

ANALYSIS OF IMPROVING STUDENTS' LANGUAGE SKILLS THROUGH LITERACY ACTIVITIES IN CLASS 1 OF SDN 1 KOTAJAJAR

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Abstract

Education, as an important thing in forming character and developing individual potential, is important in community development. At the basic education level, such as at SD Negeri 1 Kotafajar, educational institutions face various challenges and dynamics that can have a big impact on students' language abilities. Therefore, this research aims to conduct an in-depth analysis regarding improving students' language skills through literacy activities in Class 1. SD Negeri 1 Kotafajar, as an integral part of the education system, is expected to be able to provide a solid foundation in developing children's language skills while contributing on improving the overall quality of education. This research uses a qualitative approach with descriptive research type. Based on the interview results, it shows that literacy activities in Class 1 of SD Negeri 1 Kotafajar are integrated into the curriculum with a focus on reading, writing and speaking. Teachers have successfully integrated literacy into the curriculum with interactive methods, while parental support and teacher differentiation approaches have strengthened the effectiveness of this program. There has been a significant increase in students' interest in literacy, which is reflected in active participation in various reading and writing activities.

Keywords: *Literacy Activities, Language Skills*

A. Introduction

Education, as an important thing in forming character and developing individual potential, is important in community development. At the basic education level, such as at SD Negeri 1 Kotafajar, educational institutions face various challenges and dynamics that can have a big impact on students' language abilities. The educational background in Indonesia often reflects real challenges related to limited facilities and infrastructure, as well as parental support in supporting learning at home (Bungsu & Dafit, 2021). These limitations can impact students' understanding and mastery of language, a key element in the teaching and learning process (Salma, 2019). Thus, an in-depth analysis of the factors that influence students' language abilities at SD Negeri 1 Kotafajar is very relevant for formulating learning strategies that are more effective and responsive to students' needs. Literacy success at an early age has been proven to be a key foundation in the development of more complex language skills in the future (Frisa et al., 2019). Children who engage in literacy activities from an early age tend to have better overall language skills (Fajar, 2019). Therefore, this research focuses on in-depth understanding regarding the implementation of literacy activities in Class 1 of SD Negeri 1 Kotafajar. The aim is to evaluate the extent to which literacy activities are successful in improving students' language skills, as well as identifying factors that can influence this process (Soraya et al., 2022). By detailing the educational context at SD Negeri 1 Kotafajar, identifying the challenges faced, and realizing the urgency of improving language skills at the basic education level, it is hoped that this research can provide deeper and more valuable insights in designing relevant and effective learning strategies. Through a deeper understanding of the factors that influence students' language abilities, it is hoped that more

appropriate solutions can be found to improve the quality of education at SD Negeri 1 Kotafajar. Apart from that, it is also hoped that this research will provide encouragement for the formation of a strong foundation for children's academic and social development, which will ultimately have a positive impact in the context of education and society at large.

B. Method

This research method uses descriptive qualitative methods, namely using data collection techniques in the form of observation, interviews and documentation. According to Sugiyono (2019:18) qualitative research methods are research methods based on postpositivism philosophy which are used to examine objects in natural conditions (real conditions, not set or in experimental conditions) where the researcher is the key instrument. The aim of this research is to determine students' ability to read through literacy activities in class 1 of SDN 1 Kota Fajar.

C. Finding and Discussion

1. Result

To know analysis of improving students' language skills through literacy activities in Class 1 of SD Negeri 1 Kotafajar, researchers conducted interviews. The following are the results of the interview:

1. How are literacy activities implemented in Class 1 of SD Negeri 1 Kotafajar and to what extent are they successful in improving students' language skills?

Answer:

Literacy activities in Class 1 of SD Negeri 1 Kotafajar are integrated into the curriculum with an approach that focuses on reading, writing and

speaking. Teachers use interactive methods, such as reading together, picture stories, and simple writing activities. Evaluation of students' language skills is carried out regularly through daily assignments and formative exams, showing consistent improvements in understanding and use of language.

2. How do parents support literacy activities at home, and are there any special strategies implemented to involve parents in improving children's language skills in Grade 1?

Answer:

Parental support for literacy activities at home at SD Negeri 1 Kotafajar is measured through participation in parent meetings, distribution of reading materials to read with children at home, and involving parents in writing and reading activities at school. This program has succeeded in increasing parental involvement and has had a positive impact on students' language skills.

3. How can teachers adapt literacy learning approaches to accommodate the needs of students with varying language proficiency levels in Grade 1?

