, interviews, and observations. The written test is an assessment carried out to obtain answers given to students (Salamah, 2018). The written test given to students is in the form of a writing test that must be answered by students to see what forms of initial writing difficulties they experience. This

test is done by giving 6 questions related to writing letters, writing words, and then writing sentences.

Interviews have weaknesses and strengths. This allows for natural data collection with opportunities for understanding of the context in which information can be collected and investigated in depth as needed (George, 1999). Interviews provide interpretations of what teachers think and do in various realities. Interview data is obtained by asking several questions that are generally needed by researchers. However, it does not rule out the possibility of asking other things obtained during the interview depending on what the informant said. This effort is made to allow informants to speak freely and of course by refocusing the discussion by the researcher.

The interview instrument used is useful for knowing the beginning writing skills of elementary school students. This includes some general points related to students' initial writing difficulties.

Observations were made using informal assessments. Early writing skills in children with learning difficulties can be seen through formal and informal assessments. Informal assessment can be carried out by class teachers and special assistant teachers by recognizing the symptoms shown by children and analyzing the tendency of error types in their work documents (Abdurrahman, 2012). To determine whether a child has difficulty writing early, the researchers observed the following abilities: (1) writing from left to right; (2) hold the pencil properly; (3) write his own nickname; (4) write letters; (5) copy words from the board onto a book or paper; and (6) write on the right lines (Abdurrahman, 2012).

Based on these observations, then the researcher determined indicators of students' ability and difficulty in writing beginning, namely holding a pencil, writing position, writing attitude, and writing ability.

Data collection is done through tests, interviews, and observations, and the collection of necessary documents. The initial writing difficulty test is given to the student, then the teacher gives the student time to complete the test. An interview is a meeting between two or more people to exchange information through question and answer to get the constructed meaning in a particular topic. Observation is a data collection technique carried out through direct observation to the observed place. Document collection is an activity to document the research activities needed (Putri & Ain, 2022).

Tests, observations, and interviews are the three main things in collecting data. This is done on teachers, students, and the process of

learning beginning writing skills. In addition, document collection is carried out by documenting research activities to strengthen findings in the field. The data is dug in depth until the required research results are found. Special attention is paid to data that needs to be studied in more depth, where there are some data that can be obtained during the interview. It aims to obtain a more crystallized analysis of data (Goodman, 1984).

The results of the data obtained are then analyzed in three stages, namely data reduction, data presentation, and conclusion drawing (Schwandt, 1994). Researchers collect the necessary data as needed, which are then presented and studied in depth, to obtain conclusions. This analysis activity is aligned with theories relevant to research needs so that the initial writing difficulties experienced by students will be clearly illustrated and the quality of initial writing learning can be predicted. There are four categories of difficulty used in this study, can be seen in Table 2 below.

Table 2. *Writing Difficulty Indicator*

Level	Category
4	No Trouble
3	A little bit of difficulty
2	Not bad having a hard time
1	Very Difficult

The assessment of the initial writing difficulty rubric can be seen in table 3 in the appendix.

RESULTS AND DISCUSSION

Writing skills are one of the important language skills for elementary school students to master. Beginning writing skills should be possessed by students starting from elementary school level in the first grade. Students who have good beginning writing skills will help them to study in other subjects.

But in the process, there are always writing difficulties experienced by students. From the results of the research conducted, writing difficulties are divided into several levels, namely not experiencing difficulties, slightly experiencing difficulties, quite experiencing difficulties, and very difficult. In more detail can be seen in table 4 in the appendix.

From the results of the study it was found that only 22% of students really did not experience difficulty in writing, the rest had difficulty writing beginnings. There are 16 indicators of initial writing difficulties found, namely sitting position, book position, visibility between eyes and books, direction in writing, difficulty holding pencils, letter shape and size, distance between words, writing in lines, omission/replacement/addition of

letters, reverse writing (like a mirror), not paying attention/using punctuation, bad/illegible/dirty writing, not concentrating and focusing when writing, Shows discomfort when writing, is often late/too slow when writing compared to others, and is less interested in writing/unwilling to engage in writing tasks for longer periods. Of the 16 indicators of writing difficulty found, there are three indicators that are said to be quite good, namely the indicator of difficulty holding a pencil, writing in a line, and the results of bad/illegible/dirty writing where the percentage found is quite high at 33.3%, 333%, and 30%. The other 13 indicators are in the small category. Not bad, and very difficult. This certainly shows that students are still in a position to still have difficulty writing.

