



ANALYSIS OF EARLY READING AND WRITING (MMP) SKILL FOR THE FIRST-GRADE STUDENTS AT SDN MLATEN 1

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ANALISIS KEMAMPUAN MEMBACA MENULIS PERMULAAN (MMP) SISWA KELAS 1 SDN MLATEN 1

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ABSTRACT

Abstract: Early Reading Writing Learning (MMP) is a learning activity for students in low grades in order to acquire initial reading and writing skills. Early Reading Writing Learning (MMP) is a teaching and learning activity that is intended to provide provision for first-grade students to have good reading and writing skills. Early Reading and Writing Learning (MMP) is essential for students in the lower grades to master it as a basis for further preparation at the next level. The research aims to analyze the Early Reading and Writing Skills for first-grade students at SDN Mlaten 1. The research is a qualitative research approach. The research subjects are a total of 29 first-grade students. The research was conducted in the even semester of the 2022/2023 academic year, starting from February 21 to March 1, 2023. The research used several data collection methods like observation, interviews, tests, and documentation. The early reading and writing skills of grade 1 students at SDN Mlaten 1 are moderate. Out of a total of 29 first-grade students at SDN Mlaten 1, 8 students had high MMP skills, 11 students had moderate skills, and 10 students had low MMP skills.

Keywords: early reading and writing learning, students' early reading and writing skills, elementary students

Abstrak: Pembelajaran Membaca Menulis Permulaan (MMP) adalah kegiatan pembelajaran yang didapat siswa pada kelas rendah dalam rangka memperoleh kemampuan membaca dan menulis permulaan. Pembelajaran Membaca Menulis Permulaan (MMP) merupakan kegiatan belajar mengajar yang bertujuan untuk memberikan bekal bagi siswa kelas 1 kemampuan membaca dan menulis yang yang baik. Kemampuan Membaca Menulis Permulaan (MMP) penting untuk dikuasai siswa pada kelas rendah sebagai dasar persiapan lanjutan pada tingkatan berikutnya. Penelitian bertujuan untuk menganalisis Kemampuan membaca menulis permulaan siswa kelas 1 SDN Mlaten 1. Penelitian merupakan penelitian dengan menggunakan pendekatan penelitian kualitatif. Sebanyak 29 siswa kelas 1 menjadi subyek dalam penelitian. Penelitian dilaksanakan pada semester genap tahun ajaran 2022/2023, mulai dari tanggal 21 Februari – 01 Maret 2023. Penelitian menggunakan metode pengumpulan data observasi, wawancara, tes, dan dokumentasi. Kemampuan membaca dan menulis permulaan siswa kelas 1 SDN Mlaten 1 tergolong sedang. Dari 29 siswa kelas 1 SDN Mlaten 1, sebanyak 8 siswa memiliki kemampuan MMP yang tinggi, 11 siswa dengan kemampuan sedang, dan 10 siswa dengan kemampuan MMP rendah.

Kata Kunci: pembelajaran membaca menulis permulaan, kemampuan membaca permulaan siswa, siswa sekolah dasar

CITATION

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INTRODUCTION

Primary School Education is an aspect and plays an important role in advancing education (Mustika et al., 2022). According to Muhyidin et al. (2018), learning in primary schools is intended to equip students with basic ability, such as reading-writing-counting (calistung), knowledge, and other basic skills that have a positive impact on students in their development process. Learning Indonesian language is part of the subjects that taught by teachers to students at the primary school level (Fatayan, 2022). Indonesian learning includes fundamental subjects that are taught starting from the primary school, junior high school, and high school levels, with the aim of teaching language skills and abilities to students (Dalimunthe, 2021). Indonesian learning in primary school, especially in the lower grades, which is also known as early reading and writing learning, is a teaching and learning activity that is established between teachers and students with the aim of equipping students with basic language skills (Arini et al., 2022).

The process of learning MMP skills at the basic level in primary school is very important, which this ability is a component of learning Indonesian language skills that affect students' language abilities (Fatayan, 2022). Early reading and writing learning does not only affect students' language ability. Early reading ability can increase the knowledge possessed by students. In addition, students' mastery of early writing techniques contributes to the development of other abilities (Suastika, 2018).

