

Improving Basic Literacy Skills through the 'Writing about Feelings' Strategy in Class II.A Students at UPT SPF SDN Labuang Baji I

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SUBJECT

Literature Education

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Supporting factors include student enthusiasm and support from the school while inhibiting factors include limited time and variations in students' initial abilities. In conclusion, the 'Writing About Feelings' strategy can improve the basic literacy skills of class II.A students at UPT SPF SDN Labuang Baji I. It is recommended that teachers integrate this strategy into language learning and develop various activities to accommodate diverse learning needs.

1. Introduction

Basic literacy is a fundamental ability that is very important for class II elementary school students. Students are in a critical period of developing reading and writing skills at this stage, which will become the foundation for their learning at the next level. Good literacy skills enable students to understand subject matter more effectively and develop their critical thinking, creativity and communication skills.

Initial observations were carried out in class II.A UPT SPF SDN Labuang Baji I showed that students' basic literacy skills were still not optimal. Of the 18 students, only 40% could read fluently and understand straightforward reading content. Meanwhile, in terms of writing, most students still have difficulty expressing their ideas in simple

Abstract

This research aims to improve the basic literacy skills of class II. A student at UPT SPF SDN Labuang Baji I, through implementing the 'Writing About Feelings' strategy. Classroom Action Research (PTK) was carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The research subjects were 18 students in class II.A. Data collection techniques include observation, tests, and documentation. Research instruments include observation sheets, basic literacy skills tests, and student writing portfolios. Data was analyzed descriptively, qualitatively, and quantitatively. The research results show an increase in students' basic literacy skills. Only 40% of students achieved the minimum completeness criteria in the initial conditions. After implementing the 'Writing About Feelings' strategy, there was an increase to 60% in cycle I, and in cycle II, it reached 85%. This strategy has proven effective in increasing students' motivation and skills in reading and writing.

written form. Considering the importance of basic literacy skills for students' future academic development, this is undoubtedly a serious concern.

The "Writing About Feelings" strategy was chosen as the intervention in this study for several reasons. First, writing about feelings can effectively bridge students' personal experiences and literacy activities. Second, this strategy allows students to express themselves freely, which can increase their motivation in writing activities. Third, students can expand their emotional vocabulary by writing about feelings, which is important for overall language and literacy development.

Based on this background, the problem formulation in this research is: (1) How can implementing the "Writing About Feelings" strategy improve the basic literacy skills of class II.A students at UPT SPF SDN Labuang Baji I? (2) How significant is the increase in the basic literacy skills of class II. A student at UPT SPF SDN Labuang Baji I, after implementing the "Writing About Feelings" strategy?

In line with the problem formulation, this research aims to: (1) Describe the application of the "Writing About Feelings" strategy in improving the basic literacy skills of class II.A students at UPT SPF SDN Labuang Baji I, and (2) Measure the increase in basic literacy skills in class II.A student at UPT SPF SDN Labuang Baji I, after implementing the "Writing About Feelings" strategy.

This research is expected to provide benefits both theoretically and practically. Theoretically, this research can contribute to knowledge about the effectiveness of the "Writing About Feelings" strategy in improving the basic literacy skills of second-grade elementary school students and become a reference for further research. Practically, this research is helpful for students in improving basic literacy skills and developing skills in expressing themselves through writing. This research provides alternative effective learning strategies for teachers and improves skills in applying innovative learning methods. Meanwhile, for schools, this research can improve the quality of learning and become a consideration in policy-making regarding the development of literacy programs in schools.

2. Literature review

Basic literacy is a fundamental ability that includes reading, writing, speaking and listening skills with practical understanding. The concept of literacy develops along with changing times, not only limited to the ability to read and write but also includes thinking skills using printed, visual, digital and auditory sources of knowledge. Basic literacy is the foundation for developing higher-level cognitive skills that enable individuals to participate effectively in the modern information society. Based on a comprehensive study, there are eight main components of basic literacy: phonological awareness, alphabet knowledge, fluency, vocabulary, comprehension, writing, digital literacy and information literacy.

