

## Identifying the Writing Ability of 5-6 Years Old

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**Abstract:** *This descriptive quantitative research is intended to identify and analyze writing skills at the age of children (5-6) years according to the stages of writing development in children at PAUD Mentari Jaya, OKU. There are 9 samples. Data collection was carried out by observation, interview and documentation techniques. Referring to previous studies, data collection in this study used more complex instruments such as tripod grip writing instruments and ability to trace simple writing (3.8 out of 4). The ability to copy crosses marks and copy simple text (3.7). The ability to copy triangle shapes (score 3.6). The ability write names correctly and to make scribbles such as shapes, signs, and directed lines (3.4). Distinguish large and small curved lines, Able to write letters randomly to form a word and distinguish similar letters (3.3 out of 4). It was concluded that several indicators had progressed well, and some still needed further stimulation.*

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**Keywords:** *children aged 5-6 years, identifying writing ability, stimulation of writing, writing ability*

## A. Introduction

Early childhood ranges from 0 to the age of 6 years old. Early childhood is someone who is in a developmental leap, which means that the process of development and growth is very fast. Early childhood is a child whose intelligence development is extraordinary, at this age it is a valuable age phase compared to other ages, and is a unique period of life. At this age, children experience a process of change in development, growth, refinement and maturation that lasts a lifetime, gradually and continuously, both spiritually and physically. Early childhood is born with millions of potentials and when stimulated will develop into various abilities that will be their basis in dealing with every demand that arises throughout their lives (Meilanie, 2020).

Early childhood is an individual who is undergoing a very rapid growth and development process, even said to be a developmental leap. Early childhood education has an urgency and an important role because the form of education carried out forms the basic foundation for the personality and abilities that children need so they will be ready to the next level of education (Listriani et al., 2020).

One of the abilities that must be mastered by early childhood is the basic ability to write and early reading. This writing activity consists of children trying writing techniques with curves and lines as letters, imitating writing or imitating letters that can be recognized, writing their own name, writing several words or short phrases, and writing varied phrases or sentences (Zuhrita & Mufidati, 2017). Literacy also uses terms that are interpreted as knowing writing, and being able to read writing (Listriani et al., 2020).

Writing is an important aspect in elementary school (Mardika, 2019). Early Childhood Education is the level of education that is taken before elementary school level. Ideally, with education that provides various stimulations for children, the writing skills of children aged 5-6 years have developed. However, based on observations in the field, some children aged 5-6 years have difficulty in coordinating their minds, eyes and hand muscles in writing or in other words their development has not been optimal.

In accordance with the explanation above, the author tries to observe what stimulation is used to optimize children's writing abilities and the extent to which the writing stages are processed in children. This research is aimed at children with an age range of 5-6

years. Then, the data were analyzed according to the stages of writing development in children at PAUD Mentari Jaya.

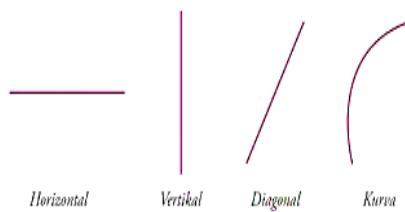
Writing is a productive language activity. Writing is a person's effort in conveying information, feelings, and ideas. Writing is the activity of describing a language by depicting or deriving symbols, graphic symbols by someone so that other people can read the symbols and graphic symbols (Widyastuti, 2017). Writing is a language skill that is used to communicate indirectly, not face to face with other people (Sari et al., 2020). At the initial basic level, writing is more oriented to the ability to recognize alphabetic symbols (Chairunnisa & Masyhuri, 2020). Tuljannah stated that writing to children (*beginning writing*) is called *handwriting*, namely how to realize sound symbols and write them well (Tuljannah et al., 2018). Children's writing ability is influenced by previous abilities in this case the ability to speak, so that it can be poured in the form of writing/ pencil strokes (Alfatihaturohmah et al., 2018).

The purpose of learning to write from an early age begins with letter recognition activities. There are several writing learning activities. These activities include being trained to recognize and distinguish letter shapes, then children are trained to hold writing instruments, practice hand movements, practice spelling, practice copying, practice smooth writing, dictation, and complete writing exercises (Furukawa et al., 2020).