Research findings show that there are many factors that cause beginning writing difficulties in elementary school students. This makes it possible to express how necessary these factors need to be considered so that all parties can take responsibility and work together for students' initial writing difficulties towards the formation of better skills. The process of learning to write takes a long time (Abdurrahman, 2012). The process of learning to write beginning needs to be taught as early as possible so that students can easily understand other learning at school.

DISCUSSION

Writing skills are one of the important language skills for elementary school students. Writing skills should be possessed by students starting from elementary school level, without having adequate writing skills from the initial stage, students will have difficulty learning at the next stage. Students who develop strong writing skills early on will gain valuable skills to be able to learn, communicate, and help them succeed in school and society.

In fact, not all students are able to master beginning writing skills well. Learning to write beginning certainly has obstacles or also called difficulties learning to write beginning experienced by students. Learning difficulties are difficulties faced by students due to attention and behavior problems (Ziadat & Sakarneh, 2022). Children who have difficulty in learning (difficulty in writing early) can be seen through poor/illegible writing results, often late when writing compared to others, writing a lot wrong (upside down or missing), often wrong in writing letters, and difficult to write straight on unlined paper.

In addition, students who have difficulty writing beginning can be suspected when students have difficulty holding a pencil comfortably while writing, students have

difficulty writing with correct spelling, students have difficulty writing neatly and appropriately sized, students have difficulty giving consistent spacing in writing words, and students have difficulty writing according to the right line or page margins (Abdurrahman, 2012).

In more detail, found the forms of initial writing difficulties experienced by students as follows:

Sitting position

John Dewey revealed that teacher preparation programs should help students understand the relationship between theory and practice. If the growth of prospective teachers is stunted, then student education will be disrupted (Goodman, 1984). A good understanding of theory tends to be ignored when it comes to practice, so that practice does not match the theory understood. Despite knowing how to sit well when writing, teachers tend to ignore students' sitting positions and only focus on the results of writing. This can be seen when writing, students generally tend to have the wrong sitting position. As shown in table 5 in the appendix.

Based on the findings, three students had proper and correct sitting positions. This can be seen when writing students show a straight and upright sitting position, the head is not leaning forward, and the feet are treading on the floor. Five students showed proper sitting positions where students showed sitting positions that tended to bend over and heads leaned forward. The next twelve students showed improper sitting positions where students sat in a back position that was not straight and tended to the right/left, some students sat with their shoulders bent forward, and sat too close and too far from the table. Ten other students had the wrong sitting position where students were not upright and not straight, students tended to show lazy sitting positions, students sat with their legs crossed, students with their feet not treading on the floor, even two of them wrote standing.

Book position

The position of the book when writing needs to be considered, because the wrong position of the book will result in the results of writing and improper sitting position as well. There are several forms of improper book positions experienced by students as illustrated in table 6 in the appendix.

Based on the findings, nine students had a precise and correct sitting position where the book was straight on the table and in a state parallel to the table line. Eight students have the right book position where the book is not too straight on the table/slightly tilted to the

right/left. Nine students had an incorrect book position where the position of the book tilted to the right and tilted to the left. The other four students had the position of the book not right because in addition to the tilted position of the book, students also wrote where the hand was too close to the book.

Visibility between the eye and the book

Some forms of improper visibility between the eyes and books encountered in students are illustrated in table 7 in the appendix.

Based on the findings, three students had proper visibility between their eyes and books where students sat in a comfortable and stable position. Five students have visibility between the eyes and the book is not too close but the position of the student's head is not parallel to the book or paper. Twelve students had close visibility between the eyes and the book when writing. Ten other students had visibility between the eyes and the book that was too close, and even two of them wrote with visibility too far from the paper.

Directions in writing

When someone writes text in an inconsistent direction, it is like writing a few words from top to bottom and a few words from left to right. This can lead to difficulties in reading and understanding the text. Some forms of improper writing direction encountered in students are illustrated in table 8 in the appendix.