Basic literacy is important in elementary school students' academic and social development. Longitudinal research shows that mastery of basic literacy at elementary school significantly correlates with academic achievement at the next level of education and even career success in adulthood. In addition, basic literacy is not only about the ability to read and write but also prepares students to become critical thinkers, creative problem solvers, and effective communicators in the digital era. In the Indonesian context, improving the basic literacy skills of elementary school students is considered a strategic step in improving the quality of Indonesia's human resources and the nation's competitiveness in the global era.

One learning strategy that can be applied to improve basic literacy is "Writing About Feelings". This strategy is an innovative approach that encourages students to express their emotions through writing. According to the theory, expressive writing allows individuals to organize, integrate, and analyze their emotional experiences, improving self-understanding and emotional regulation. The steps in this strategy include: 1) recognition of basic emotions, 2) exploration of situations that trigger emotions, 3) free writing about feelings, 4) reflection and discussion, and 5) revision and development of writing.

Writing about feelings can provide various benefits for students' literacy development. Research shows that students who engage in expressive writing activities significantly improve writing fluency, richer vocabulary, and deeper reading comprehension. Other specific benefits include increased emotional vocabulary, narrative structure development, metacognitive abilities, writing motivation, and a better understanding of the text read.

Class II elementary school students are generally 7-8 years old and are at the concrete operational cognitive development stage. Children begin to develop the ability to think logically at this stage, although they are still limited to concrete situations and direct experience. The main characteristics of class II students include: 1) the ability to think logically about concrete objects and experiences, 2) increased ability to classify objects, 3) development of social and emotional skills, 4) increased language and communication skills, 5) significant motor development, and 6) high interest and curiosity. Understanding the characteristics of class II students is very important in designing effective learning strategies, including implementing the "Writing About Feelings" strategy to improve basic literacy skills.

Basic literacy, which includes reading, writing, speaking and listening skills, is a fundamental ability that continues to develop according to the demands of the times. Basic literacy is not only limited to reading and writing skills but also includes the ability to think critically and use various sources of knowledge, whether print, visual, digital or auditory. Basic literacy is the foundation for developing higher-level cognitive skills that enable individuals to participate effectively in the modern information society.

According to recent research, there are eight main components of basic literacy: phonological awareness, alphabet knowledge, fluency, vocabulary, comprehension, writing, digital literacy, and information literacy. Mastery of these components plays an important role in elementary school students' academic and social development. Longitudinal research shows that the level of essential literacy mastery at elementary school age is significantly correlated with future academic achievement and career success in adulthood. Apart from that, basic literacy also plays a role in preparing students to become critical thinkers, creative problem solvers, and effective communicators in the digital era.

In the Indonesian context, strengthening the basic literacy skills of elementary school students is considered a strategic step to improve the quality of human resources and the nation's competitiveness in the global era. Therefore, understanding the characteristics of second-grade elementary school students is important in designing effective learning strategies, including implementing the "Writing About Feelings" strategy.

The "Writing About Feelings" strategy is an innovative approach that encourages students to express their emotions through writing. This concept is based on the theory that expressing emotions through writing can help students develop literacy skills while

improving their emotional well-being. The steps of this strategy include recognizing basic emotions, exploring situations that trigger emotions, free writing about feelings, reflection and discussion, and revision and development of writing.

Research shows that writing about feelings can benefit students' literacy development by increasing emotional vocabulary, developing narrative structure, increasing metacognitive abilities, increasing writing motivation, and better understanding of the text read. Grade II elementary school students, who are generally 7-8 years old and are at the concrete operational cognitive development stage, have characteristics that need to be considered in designing learning strategies, including the "Writing About Feelings" strategy.

Characteristics of class II students that need to be considered include the ability to think logically about concrete objects and experiences, increased ability to classify objects, development of social and emotional skills, increased language and communication skills, significant motor development, and high interest and curiosity. A deep understanding of the characteristics of class II students will help design effective learning strategies, including implementing the "Writing About Feelings" strategy to improve basic literacy skills.