Brewer (as cited in Widyastuti, 2017) outlines the stages of children's writing development as follows: 1) The stage of forming a scratch/cross out (Scribble stage). Children begin to use writing tools to make various signs, children begin to learn written language. 2) The linear repetitive stage. Children form horizontal writing, children remember the words written even though the writing looks like a picture of grass. 3) Random letter stage. The child forms a word even though the letters that appear are still random, incomplete, or random. Example: when writing "I went to the safari park" but the sentence is written as "I went to the sfri park". 4) Name writing stage (Letter name writing or Phonetic writing stage). The child writes words related to sound together, writes according to what the child hears. As a model, write the word "two/ dua" with "duwa", "go/ pergi" becomes "pegi", "school/ sekolah" becomes "skola".

The development of children's writing can be explained

through the following stages (Hasbi & Widiyawati, 2020): Stage 1, is the initial streak stage. Scribbles are often combined as if the “crayon” never leaves the paper. Stage 2, directional strokes of certain signs (such as dots or lines) are repeated; usually oval; the signs are not related. Stage 3, repetition of lines and shapes. Lines have several properties, namely long, dashed, vertical, horizontal, straight, wavy, curved, thick, thin, oblique, and so on (Sudaryati & Boiman, 2021).



**Figure 1** *several line shapes*

Stage 4, practicing letters. Children are generally very interested to write down the letters in their names. Stage 5, write down the name. Stage 6, copying the words in the environment, the words on the posters on the wall or the words in the pocket itself. Stage 7, find the spelling. Children aged 5-6 years already use consonants (L for *Love*). Initial, middle, and final consonants to represent letters (DNS) in Dinosaurs. Stage 8, standard spelling. Independent attempts to separate letters and record them correctly into complete words. According to Marrow (cited from Purwanti & Simatupang, 2017) children’s writing ability is a process that is divided into 6 stages as follows: 1) Writing through drawing; 2) Writing through strokes; 3) Writing by making shapes like letters; 4) Producing writing by imitating existing forms; 5) Write by spelling one by one; 6) Write by spelling correctly.

Mary Clay (as cited in Widyastuti, 2017), explained that children learn that events or objects can be interpreted with symbols. Children then learn if the alphabet means random symbols and is not related to the object in question: 1) The principle of copying, children like to see their names recorded in written form. Children often imitate writing in their environment, such as names and logos. 2) Principles are flexible, children realize that letters are very diverse. Children learn to interpret and

recognize the same alphabet shape. 3) The principle of inventory, children often record their “writing” systematically. They list the alphabet they know, or the words they can write. The teacher sometimes asks the children to write down the words or letters they know, and the children complete their collection at that time. 4) The principle of repetition, the child repeats the shape of the symbol/alphabet repeatedly in one writing even though the form is not the same. 5) The principle of generating, the child uses some of the same rules and components and combines them into new sentences. It is the basis for the development of verbal language because children sometimes do not hear the sentences they want to make.

There are several stages of children’s writing development consisting of 8 stages. Namely (1) the stage of random scribbles; (2) the directional streak stage; (3) repeated line stages and special forms or write dummy lines; (4) the stage of practicing random letters or names; (5) name writing stage; (6) the stage of imitating words in the environment; (7) the stage of finding spelling; (8) general spelling stage; (9) further stages (Wahyuningsih & Astuti, 2018).

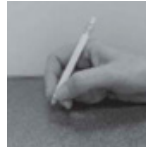
The development of children’s writing begins with how to hold a pencil to cross out, then develops into finger coordination and better writing. Usually writing skills at kindergarten or pre-school age that receive stimulation at the age of 3, 4, or 5 years are good for their development (Chairunnisa & Masyhuri, 2020). The development of the ability to grip a pencil is classified starting from primitive pencil grasps (primitive pencil grip), transition pencil grasps (transition period,) to mature pencil grasps or adult pencil grips (Donica et al., 2018). Primitive Pencil Grasps are in the age range of 1-3 years. Meanwhile, children aged around 3-6 years are in the Transition Pencil Grasps period. Several ways of holding transitional pencils in children are described as follows (Donica et al., 2018).