Based on the findings, six students wrote the direction correctly and correctly this is seen when the results of the students' writing are in accordance with the rules of writing direction in the sentence "I like to learn to write", seven students write correctly where there is a slight error in the direction of writing as in the sentence "I like to write", eight students write the direction less correctly as in the sentence "I like to learn mluenis, and nine students wrote the wrong direction as in the sentence "mluenis kua bejalar senagn".

Difficulty holding a pencil

Beginning writing learning is not much different from beginning reading learning. Initial writing learning is more oriented to mechanical abilities (Halimah, 2014). Early writing learning is oriented towards how to hold a pencil properly and correctly. However, there are always difficulties that students experience when holding a pencil correctly. This is as illustrated in table 9 in the appendix.

Based on the findings, ten students had no difficulty holding the pencil where students were able to hold the pencil in a position between the thumb, index finger, and middle finger, six students had little difficulty holding the pencil where the student held the pencil

with the correct finger but too tightly when holding it, eight students had enough difficulty holding the pencil shown when students held the pencil with clenched hands and too close to the tip of the pencil. And six other students had difficulty holding a pencil where the student wrote with the wrong finger, holding the pencil too loosely, and holding the pencil where the finger position was too close to the tip of the pencil.

In addition, some of the pencils used by students when writing are pencils with a very short size of about 10 cm. The pencil used by students has a blunt pencil tip and is never pointed so that students are uncomfortable when writing. This is in line with what was revealed (Ziadat & Sakarneh, 2022), that the characteristics of children who experience difficulties related to the way children hold pencils are: (1) pencil angles that are too large; (2) pencil angles that are too small; (3) grasping a pencil (such as punching); and (4) hooking pencil in hand or dragging.

Font shape and size

Inconsistent form and font size errors can make writing difficult to read, untidy, or less interesting. Some examples of inconsistent font shape and size errors encountered in students are illustrated in table 10 in the appendix.

Based on the findings, seven students had consistent letter shapes and sizes, six students had slightly inconsistent letter shapes and sizes where the students writing results had some letter shapes that were too small compared to other letters in the same word as in the word "belajar" the letter e was small compared to other letters, nine students had a fairly consistent shape and font size where the students writing results had several letter forms too small and too large compared to other letters in the same word as in the word "belajar" the letter b is too small and the letter a is too big and the shape of the letter a is different, and eight students have inconsistent letter shapes and sizes where the results of student writing there are letters that are too small/too large as in the word "belajar" letters b and j are too small and the letter e, l, a, and r are too large, the letters that are cut into pieces like the letter e are not too clear so they are shaped like the letter c, and some letters are written in bold compared to other letters such as the letter b written thicker than other letters.

Distance between words

An inconsistent spacing error between words when writing is a mismatch of spacing between words on the same text. Some forms of inconsistent spacing errors encountered in students are illustrated in table 11 in the

appendix.

Based on the findings, six students had consistent spacing between words where the writing looked neat. Seven students had a fairly consistent spacing between words where there was one letter in one word that was too far away as in the word "belajar" the letter r was written away from the word "belaja". Eight students had slightly consistent spacing between words, with two letters in the word too close, as in the word "belajar bersama", the letters r and b were written without any spacing. Nine students have inconsistent spacing between words, this is seen when there are three or more letter distances that are too tight and too far as in the word "belajar bersama teman" the letter e in the word is written with a long distance, in the letters r and b there is too far a distance, and in the letters a and t have no distance.

Write in lines

Writing in the line will result in untidy student writing, so it will affect the quality of student writing. Some examples of writing errors in lines encountered in students are illustrated in table 12 in the appendix.

Based on the findings, ten students did not write within the line where the students wrote according to the rules. Nine students wrote slightly in a line where there were two and three letters written too upward close to the line as in the word "belajar" the letters j, a, and r were written more upwards than the word "bela". Seven students simply write in a line where in addition to writing too up, students also write too down the line. Four other students write in a line where one student writes in the book line, one student writes letters that are too small and too downward, the other two students write too large to fill one line of the book.