Implementing the "Writing About Feelings" strategy, which integrates an understanding of the characteristics of class II students, is hoped to impact the development of students' basic literacy positively. Through expressive writing activities, students can organize, integrate, and analyze their emotional experiences, which ultimately can improve self-understanding, emotional regulation, and overall basic literacy skills. Hopefully, this effort can be a strategic step in improving the quality of Indonesia's human resources and the nation's competitiveness in a global era that increasingly demands comprehensive literacy skills.

3. Research methods

This research uses the Classroom Action Research (PTK) method to improve the basic literacy skills of class II.A students at UPT SPF SDN Labuang Baji I in Makassar City, South Sulawesi. PTK was chosen because it allows teachers as researchers to implement and evaluate learning strategies in their classes directly. The research subjects were 18 people, consisting of 6 men and 12 women. This school was chosen because it is one of the leading elementary schools in Makassar City and is actively developing a literacy program.

This research was carried out in two cycles, each consisting of four stages: planning, implementation, observation and reflection. At the planning stage, the researcher prepared a Learning Implementation Plan (RPP) by integrating the "Writing About Feelings" strategy, preparing learning materials and media, and preparing research instruments. At the implementation stage, researchers carried out learning according to the RPP. They implemented the "Writing About Feelings" strategy in learning activities, such as introducing basic emotions through emotion cards, discussing situations that trigger certain emotions, free writing about students' emotional experiences, reading written results, and reflecting together.

At the observation stage, researchers observed student activities during the learning process using observation sheets, recorded the development of students' basic literacy skills, and documented the learning process and student work results. In the reflection stage, the researcher analyzes the data obtained from the observation stage,

evaluates the success and shortcomings of the actions taken, and plans improvements in the next cycle based on the evaluation results.

Data collection techniques used in this research include observation, tests, documentation and interviews. The research instruments were student activity observation sheets, basic literacy skills tests, student writing assessment rubrics, field notes, and interview guides.

Data were analyzed using qualitative and quantitative descriptive analysis techniques. Data analysis steps include data reduction, data presentation, and conclusion. For quantitative data, descriptive statistical analysis was used to calculate the percentage of learning completeness and the average increase in basic literacy skill scores.

This research is said to be successful if it meets several indicators of success, namely: 1) 75% of students achieve the Minimum Completeness Criteria (KKM) score for basic literacy skills, which is set at 70; 2) there is an increase in the average essential literacy ability score of at least 20% from the initial score; 3) as many as 80% of students showed active participation in the "Writing About Feelings" activity; and 4) there is an increase in the quality of students' writing, at least 70% of students show an increase in grades.

To ensure the research's validity and reliability, We used several steps, namely data triangulation, member checking, peer debriefing, and audit trail. Data triangulation is carried out using various data sources, member checking involves students and class teachers in checking the accuracy of data interpretation, peer debriefing is carried out by conducting discussions with colleagues, and an audit trail is carried out by storing all raw data, analysis notes, and draft reports to enable external inspection if required.

4. Discussion

Before implementing the "Writing About Feelings" strategy, the researcher first carried out initial observations and a pre-test to determine the condition of the basic literacy skills of class II.A students at UPT SPF SDN Labuang Baji I. The results of the observations showed that the majority of students still had difficulties expressing their ideas in writing and understanding simple reading. Of 18 students, consisting of 6 male students and 12 female students, only 7 (38.89%) achieved the Minimum Completeness Criteria (KKM) value set at 70. The average value of students' basic literacy skills was 61.7. These results indicate the need for intervention to improve students' basic literacy skills.

This research was carried out in two cycles, each consisting of four stages: planning, implementation, observation and reflection. In the planning stage of the cycle I, the researcher prepared a Learning Implementation Plan (RPP) by integrating the "Writing About Feelings" strategy, preparing learning media in the form of emotion cards and student worksheets, as well as preparing research instruments such as observation sheets and assessment rubrics. At the implementation stage, researchers introduced basic emotional concepts using emotion cards, guided students to discuss situations that trigger certain emotions and guided students to write about their emotional experiences. They facilitated the reading of written results and reflection together.