**Figure 2.** Brush Grasp



**Figure 3.** Grasp with



**Figure 4.** Static Tripod Extended Fingers Grasp

Kindergarten-aged children can write some familiar terms. Besides being able to write down terms from the sounds they hear, kindergarten-aged children also develop a bank of words in their minds. These words may include the names of friends & family members. Writing these terms many times in the right way can make children able to read them again (Kusumawati & Sunaria, 2017). This opinion is in line with research conducted by Adam, Goswani, and Bryand explaining that children aged 3-5 years have better reading progress if they have awareness of rhyme, initial graphemes, grapheme sounds, and the names of the alphabet that make up words (Chairunnisa & Masyhuri, 2020).

According to Chambers, Cheung, & Slavin (as cited in Karima & Kurniawati, 2020) the original meaning of introducing reading and writing skills as an aspect of early literacy education includes activities related to phonemic awareness, phonics (letter sounds), the alphabet, and writing in collaboration with traditional creative games, art, music, drama, and storytelling. Early literacy skills can be interpreted as abilities that refer to knowledge of letters. The ability about these letters, namely being able to recognize and know the names of letters. Knowledge of letters and sounds of the alphabet (such as knowing the shape of the letter 'm' and the sound [m]). Phonemic awareness (ie knowing the parts of the term 'mak' become [i], [b], [u]). Knowledge of writing concepts (eg knowledge of reading rules, text direction, and the original structure of books). And handwriting (such as writing letters and words) (Suggate et al., 2018).

Vocabulary mastery of children aged 19 months, the quality of narrative expression skills, and early literacy skills of children before school entry age were significantly correlated with their reading comprehension even 10-16 years later. This shows that early literacy education in early childhood has an impact on

literacy development, vocabulary mastery, and understanding of children's reading in the future (Karima & Kurniawati, 2020). Most five-year-olds can write the alphabet and copy some words. Study *National Early Literacy Panel* provides evidence that the sound of letters and the recognition of alphabet shapes are crucial predictors of the development of children's literacy skills (Kurnia & Solfiah, 2018).

The development of initial writing according to Hohman's opinion, is one of the abilities that must be developed in children's language development, because human life besides expressive or oral communication, there is also written communication (Zuhrita & Mufidati, 2017). Writing activities have a close correlation with reading, so learning to read and write must be done at the same time children need writing to help them learn to read.

Writing beginning in kindergarten based on *High Scope Child Observation Record*, includes experiments on children writing with curves and lines to form the alphabet, imitating recognizable writing and alphabet, writing their own name, writing several short phrases, writing various phrases (Zuhrita & Mufidati, 2017). Writing names is an important part of kindergarten education. Name writing assignments can be used effectively in testing handwriting because writing names is meaningful for children's learning. The task of writing names is acceptable to most children during kindergarten, even when they do not yet have many literacy skills (Tse et al., 2019).

According to Permendikbud No. 146 years of writing ability of children aged 5-6 years include (Kementerian Pendidikan dan Kebudayaan, 2015): Demonstrate the forms of symbols (pre writing), Make a picture with some scribbles/ pen strokes that have been in the form of letters / words, and write the letters of his own name. According to Martini Jamaris, the stages of writing for children aged 5-6 years consist of stages (Mustari et al., 2020): Random writing stage (age 4-5 years). Stage of writing name writing (age 5.5 years). Proficiency in writing names provides a foundation for other literacy knowledge and skills; related to alphabet knowledge, letter writing, print concepts, and spelling (Byington & Kim, 2017). The stage of writing short sentences (over 5 years old).

Based on Sunardi Writing skills include (Mustari et al., 2020): 1)

Pencils grasp. At the age of 5-6 years, most children can do a dynamic tripod grip (Abou-el-saad et al., 2017). At stage grasp pattern, child has been able to hold a writing instrument with 3 fingers (index, thumb and middle finger as a unit). 2) Move the stationery. 3) Copy letters using capital letters. 4) Write the name in capital letters. 5) Copy writing remotely. 6) Copy letters in conjunction.

Writing is an activity which in the process involves cognitive and metacognitive skills (Segundo Marcos et al., 2020). This activity involves the ability to remember graphic symbols in the form of letters, as well as remember the sound of these symbols. In addition, this activity requires the ability to understand writing or reading as a result of being able to convey what is meant (Fajriyah, 2018). Some cognitive constructions facilitate writing through language storage, retrieval, or overall efficiency of mental processing. Each of these underlying processes has been shown to be related to basic writing skills and written expression (Hajovsky et al., 2019).