Omission/substitution/addition of letters

Writing skills are usually slower than speaking time (Crawshaw & Ottaway, 1977). This was found by researchers, when told to read the writing, students were actually able and when told to rewrite the writing, students were not able to write it well. There are some people who can speak (and sometimes listen), but cannot write (George, 1999). Some examples of omission/replacement/addition of letters in student writing are illustrated in table 13 in the appendix.

Based on the findings, from the writing results of six students there was no omission, replacement, and addition of letters, students were able to write the sentence "aku belajar dengan tekun" correctly. From the writings of seven other students, there is one of the omissions/substitutions/additions of letters where in the sentence "aku belajar dengan tekun" students write "aku belaja dengan

tekun", "aku belajar dengan tekun", and "aku belajar degan tekun". From the writings of eight other students, there are also two of the omissions/replacements/additions of letters where in the sentence "aku belajar dengan tekun" students write "akku belaja dengan tekn". From the writings of nine other students, there were omissions, substitutions, and additions of letters such as in the sentences "aku belajar dengan tekun" students write "aku bellaja dengan tequn", "aka deri nga", "ku de nean", "akubelaudengantekun", "pku Belajar degau", and "aku b d T". This is also in accordance with the results of interviews conducted with teachers that there are some forms of initial writing difficulties experienced by students. This is in accordance with the results of student writing, several errors were found including students who could not write letters properly so that their writing results were not appropriate and complete. This is certainly not in accordance with the development of students, where in theory, a child at the age of 6-7 years should be able to make sentences, even though they are still in the form of short sentences (Hartati, 2018).

Inverted writing (mirror-like)

Some examples of many writings that are incorrect, upside down (like a mirror), or missing in student writing are illustrated in table 14 in the appendix.

Based on the findings, seven students had non-upside-down (mirror-like) writing. The results of six students' writing found that there was one inverted letter (like a mirror), where when students were asked to write "belajar bersama" students wrote the letter a like the letter e in the word "belajar". The results of nine students' writing there were two inverted writings (like mirrors), this was seen when students were asked to write "belajar bersama" students wrote the letter a like the letter e in the word "belajar" and write the letter b into the letter d in the word "bersama". The results of the writing of eight other students there are three/more inverted writing (like a mirror), this is seen when asked to write "belajar bersama" students write the letter a like the letter e in the word "belajar", students write the letter b into the letter p in the word "belajar", and students write the letter l into the letter i in the word "belajar".

Not paying attention/using punctuation

Punctuation marks such as periods, commas, question marks, and exclamation marks have a very important role in writing. Without proper punctuation, writing can become unclear, difficult to understand, and can even change the meaning of a sentence. Some examples of errors in the use of punctuation in student writing are illustrated

in table 15 in the appendix.

Based on the findings, the results of writing two students pay attention and use punctuation, this is seen when asked to write one sentence asking students to write question marks at the end of sentences such as "Apakah kamu suka menulis?", when asked to write command words students write exclamation marks such as "Salinlah tulisan berikut!", and when asked to write ordinary sentences students do not forget to write a period at the end of sentences such as "Aku suka menulis.". The writing results of ten other students pay enough attention/use punctuation, this is seen when students write question marks and exclamation marks in sentences but forget to write periods at the end of sentences. The results of the writing of eight students pay little attention/use punctuation, this is seen when students do not write exclamation marks and question marks, but only write periods at the end of sentences. The writing results of the other ten students did not pay attention at all and used punctuation at the end of sentences.

Poor/illegible/dirty writing results

Some students tend to produce writing that is not clean and this certainly needs to be a concern for teachers at school. Here are some examples of cases of poor, illegible, or dirty writing depicted in table 16 in the appendix.

Based on the findings, the writing results of the nine students were not bad, legible, and not dirty. The results of five students' writing had dirty writing, where the students' writing was not deleted cleanly so that it still left traces of previous writing. The results of Nine's writing have illegible and dirty writing, this is because in addition to writing that is not deleted cleanly, students replace it with blurry/vague writing afterwards so that it is illegible. The writing results of seven other students have bad, illegible, and dirty writing, this happens because students are too hasty in writing and delete the wrong writing so that the writing results are disorganized, blurry, and difficult to read.