In the observation phase of the cycle I, it was found that students showed enthusiasm in identifying emotions and sharing experiences, 13 out of 18 students (72.22%) actively participated in writing activities, and the quality of students' writing

began to show improvement in terms of expressing ideas and using emotional vocabulary. There is significant progress in the ability of male and female students to express feelings through writing. At the reflection stage, the researcher concluded that there was an increase in student participation in writing activities. However, improvement was needed in providing feedback and individual guidance, and some students still had difficulty organising their ideas in written form.

In cycle II, the researcher revised the lesson plan based on the results of the cycle I reflection, prepared a guide sheet to help students organise ideas, and designed peer feedback activities to increase interaction between students. At the implementation stage, researchers used guidance sheets to assist students in writing, implemented peer feedback activities before the final presentation, and provided more intensive individual guidance.

In the observation phase of cycle II, it was found that 16 out of 18 students (88.89%) showed active participation in writing activities, the quality of students' writing showed a significant improvement in terms of organising ideas and expressing emotions, and students began to show confidence in reading their writing in front of the class. At the reflection stage, the researcher concluded that there was a significant increase in student participation and writing quality. Peer feedback strategies effectively increased interaction and learning motivation, but some students still needed guidance in using correct punctuation.

Analysis of the increase in students' basic literacy skills shows that there was a significant improvement after implementing the "Writing About Feelings" strategy for two cycles. At the end of cycle II, 15 out of 18 students (83.33%) achieved the KKM score, an increase from the initial condition of only 38.89%. The average essential literacy skills score also increased from 61.7 to 77.8, showing an increase of 26.09%. This increase was seen evenly in both genders, where 5 out of 6 male students and 10 out of 12 female students reached the KKM. This finding aligns with previous research stating that integrating socioemotional learning in literacy activities can increase students' motivation and ability in reading and writing.

The "Writing About Feelings" strategy has proven effective in improving students' basic literacy skills. This effectiveness can be seen from the increase in active participation of students from 72.22% (13 out of 18 students) in cycle I to 88.89% (16 out of 18 students) in cycle II, increasing the quality of student writing, especially in terms of expressing ideas and using vocabulary. Emotions were seen equally in groups of male and female students, and there was an increase in students' confidence in reading and sharing their writing, with significant progress in both gender groups. These findings support the results of previous research, which shows that using expressive writing strategies can improve students' writing abilities, reading comprehension, and communication skills.

Supporting factors in carrying out this research include students' enthusiasm for expressing emotions through writing, school support in providing learning facilities and media, and peer feedback, increasing interaction and learning motivation. Meanwhile, the inhibiting factors faced were limited time in providing individual guidance to each student, significant variations in students' initial abilities, and some students who experienced difficulties organising ideas and using appropriate punctuation.

The strategy adjustments were made to overcome inhibiting factors, such as writing guide sheets and increasing the intensity of individual guidance. This aligns with previous research recommendations, emphasising the importance of adapting learning

strategies based on individual student needs in literacy development. Overall, implementing the "Writing About Feelings" strategy proved effective in improving the basic literacy skills of class II.A student at UPT SPF SDN Labuang Baji I, with significant improvements seen in both gender groups.

5. Conclusion

Classroom action research entitled "Improving Basic Literacy Skills Through the 'Writing About Feelings' Strategy in Class II.A Students at UPT SPF SDN LABUANG BAJI I" yielded positive results. With 18 students consisting of 6 male students and 12 female students, the implementation of the "Writing About Feelings" strategy improved basic literacy skills significantly. There was an increase in the number of students who achieved the Minimum Completion Criteria (KKM) from 38.89% in the initial condition to 83.33% at the end of Cycle II. The average essential literacy skill score also increased from 61.7 to 77.8, indicating an increase of 26.09%. Students' active participation in writing activities increased from 72.22% in Cycle I to 88.89% in Cycle II, indicating increased student involvement in the learning process.

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