Based on Whitehurts and Lonigan (as cited in Fajriyah, 2018), there are two emergent literacy domains namely *Outside-In* and *Inside-Out*. Term *Outside-In* means understanding the context of writing that you want to read or write. Domain *Outside-In* can help children to convey the meaning of the writing to others with an understanding of the writing that has been read. This domain is used to help children learn literacy, namely identifying phonemes, letters and words. Whereas *Inside-Out* is knowledge of how to transform writing in the form of sound or sound in written form. This domain is important in the period of learning to read because it is to understand the content and meaning of writing.

Language learning is a system internalization process (Chairunnisa & Masyhuri, 2020). Therefore there needs to be stimulation for its development. Stimulation of written language means stimulating children to recognize, understand, and use written symbols of language to communicate according to their stage of development.

Sumantri states that fine motor skills are organizing the use of a group of small muscles such as fingers and hands which often require precision and hand coordination, skills that include using tools to work on an object (Lestari et al., 2019). Lestari (2019) said that the ability to write is closely related to the flexibility of the fingers and wrists as well as good hand-eye coordination which is



the goal in fine motor development activities for children aged 5-6 years. Fine motor development is very important in developing the ability to make signs and write effectively so messages can be communicated (We & Fauziah, 2020).

Fine motor skills can be conceptualized as the generation of small muscle movements by one or both hands for a coordinated sequence of movements relevant to accomplishing a complex action. Graphic motor skills consist of a subset of fine motor skills that can be applied to manual operations of a pencil, pen, or brush, usually during the writing or drawing activities that form the basis of early learning (Ghanamah et al., 2020).

Based on the theory we can conclude that writing ability skills in 5-6 years is able to hold a pencil with 3 fingers (using the thumb, index finger, and middle finger as a unit); can copy the cross (X); can copy the triangle shape ( $\Delta$ ); recognizing between large and small lines or curves; draw scribbles such as shapes, signs, and directed lines; write letters randomly to form a word; distinguish similar letters; children can trace simple writing; can copy simple writing; and write their names correctly. This research is expected to find an overview of writing skills for children aged 5-6 years in PAUD Mentari Jaya.

## **B. Method**

This type of research is descriptive quantitative. The use of descriptive quantitative methods is in accordance with the research objectives, namely identifying and describing how the writing skills of children aged 5-6 years are presented in the form of tables and diagrams. The population in this study were children aged 5-6 years (Group B) in PAUD Mentari Jaya, Ogan Komering Ulu Regency. This study uses a total sample. Total sample is a sample selection technique if all members of the population are used as samples (Sugiyono, 2020, p. 133). The sample in this study were 9 children of Group B PAUD Mentari Jaya in Sinar Peninjauan District, Ogan Komering Ulu Regency.

This research was conducted through several stages. The first stage is data collection, the second stage is data analysis, and the third stage is drawing conclusions. Data was collected through observation and interview techniques and documentation. Observations were made on subjects aged 5-6 years at PAUD

Mentari Jaya, while interviews were conducted with teachers in the group as an effort to triangulate sources. Documentation was carried out as data to strengthen observations and interviews. The second stage, the researchers conducted the analysis. The analysis was carried out with descriptive quantitative, so that the results obtained *grouping* the writing ability of children aged 5-6 years according to security based on four categories. This category includes the undeveloped category, starting to develop, developing according to expectations, and developing very well.

The data obtained in this study is the value of the process of the stages of children's writing development made by the teacher. At the end of the child development assessment period there are four scales used. The checklist as an instrument is compiled based on developmental aspects and indicators according to age group, using a score scale of 1-4 (Rahman et al., 2020, p. 16).

