

The Use of Spelling Method by Teachers in Reading and Writing Skills in Grade III Students

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ABSTRACT

The objectives of this study are: (1) to describe the implementation of spelling method in reading and writing skills, (2) to describe the obstacles faced by teachers when using spelling method. This research uses descriptive qualitative method. Data collection techniques in this study consisted of 3 techniques, namely observation, interviews, and documentation. The results of the study explain that the spelling method can support the reading and writing skills of third grade students at SD Muhammadiyah Baitul Fallah. The successful process of using the spelling method is done gradually and routinely. In the application of the spelling method, students who have difficulty reading and writing have the opportunity to be guided by the teacher to read a sentence.

Keywords: spelling method; reading skills; writing



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INTRODUCTION

Education is an interaction between learners and educators that can take place in a certain environment, both from school and society to achieve an educational goal. Education can create a generation that has very broad thinking and superior humans who are ready to compete in the era of globalization [1]. In the Republic of Indonesia Law No. 20 Article 1 Paragraph 1 of 2003 concerning the National Education system, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, one of the skills development is to do reading and writing activities. A student is expected to have skills and learning strategies from a teacher that aims to improve competence [2]. In the curriculum at school, language skills include four aspects, namely listening skills, writing skills, reading skills, speaking skills. Therefore, reading and writing activities are included in language skills activities that must be mastered by students. By reading and writing, of course, we can obtain information or knowledge and can express our thoughts through written language.

Language has an important role in intellectual, social, and emotional development for students [3]. Students are required to be able to master language skills, namely listening, writing, reading, and speaking well, especially in low-grade students, namely grade I, grade II, grade III. At grade levels I and II are the beginning stages of reading and writing. Meanwhile, grade III students already understand reading and writing well. Therefore, teachers need to make efforts in order to educate their students to master reading and writing skills.

According to [4] reading and writing is an important learning activity that begins when children enter elementary school, and becomes the foundation for understanding other materials and concepts. Reading is one of the learning activities for capital for students in studying books and looking for written information. According to [5] a child's good language greatly affects the child's initial reading ability and vice versa, if the language is not good it will have an unfavorable impact as well so that reading skills are very important for students to have. Reading interest is a deep tendency of a person's soul characterized by a feeling of pleasure and a strong desire to read without coercion [6]. Therefore, there needs to be an effort to increase interest in reading in elementary school children. According to [7] writing is an attempt to express important ideas or ideas as information. Writing also means scratching ideas or ideas on a written medium with symbols that have been agreed upon by most people with various purposes. Then students are trained to be able to write (similar to the ability to paint or draw) written symbols which if assembled in a structure then the symbols become meaningful [8]. Therefore, reading and writing skills are the main capital for elementary school students in participating in teaching and learning activities.

Based on the description of the background of the problem, there are still some low-grade students who have difficulty in reading. In addition, there are also students at SD Muhammadiyah Baitul Fallah who are still lacking in their writing activities. For example, when the teacher is reading or delivering material, students are still slow in writing and there is a reduction in the letters ng, ny to g, y, for example the word "with" becomes "degan" Thus, it is very necessary to conduct research to describe the implementation of the spelling method to improve the reading and writing skills of third grade students at SD Muhammadiyah Baitul Fallah.

Based on the results of research [9], it is explained that the spelling method is very effective in learning to improve reading and writing skills. While the results of the study [10] revealed that the first cycle had not applied the spelling method, while the second cycle using the spelling method increased to the average score.

According to the results of research [11] shows that students' reading readiness is quite good even though there are still some students who still experience obstacles in reading readiness, namely laziness, lack of understanding, not recognizing consonant letters, simple sentences, lack of affection and attention from parents and lack of student learning motivation in reading. There are many benefits of reading in education that play a role in instilling a love of reading in students. As stated by [12], reading activities are lifelong learning habits and are supported by a love of reading that must be nurtured through the school environment and formal education.

The difference between this study and previous relevant research is that the spelling method used in this study uses reading media such as sheets containing collections of words. This research is expected to improve students' reading and writing skills so that students can follow learning properly and correctly. So that this research can contribute to the world of education in reading and writing skills and make learning more effective and efficient.

METHOD

The research used in this study is descriptive qualitative. According to [13] qualitative research is data collection to interpret the phenomena that occur. Meanwhile, [14] qualitative research is an activity to explore theories from facts in the real world, and not to test theories or hypotheses. This research was conducted at SD Muhammadiyah Baitul Fallah which is located in Mojogedang District, Karanganyar. The subjects in this study were the principal, third grade teacher and third grade students of Muhammadiyah Baitul Fallah Elementary School. While the object in this study is the reading and writing skills of low-grade students.