Not concentrating and focusing when writing

The inability to concentrate and focus while writing becomes a challenge for many people, especially for students when learning to write beginnings. Here are some examples of cases of not concentrating and focusing when writing which are illustrated in table 17 in the appendix.

Based on the findings, seven students concentrated and focused when writing. Two students are quite concentrated and focused enough when writing, this is seen when in the middle of writing activities students tend to look for other activities such as looking at their friends. Eleven students did not concentrate

enough and did not focus enough when writing, this was seen when there were students who were allowed to go to the bathroom other students also paid attention to the student, even some of them followed students with the same permission. Ten students did not concentrate and focus when writing, this was seen when some students had not started writing at all, some were walking around, and there were even students who were just silent.

Showing discomfort when writing

A student's writing skills are related to his or her beliefs (Pajares et al., 1999). Students who have difficulty in writing beginnings have a lack of confidence. This can be seen when students who when invited to interact tend to look down and dare not look at the teacher. This is in line with one of the factors that cause students' writing disabilities, namely the presence of shy students (Irmayani, 2018). Here are some examples of cases of students who show discomfort when writing described in table 18 in the appendix.

Based on the findings, seven students showed a comfortable attitude when writing where when writing students tended to calm down and finish writing. Two students showed a slightly uncomfortable attitude when writing, this was seen when the students looked confused while in their writing activities. Eleven students showed discomfort when writing, this was seen when students avoided writing tasks by following their friends to the bathroom, and some students sought other activities such as playing pencils and erasers. Ten students showed an uncomfortable attitude when writing, this was seen when some students asked the teacher to dismiss the writing task immediately, there were students who were sweaty and anxious, and even looked like they repeatedly deleted their writing results.

Often late/too slow when writing compared to others

Here are some examples of cases of students who are often late/too late when writing compared to others illustrated in table 19 in the appendix.

Based on the findings, seven students completed the writing task in relatively quick time. Two students complete a writing assignment in quick time. Eleven students completed the writing task in a slow time. Ten students are more late and too late to complete writing assignments than others

Less interested in writing/unwilling to engage in writing tasks for longer periods

Here are some examples of cases of students who are less interested in writing/do not want to engage in writing tasks with longer

periods of time are illustrated in table 20 in the appendix.

Based on the findings, seven students were interested in writing where students appeared confident in completing their writing tasks. Two students are less interested in writing, this is seen when students occasionally look to the right and left. Eleven students did not want to engage in writing tasks for longer periods of time, this was seen when students wrote they often looked away and walked. Ten students were not interested in writing and did not want to engage in writing tasks for longer periods, this was seen when some students put their heads on the table when writing, some students tended to complete tasks with uncomfortable behavior, and other students asked the teacher to stop writing tasks immediately.

Writing skills are one of the four most difficult language skills to master (Arini et al., 2020). The process of learning to write takes a long time. The process of learning to write beginning is often referred to as writing by hand. From the beginning of school, students must learn to handwrite as this is a prerequisite for learning other fields of study. Difficulty writing by hand will cause problems for children and teachers, because unclear writing will be difficult to read (Abdurrahman, 2012). There are many strategies teachers can employ to practice students' beginning writing. This strategy can take the form of exercises that teachers need to get used to to students. Some forms of initial writing exercises that students can do according to (Adriani, Subyantoro, and Mardikantoro 2018), namely: (1) exercises holding a pencil and sitting in the right position and attitude; (2) hand movement exercises; (3) blating exercises; (4) practice connecting dots to form writing; (5) practice staring at written forms; (6) practice copying from the textbook or the teacher's writing on the board; (7) smooth or beautiful writing exercises; (8) dictation or IMLA exercises; and (9) the practice of completing writing (letters, syllables, words) that was deliberately omitted.

Teachers and parents need to take the time to teach students to learn to write. As stated by (Stone, 2007) that not many students have taken the time to practice their writing skills. Take 15 minutes for writing. Teachers and parents need to work together so that students like writing and make it an important habit that is fun. When students are asked to write, teachers and parents also accompany them to participate in writing. Teachers need to allow students to write down what they know and like before getting to the stage of commenting and correction.