The MMP learning program, which is conducted at lower grades, is aimed at equipping students with sufficient reading and writing skills, so that they can acquire and capture existing knowledge. MMP learning in low level classes is carried out in stages, starting with introducing letters, syllables,

words, then sentences (Janawati et al., 2021). The early reading ability that is taught to students is literacy ability (Arini et al., 2022). According to Widyaningrum & Hasanudin (2019), literacy is a skill that is taught so that students can recite it, turning it into a meaningful sound symbol. As with early reading skills, early writing skills at the basic level prioritize mechanical abilities. Students are taught to have writing skills, by practicing them through imitating and emphasizing letters. According to Arini et al. (2022), Early Reading and Writing (MMP) is a learning program designed to be given to low grade students in elementary school so they have good literacy skills.

Based on the results of an interview on August 23, 2022 which was conducted by the researchers with the class teacher, it was found that out of a total of 29 grade 1 students at SDN Mlaten 1, 12 students could only read and write letters, 6 students had mastered and had the ability to read and write sentences. The remaining 11 students have not mastered and have a good early reading and writing abilities. As a result of carrying out the early observation activities in learning activities, it was found that the early reading and writing ability of grade 1 students at SDN Mlaten 1 was found to be very low.

Similar problems were encountered by Arini et al. (2022) in her research, student learning result at SDN Harapan Jaya XVIII were low which was caused because students did not really digest the reading or letters they read. Putu & Sueca (2022), also wrote that due to the COVID-19 pandemic, the reading and writing ability of first grade students at SD Negeri 3 Suluhan was very low. Reshi et al. (2022) in his research, stated that in learning activities teachers often encounter problems encountered by students in MMP learning, including difficulties in recognizing letters,

words, sentences, and difficulties in understanding reading content.

According to Suastika (2018), students with early Reading Writing (MMP) skills who are not competent at the basic level will have difficulties at the next grade. This has a negative impact on the development and learning process of students in the future. Students will have difficulty following learning in all subjects. Students become slow and fall behind when compared with other students in understanding the subject matter because they are yet proficient and skilled in reading and writing.

Considering the importance of the basic skills in reading and writing to be mastered at the basic level, especially grade 1. Early Reading Writing Ability needs to get more attention. So it is necessary to conduct research to analyze the Beginning Reading Writing Ability (MMP) of grade 1 students at SDN Mlaten 1.

METHOD

This study used a qualitative research approach, which conducted with the aim to understand and describe social phenomena by

fully describing the phenomenon that researched. This research does not break down the phenomenon into interrelated variables. This research was conducted to analyze and describe Early Reading Writing Ability (MMP) in grade 1 students of SDN Mlaten 1.

This research was conducted at SDN Mlaten 1 which located in Mlaten Village, Nguling District, Pasuruan Regency, East Java, in the even semester of the 2022/2023 school year starting from February 21 - March 1 2023.

The subjects in this research were grade 1 teachers and 29 grade 1 students at SDN Mlaten 1. This research used a data collection method consisting of observation, interviews, tests, and documentation to answer the problem statement and obtain the data needed in the research location. In order to obtain data related to students' early reading ability, interviews were conducted with each of 2 students with high to low abilities. Oral tests and written tests were carried out on 27 February - 28 February 2023 for 29 grade 1 students at SDN Mlaten 1. The following is an instrument guide for assessing early reading and writing student ability :

Table 1. Guidelines for Assessing Students Early Reading and Writing Ability

No.	Aspect	Indicator	Method	Subject
1.	Student's Early Reading Ability	Recognize and read symbols in the form of letters as syllables, words, and simple sentences. Mention words that have the same initial letter. Connect pictures with words. Read simple words and sentences fluently with the right intonation.	Interviews, observation, oral test, and documentation.	Class Teacher and Grade 1 Student.
2.	Student's Early Writing Ability	Copy and bold dotted lines. Write letters, words, and simple sentences with loose letters.	Interview, observation, writing test, and documentation.	

RESULT AND DISCUSSION

Early Reading Writing Learning (MMP) at SDN Mlaten 1 starts from grade 1.