Data collection in this study used interview, observation, and documentation techniques. In this observation technique aims to observe the learning or teaching and learning process in using the spelling method to support the learning of reading and writing of grade III students. The interview technique in this study was addressed to the Principal and Grade III teacher. While the documentation technique was carried out to obtain the results of reading and writing skills of elementary school students.

The validity of the data used in this study uses the source triangulation technique, where in this case the researcher obtains data information through various sources, namely the Principal, Teacher, and third grade students of Muhammadiyah Baitul Fallah Elementary School. In this source triangulation to check the suitability of data obtained through interviews with the Principal, Teachers and third grade students of SD Muhammadiyah Baitul Fallah directly to determine the validity of the data. While triangulation of sources using observation techniques aims to observe student learning activities in the field, and documentation techniques aims to find out the instruments and conditions or conditions of the school so that the data can be completed.

RESULTS AND DISCUSSION

The success of student learning is influenced by the teacher's ability to teach. Educators are the main key in influencing the success of quality student education in the future. To achieve a planned learning goal, the teacher bears full responsibility in the implementation of the learning process.

Based on the research that has been conducted, the results show that there are still some students in class III experiencing difficulties in reading and writing. Students who experience these difficulties can be categorized as less fluent in reading but in terms of writing fluently, then the category of students who are less fluent in writing. Based on the results of interviews with the class teacher, it can be explained as follows:

1. Implementation of spelling method in reading and writing skills.

According to [15] The spelling method is a method that starts from letters. Starting with teaching the sound of each letter, then reading the symbol of each letter. Meanwhile, according to [7] the spelling method is a learning method that can make it easier for children with learning difficulties to start the learning process by reading, then spelling letter by letter. It can be concluded that the spelling method is a method of learning to read that starts from spelling letters by letter. Examples such as A/a B/b C/c D/d, and so on, and pronounced as (a), (be), (ce), (de). Then at the next stage learners can get acquainted with syllables by stringing together the letters they already know. For example: /b/, /a/, /j/, /u/ becomes b-a ba (pronounced or spelled /be-a/ [ba]) j-u ju (pronounced or spelled /je-u/ [ju]). The process is similar to the pattern of the beginning process, after learners can write loose letters, they can then learn to write a series of letters in the form of syllables. For example, the word "new" and continued with children writing like: ba-ru [new] [16]. According to [17], teachers apply gradually and the most important thing for teachers is that students are able to sound first. The use of the spelling method carried out by the teacher every day is certainly different from the spelling method that

the teacher does in class. This spelling method certainly emphasizes the teacher to teach students how to spell in detail and correctly. The additional learning activities for students who have difficulty in reading are:

- a. The teacher provides reading media in the form of sheets, in which there is a collection of words.
- b. Students try to spell letters, syllables and words.

For example:

a i u e o

E e e e e

E v a l u a s i

E m o s i

E r o s i d i s e d a y u

- c. The teacher always guides students in spelling letters, syllables, and words properly and correctly.
- d. The teacher also asks the students to try to read the paragraphs in the LKS book.

The application of learning methods that are not varied causes a lack of enthusiasm and interest in reading in students [18]. The purpose of special learning for students who are lacking in reading is so that students are able to improve good and correct reading skills. These activities are carried out every day on the sidelines of classroom learning. As for the implementation of writing, the teacher reads per syllable in every learning process. In addition, the teacher will also write on the blackboard so that students who are less fluent in writing can be helped. According to [19], Teachers can design creative writing activities that always involve the use of spelling methods, for example making short stories, poems, or letters. This can provide opportunities for students to apply their spelling skills in broader skills and foster interest in writing. The spelling method has the benefit that students can read syllables and combine words easily because they are familiar with letter marks and can more quickly recognize the sound of each letter. The spelling method is a tool used by researchers in helping students who have difficulty reading become proficient and accurate writers, [20].

2. Teachers' constraints in using the spelling method.

There are factors that underlie the problems of students' reading and writing skills so that it becomes an obstacle for teachers in improving reading and writing skills. Factors that cause low reading and writing skills can be from (1) intellectual factors, (2) lack of motivation from the family (3) environmental factors, (4) lack of interest in reading and writing low students.

Based on the results of interviews with the Principal and Grade III teachers about the obstacles experienced when using the spelling method in reading and writing skills, reading and writing skills are a very important component of literacy and both are closely related and mutually reinforcing. The following obstacles experienced when implementing the use of the spelling method in reading and writing skills in grade III students of Muhammadiyah Baitul Fallah Elementary School explained that many grade III students could not recognize letters correctly, and from the results of the interview one of the students who read less fluently was caused by family factors, because this student did not live with his parents, therefore most likely the student could not reread when at home. This agrees with [21] The lack of learning to read and write when students are at home because parents do not get used to it. Therefore, this is one of the factors that make it difficult for students to read, write, distinguish letters, and do assignments given by teachers at school. As a parent, you should always coordinate with the

teacher and help teach reading and writing, and help with the assignments given by the teacher [22].