CONCLUSION

Writing is a linguistic activity that plays an important role in human civilization. Through writing, one can express ideas, communicate, and enrich experiences. Writing is an integral part of the overall learning process for students in school. Writing skills are mechanistic skills that cannot be mastered solely through theory; they require regular practice to produce well-structured writing. These skills are essential for improving the quality of learning (Arini et al., 2020).

Writing skills serve as a means of communication for students through written language. Writing is a complex skill that develops through several common phases, involving almost all sensory systems and brain structures (Bezrukikh & Kreshchenko, 2004). Elementary school students need to master writing skills to communicate effectively through written language in life.

However, the reality is that students' initial writing skills still require attention. The first-grade elementary school students studied are still facing difficulties in the beginning stages of writing. There are 16 indicators of initial writing difficulties identified, including sitting position, book position, visibility between eyes and books, direction in writing, difficulty holding pencils, letter shape and size, distance between words, writing in lines, omission/replacement/addition of letters, reverse writing (like a mirror), not paying attention/using punctuation, bad/illegible/dirty writing, lack of concentration and focus when writing, showing discomfort while writing, being often late/too slow compared to others in writing, and displaying less interest in writing/unwillingness to engage in writing tasks for longer periods.

Out of the 16 indicators of writing difficulty, it was found that 22% of students had no difficulty, 19% had slight difficulty, 31% faced considerable difficulty, and 28% encountered great difficulty. Additionally, out of the 16 indicators, 3 indicators were rated as relatively good, namely holding a pencil, writing in a straight line, and the quality of writing (bad/illegible/dirty), with percentages of 33.3%, 33.3%, and 30%, respectively. The remaining 13 indicators fall into the category of minor, moderate, or severe difficulty. This clearly indicates that many students still struggle with writing skills at this early stage.

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ATTACHMENT/APPENDIX

TABLE 1. *Research Subjects*

Name (Initials)	Total	Information
AMW, AIW, APR, AAR, AA, ASP, AA, ANF, BAA, DCP, DO, FRE, FDR, GFE, HWJ, LHM, MHP, MA, MH, MRH, MRK, MTA, NN, NA, NHF, RNP, RAP, SPA, SA, ZAI.	30	Student
YME, NF.	2	Teacher

TABLE 3. *Writing Difficulty Assessment Rubric*

Indicators	Level			
	4	3	2	1
Sitting position	Proper and correct sitting position	Sitting position	Proper and correct sitting position	Sitting position
Book position	The position of the book is right and correct	Book position	The position of the book is right and correct	Book position
Visibility between the eye and the book	The visibility between the eye and the book is just right	Visibility between the eye and the book	The visibility between the eye and the book is just right	Visibility between the eye and the book
Directions in writing	The direction in writing is precise and correct	Directions in writing	The direction in writing is precise and correct	Directions in writing
Difficulty holding a pencil	No trouble holding a pencil	Difficulty holding a pencil	No trouble holding a pencil	Difficulty holding a pencil
Font shape and size	Consistent font shape and size	Font shape and size	Consistent font shape and size	Font shape and size
Distance between words	The spacing between words is consistent	Distance between words	The spacing between words is consistent	Distance between words
Write in lines	Not writing inside the line	Write in lines	Not writing inside the line	Write in lines
Omission/substitution/addition of letters	Absence of omissions, replacements and additions of letters	Omission/substitution/addition of letters	Absence of omissions, replacements and additions of letters	Omission/substitution/addition of letters
Inverted writing (mirror-like)	The writing is not upside down (like a mirror)	Inverted writing (mirror-like)	The writing is not upside down (like a mirror)	Inverted writing (mirror-like)
Not paying attention/using punctuation	Pay attention to and use punctuation	Not paying attention/using punctuation	Pay attention to and use punctuation	Not paying attention/using punctuation
Poor/illegible/dirty writing results	The results of the writing are not bad, legible, and not dirty	Poor/illegible/dirty writing results	The results of the writing are not bad, legible, and not dirty	Poor/illegible/dirty writing results
Not concentrating and focusing when writing	Concentrate and focus when writing	Not concentrating and focusing when writing	Concentrate and focus when writing	Not concentrating and focusing when writing
Showing discomfort when writing	Show a comfortable attitude when writing	Showing discomfort when writing	Show a comfortable attitude when writing	Showing discomfort when writing