This is in line with Rahmawati et al. (2021), that MMP learning is learning that is taught to primary students, especially grade 1 SD. MMP

learning at SDN Mlaten 1 aims to make grade 1 students have sufficient early reading and writing skills, as a provision for them at the next grade level. This is supported by the opinion of Fauziah (2018), that the MMP lessons given to grade 1 students aim to provide knowledge and skills so that students have the ability to read and write a good start.

The research was conducted at SDN Mlaten 1 in the even semester of the 2022/2023 academic year, starting from 21 February 2023 – 01 March 2023. Regarding students' reading and writing skills, the data was obtained through interviews, observation,

oral tests and written tests. The teacher stated that the initial reading and writing skills of grade 1 students at SDN Mlaten 1 were relatively good, there were only 2 students who had low MMP abilities. More than 90% of students are proficient at reading, but there are still many students who still experience difficulties and are unable to write at the beginning. This can also be seen from the results of observations when learning activities take place. Students are able and fluent when asked by the teacher to read the sentences on the board.



Figure 1. Student Read Sentences

The interview activity which was held on February 27 2023 with grade 1 students at SDN Mlaten 1, was conducted to find out an overview regarding students' early reading and writing abilities. AA and IW represent students with low MMP abilities, AR and AN with moderate MMP abilities, HA and EW with high MMP abilities. AA and IW are still unable to recognize letters as a whole, they can only read certain syllables /a/, /ba/, /ca/, and /da/. AA is only able to write letters properly. Meanwhile, IW was able to rewrite words well, even though many letters were found that were wrong, inverted, and missed. AR and AN were still not fluent and hesitated when asked to read sentences, and in their writing they found several letters that were wrong and missed when rewriting a sentence. Meanwhile,

EW and HA already have good MMP skills, where they are able to read sentences with the correct pronunciation and intonation, and rewrite sentences properly and correctly.

In order to obtain saturated data regarding the MMP abilities of grade 1 students at SDN Mlaten 1. An oral test and a written test were also carried out on February 27 - February 28, 2023. The following are the results of the oral and written tests for grade 1 students at SDN Mlaten1.

Results of Oral Tests and Writing Tests of Students with Low MMP Ability

Students with low early reading skills include AA, IW, AP, AMM, BA, MA, and MAN. They do not know the letters as a whole. They are not able to read words or

sentences properly, but are able when asked to connect pictures with words. Meanwhile students with low early writing skills consisted of AA, AMM, AP, BA, JW, JN, KA, MAN, MA, and RS. The results of their written test ranged from 40-60. On the written test sheets of students with low abilities, many found

writing letters that were wrong, letters that were upside down and missed when asked to rewrite letters, words and sentences, their hand writing results were also not neat. The following are the results of students' written tests with low initial writing skills:

Table 2. Student Writing Test Results with Low MMP Ability

No.	Name	Score	No.	Name	Score
1.	AA	40	6.	JN	60
2.	AMM	60	7.	KA	60
3.	AP	60	8.	MAN	60
4.	BA	40	9.	MA	60
5.	JW	60	10.	RS	60

Results of Oral Tests and Writing Tests of Students with Moderate MMP Ability

AR, AN, PN, RS, RN, MK, CF, KA, LN, and JN are students with moderate early reading skills. They already know letters well, can read words, but are still hesitant to read sentences, not fluent and use the right intonation. While students with moderate early writing skills with a writing test score of 80

included AN, AM, AR, AAM, CF, HK, MR, MK, MN, PN, RN. On the student's written test sheet, it was found that several letters were still misspelled, inverted, and missed when rewriting words and sentences. The results of their writing is still not neat. The results of students' written tests with moderate early writing skills can be seen in the table below:

Table 3. Student Writing Test Results with Moderate MMP Ability

No.	Name	Score	No.	Name	Score
1.	AN	80	7.	MR	80
2.	AM	80	8.	MK	80
3.	AR	80	9.	MN	80
4.	AAM	80	10.	PN	80
5.	CF	80	11.	RN	80
6.	HK	80			

a. Results of Oral Tests and Writing Tests of Students with High MMP Ability

Students with high early reading skills consist of EW, HK, HA, UD, LN, AD, AAM, RA, AM, MR, MF, and RL. They can read sentences fluently and with the right intonation. Meanwhile, students with high

early writing skills consisted of AD, EW, HA, LN, MF, RL, RA, and UD. On the written test result sheet, their writing was neat and there were no incorrect, upside down, or missed letters. The following are the results of students' written tests with high MMP abilities:

Table 4. Student Writing Test Results with High MMP Ability

No.	Name	Score	No.	Name	Score
1.	AD	100	5.	MF	100
2.	EW	100	6.	RL	100
3.	HA	100	7.	RA	100
4.	LN	100	8.	UD	100

The implementation of oral tests and written tests which were held on 27 February - 28 February 2023, aims to find out in detail and with certainty how students' early reading

and writing abilities are. The following is documentation of oral and written test activities for grade 1 students at SDN Mlaten 1:

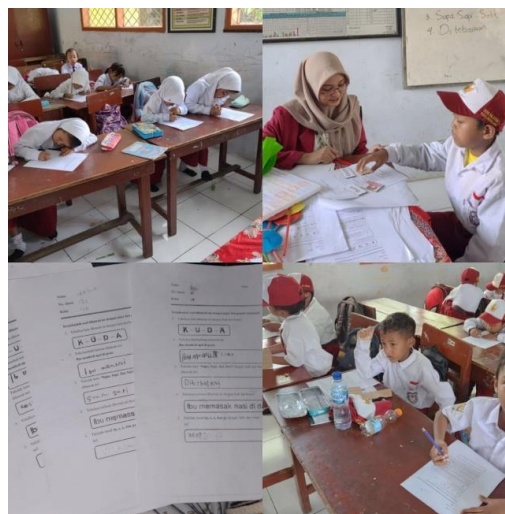


Figure 2. Implementation of Oral Tests And Written Tests

After conducting research on grade 1 students at SDN Mlaten 1, it was found that the students' MMP abilities were classified as moderate. Out of a total of 29 students, 8 students were able to read and write sentences well. They can read fluently and with the right

intonation. They are able to mention words with the same initial letter, connect pictures with words. Apart from that, their handwriting was also neat, there were no wrong, upside down, or missed letters. This is in accordance with the indicators that must be fulfilled by

students related to their reading ability according to Anggraeni (2015), namely mentioning letter symbols, saying words with the same prefix, connecting words with the same initial letter, connecting pictures with words, and showing pictures with simple words and sentences. In line with Anggraeni, Fauziah (2022) also wrote that students are categorized as simple syllables, words, and sentences, as well as reading short texts with correct pronunciation and intonation. Then be able to copy letters, words, and sentences on a book or board correctly.

As many as 11 students classified as having moderate MMP abilities. They are able to read sentences with clear pronunciation and intonation. During the written test, to find out their writing ability, there were still letters that were wrong and inverted when asked to rewrite a word or sentence. This is in accordance with Fauziah (2022), where students are categorized as having moderate reading skills if students are able to read short texts with quite clear pronunciation and intonation. Sudiarta (2017), also wrote that apart from being able to copy, trace, and bold, students must be able to write letters, words, and simple sentences with loose letters.

The remaining 10 students, some of them still do not know letters as a whole, are only able to read a few syllables, have not been able to read them as words and sentences. Meanwhile, the writing ability was very low, where the results of the written test found many letters that were wrong, upside down, many letters were missed, and the results of the handwriting were not neat. This agrees with Fauziah (2022), where students are categorized as having low initial reading ability if they already know letters and read them as syllables, are not yet able to read words, and are unable to read simple sentences. This is also in line with Sudiarta (2017), that students who have good writing skills must be able to copy, trace, and bold, students must be able to write letters, words, and simple sentences with loose letters.

CONCLUSION

The conclusion from the results of the research and discussion regarding the initial reading and writing ability is that the Early Reading and Writing (MMP) ability of grade 1 students at SDN Mlaten 1 is classified as moderate. Out of a total of 29 grade 1 students at SDN Mlaten 1, 8 students had high MMP abilities, 11 students had moderate abilities, and 10 students had low MMP abilities.

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