From the explanation of the factors above, teachers can choose and find suitable strategies to help students learn to read and write. Strategies that can develop reading skills should use interesting and varied learning media, so that learning is not only done conventionally which tends to be boring and more active than the teacher. In addition, teachers can try learning outside the classroom to create a new atmosphere for students by forming small groups [23].

According to [24], efforts that teachers can make in dealing with reading difficulties are often providing motivation by taking an individual approach with students. Meanwhile, according to [25], efforts that can be made are by planning learning and implementing learning, by holding evaluation tests, teaching students to read syllables three times a day, and providing a classroom reading room.

This study demonstrates that the spelling method contributes positively to the improvement of reading and writing skills among third-grade elementary school students. The method was implemented gradually, repeatedly, and consistently, enabling students to recognize letters, syllables, words, and sentences in a more structured manner. The findings indicate that the spelling method helps students connect letter symbols with their corresponding sounds, which serves as an essential foundation for early literacy development. These results are consistent with previous studies emphasizing the importance of phonological awareness and repetitive reading practice in basic literacy instruction [26].

The success of the spelling method can be explained through constructivist learning theory, which views students as active participants in constructing knowledge through continuous learning experiences. Students who initially experienced difficulties in reading and writing gradually became more confident because teachers provided direct guidance and support throughout the learning process [27]. The teacher played a significant role in correcting pronunciation, guiding spelling activities, and encouraging repeated reading practice, thereby strengthening students' understanding of language patterns.

The study also found that the spelling method increased students' learning motivation when implemented interactively. Students showed enthusiasm when participating in group spelling activities, reading aloud in turns, and writing simple sentences based on teacher instructions. These activities created a supportive classroom environment that encouraged active participation [28]. In addition to improving technical literacy skills, the spelling method also enhanced students' engagement and involvement in classroom learning.

Another important finding is that the spelling method was effective in supporting students with delayed reading development. Students with lower literacy abilities improved their pronunciation accuracy and reading fluency through intensive and systematic practice [29]. The gradual introduction of letters, syllables, and words enabled students to develop reading competence step by step without feeling overwhelmed. Repetition, which was consistently applied during lessons, also strengthened students' vocabulary retention and helped them recognize words more automatically.

The research further revealed that students' writing skills improved alongside their reading abilities. Students who regularly practiced spelling were able to write words more accurately and compose simple sentences more effectively. This finding suggests that reading

and writing skills are closely interconnected and mutually reinforcing. Students who can recognize letter patterns and sounds accurately tend to demonstrate better writing performance.

The findings highlight the crucial role of teachers in the successful implementation of the spelling method. Teachers acted not only as instructors but also as facilitators, motivators, and evaluators. Their patience in providing individual guidance and their ability to manage classroom activities effectively significantly influenced students' literacy development. However, the study also identified several challenges, including differences in students' learning abilities, limited instructional time, and difficulties in maintaining students' concentration during repetitive learning activities.

To address these challenges, teachers employed creative strategies such as educational games, question-and-answer sessions, and collaborative reading activities to make learning more engaging. The study also found that parental support played an important role in students' literacy improvement. Students who practiced reading and writing regularly at home demonstrated faster progress compared to those who relied solely on classroom instruction.

Practically, this study suggests that the spelling method remains a relevant and effective strategy for foundational literacy instruction in elementary schools. Teachers are encouraged to combine spelling instruction with interactive activities in order to maintain students' motivation and participation. Schools should also provide adequate learning resources and professional development opportunities to support effective literacy teaching.

This study has several limitations. The research involved a limited number of participants and employed a qualitative descriptive approach, which limits the generalizability of the findings. Therefore, future research is recommended to involve larger samples and apply quantitative or mixed-method approaches to provide more comprehensive evidence regarding the effectiveness of the spelling method in improving elementary students' literacy skills.

CONCLUSION

Based on the findings of this study, the spelling method can effectively support the development of reading and writing skills among third-grade elementary school students. The method enables students to recognize letters, syllables, words, and sentences gradually through continuous and repetitive practice. The implementation of the spelling method also encourages student participation, improves learning motivation, and strengthens students' confidence in literacy activities. Teachers play an important role in guiding students individually and creating interactive learning environments that support literacy development. Despite several obstacles such as differences in student abilities and limited learning time, the spelling method remains a relevant and effective strategy for foundational literacy instruction. This study also highlights the importance of collaboration between teachers, schools, and parents in strengthening students' literacy achievement. Future research is recommended to explore the effectiveness of the spelling method using broader samples and quantitative approaches in order to provide more comprehensive evidence regarding literacy instruction in elementary education.

CONFLICT OF INTEREST

The authors declare no conflict of interest

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