Often late/too slow when writing compared to others	Not often late, too slow when writing compared to others	Often late/too slow when writing compared to others	Not often late, too slow when writing compared to others	Often late/too slow when writing compared to others
Less interested in writing/unwilling to engage in writing tasks for longer periods	Interested in writing, willing to engage in writing tasks with a longer time	Less interested in writing/unwilling to engage in writing tasks for longer periods	Interested in writing, willing to engage in writing tasks with a longer time	Less interested in writing/unwilling to engage in writing tasks for longer periods

TABLE 4. Results of Writing Difficulty Assessment

Indicators	Level			
	No Trouble	A little bit of difficulty	Not bad having a hard time	Very Difficult
Sitting position	10%	16,6%	40%	33,3%
Book position	30%	26,6%	26,6%	13,3%
Visibility between the eye and the book	10%	16,6%	40%	33,3%
Directions in writing	20%	23,3%	26,6%	30%
Difficulty holding a pencil	33,3%	20%	26,6%	20%
Font shape and size	23,3%	20%	30%	26,6%
Distance between words	20%	23,3%	26,6%	30%
Write in lines	33,3%	30%	23,3%	13,3%
Omission/substitution/addition of letters	20%	23,3%	26,6%	30%
Inverted writing (mirror-like)	23,3%	20%	30%	26,6%
Not paying attention/using punctuation	6,6%	33,3%	26,6%	33,3%
Poor/illegible/dirty writing results	30%	16,6%	30%	23,3%
Not concentrating and focusing when writing	23,3%	6,6%	36,6%	33,3%
Showing discomfort when writing	23,3%	6,6%	36,6%	33,3%
Often late/too slow when writing compared to others	23,3%	6,6%	36,6%	33,3%
Less interested in writing/unwilling to engage in writing tasks for longer periods	23,3%	6,6%	36,6%	33,3%
Overall %	22%	19%	31%	28%

TABLE 5. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Sitting position	3	5	12	10

TABLE 6. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Book position	9	8	9	4

TABLE 7. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Visibility between the eye and the book	3	5	12	10

TABLE 8. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Directions in writing	6	7	8	9

TABLE 9. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Difficulty holding a pencil	10	6	8	6

TABLE 10. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Font shape and size	7	6	9	8

TABLE 11. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Distance between words	6	7	8	9

TABLE 12. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Write in lines	10	9	7	4

TABLE 13. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Omission/substitution/addition of letters	6	7	8	9

TABLE 14. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult
Inverted writing (mirror-like)	7	6	9	8

TABLE 15. Results of Writing Difficulty Assessment

Indicators	Number of Students			
	No difficulties	A little difficulty	Not bad having difficulties	Very difficult

Not paying attention/using punctuation	2	10	8	10
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TABLE 16. *Results of Writing Difficulty Assessment*

Indicators	No difficulties	Number of Students		
		A little difficulty	Not bad having difficulties	Very difficult
Poor/illegible/dirty writing results	9	5	9	7

TABLE 17. *Results of Writing Difficulty Assessment*

Indicators	No difficulties	Number of Students		
		A little difficulty	Not bad having difficulties	Very difficult
Not concentrating and focusing when writing	7	2	11	10

TABLE 18. *Results of Writing Difficulty Assessment*

Indicators	No difficulties	Number of Students		
		A little difficulty	Not bad having difficulties	Very difficult
Showing discomfort when writing	7	2	11	10

TABLE 19. *Results of Writing Difficulty Assessment*

Indicators	No difficulties	Number of Students		
		A little difficulty	Not bad having difficulties	Very difficult
Often late/too slow when writing compared to others	7	2	11	10

TABLE 20. *Results of Writing Difficulty Assessment*

Indicators	No difficulties	Number of Students		
		A little difficulty	Not bad having difficulties	Very difficult
Less interested in writing/unwilling to engage in writing tasks for longer periods	7	2	11	10