Answer:

Teachers at SD Negeri 1 Kotafajar use a differentiation approach to accommodate varying levels of language proficiency among students. They structure study groups based on ability level, provide additional tutoring for students who need extra support, and provide additional challenges for students who are more advanced in the language.

4. Have there been significant changes in students' interest in literacy since the implementation of literacy activities in Grade 1, and how is this reflected in their participation in reading and writing activities?

Answer:

Since the implementation of literacy activities, there has been a significant increase in students' interest in literacy. Student participation in voluntary reading and writing activities increased, and they were more enthusiastic about participating in class discussions, shared writing projects, and story performances, reflecting positive changes in student interest and engagement.

5. How is the role of information and communication technology (ICT) implemented in supporting literacy activities in Class 1, and is there an evaluation of the effectiveness of the use of ICT in improving students' language skills?

Answer:

ICT is used as a tool to support literacy activities in Class 1 of SD Negeri 1 Kotafajar. Teachers use interactive software, language learning applications, and digital resources to enrich students' literacy experiences. Evaluation is carried out through monitoring student presence on ICT platforms, measuring progress in digital literacy activities, and student and teacher feedback to continuously improve the effectiveness of ICT use in supporting the improvement of students' language skills.

2. Discussion

Based on the interview results, it can be seen that the implementation of innovative learning at SDN 45 Banda Aceh is carried out through a number of approaches designed to improve students' critical thinking skills. The first approach is the introduction of project-based teaching methods, where students are given the opportunity to explore and apply their knowledge in real contexts. This step aims to stimulate creativity and build critical thinking skills through direct experience. Additionally, the use of technology is an integral part of every lesson. Teachers implement interactive learning software and provide access to online resources. This is intended to provide a more interesting and engaging learning experience, while supporting the development of students' critical thinking skills through the use of technology. The teacher's role in facilitating the development of critical thinking skills through innovative learning is key.

Teachers not only act as transmitters of information, but also as facilitators and leaders in creating a supportive learning environment. They are involved in guiding discussions, designing learning projects, and providing constructive feedback to encourage students to think deeply. Teachers also support the integration of technology in learning and align innovative methods with curriculum needs. Student responses to innovative learning are very positive. Students show greater interest in learning and participate actively in creative activities. They feel innovative learning gives them the freedom to explore new ideas, collaborate with friends, and develop critical thinking skills. Surveys and interviews show that students feel more motivated and ready to face learning challenges. Although the implementation of innovative learning provides positive results, there are several challenges faced. The limited availability of

technological infrastructure, especially in environments that are not yet fully connected to the internet, is one of the obstacles.

Some teachers also experience difficulties in developing innovative learning materials and require additional training. However, ongoing efforts are being made to address these challenges through infrastructure improvements and staff training. The role of parents is very important in supporting the development of children's critical thinking skills through innovative learning approaches. Regular meetings are held with parents to explain the concept of innovative learning, its benefits, and how parents can get involved. Parents are also given access to online learning platforms so they can follow their children's progress and provide additional support at home. By involving parents, efforts to improve children's critical thinking skills to become more holistic and integrated in the context of innovative learning approaches at SDN 45 Banda Aceh.

D. Conclusion

Based on the interview results, it shows that literacy activities in Class 1 of SD Negeri 1 Kotafajar are integrated into the curriculum with a focus on reading, writing and speaking. Teachers apply interactive methods, including reading together, picture stories, and simple writing activities. Evaluation of students' language skills is carried out through daily assignments and formative exams, showing consistent improvements in language understanding and use. Parental support for literacy activities at home is measured through participation in parent meetings, distribution of reading materials to read with children at home, and involving parents in writing and reading activities at school. This program succeeded in increasing parental involvement and had a positive impact on students' language skills. Teachers at SD Negeri 1 Kotafajar use

a differentiation approach to accommodate varying levels of language proficiency among students. They organize study groups based on ability level, provide additional tutoring, and provide challenges for students who are more advanced in the language. Since the implementation of literacy activities, there has been a significant increase in students' interest in literacy. Student participation in reading and writing activities increased, reflecting positive changes in student interest and engagement in class discussions, shared writing projects, and story performances. Information and Communication Technology (ICT) is applied as a tool to support literacy activities. Teachers use interactive software, language learning applications, and digital resources. Evaluation involves monitoring student presence on ICT platforms, measuring digital literacy progress, and student and teacher feedback to continually improve the effectiveness of ICT use in improving students' language skills.

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