Range of criteria for the following child development status (Jaya, 2019):

**Table 1.** Development Status

	<b>Development Status</b>	<b>Average Range</b>
<b>BB</b>	<i>Belum Berkembang</i> (Undeveloped)	1 – 1.75
<b>MB</b>	<i>Mulai Berkembang</i> (Start Growing)	1.76 – 2.5
<b>BSH</b>	<i>Berkembang Sesuai Harapan</i> (Develop As Expected)	2.6 – 3.25
<b>BSB</b>	<i>Berkembang Sangat Baik</i> (Develop Very Well)	3.26 - 4

The data from the observation data obtained then analyzed the data and determined the criteria for categorizing from the percentage results obtained to determine the development of children's ability to write in PAUD Mentari Jaya using the following formula (Raharja et al., 2021):

$$\bar{X} = X/N$$

Description:  $\bar{X}$  = The average value

X = total value obtained

N = number of respondents / amount of data

## C. Result and Discussion

### 1) Observation Data

Based on the results of observations of 9 Group B students at Mentari Jaya PAUD, the following results were obtained.

**Table 2.** Children Writing Ability (Group B)

No.	Name	Indicator										$\Sigma$	$\bar{X}$
		1	2	3	4	5	6	7	8	9	10		
1.	Ad	4	4	4	4	4	4	4	4	4	3	39	3,9
2.	An	4	4	4	3	4	3	3	3	3	3	34	3,4
3.	As	4	4	4	3	3	3	4	4	4	4	37	3,7
4.	Da	4	4	4	3	3	2	3	4	4	4	35	3,5
5.	Fi	4	3	3	4	4	4	4	4	4	4	38	3,8
6.	Ga	4	4	4	4	4	3	3	4	4	3	37	3,7
7.	Il	4	4	4	3	3	4	4	4	4	4	38	3,8
8.	Ju	4	3	3	3	3	4	3	4	4	4	35	3,5
9.	Se	3	4	3	3	3	3	2	4	3	2	30	3
$\Sigma$ Score of Each Indicator		35	34	33	30	31	30	30	35	34	31		
$\bar{X}$		3,8	3,7	3,6	3,3	3,4	3,3	3,3	3,8	3,7	3,4		

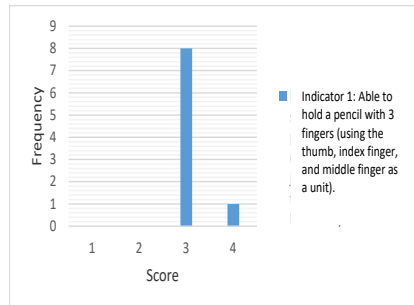
Indicator Description:

1. The child is able to hold a pencil with 3 fingers (using the thumb, index finger, and middle finger as a unit).
2. Children can copy the cross (X)
3. Children can copy the triangle shape ( $\Delta$ ).
4. Recognizing between large and small lines or curves.
5. Children can draw scribbles such as shapes, signs, and directed lines.
6. Children can write letters randomly to form a word.
7. Children can distinguish similar letters.
8. Children can trace simple writing.
9. Children can copy simple writing.
10. Children can write their names correctly.

### 2) Writing Ability Analysis

#### (1) Analysis of Ability to Hold Stationary

In the first indicator, namely holding a writing instrument at the grasp pattern stage along with the results of observations on research subjects:



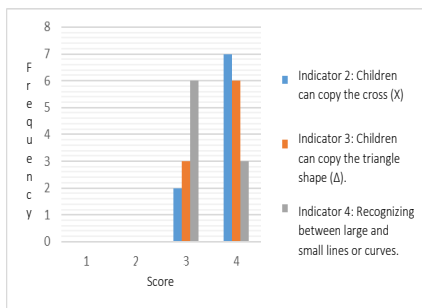
**Chart 1.** Analysis of Ability to Hold Stationery

Based on the results of the bar chart description, it is obtained to determine the skills of holding a writing instrument. The acquisition score of all children reached a value of 35 with an average value per indicator of 3.8. The skill of holding a writing instrument at the grasp pattern stage at the age of 5-6 years is included in the very well developed criteria.

The ability to hold writing instruments is related to fine motor skills in children. One of the achievements of children aged 5-6 years is holding writing tools correctly (Rakimahwati et al., 2018). Based on the results of the data that has been obtained 8 out of 9 children scored 4 or is in the BSB criteria (Very Well Developed). Most of the children in group B are in the transitional stage. Types of grip that are included in the transition period include *lateral quadrupod/cross-thumb*, *static tripod*, and *dynamic quadrupod/four finger grasps* (Donica et al., 2018). Children can hold a pencil with three fingers in a way *static tripod*. While 1 child still needs to be trained and improved on how to hold a pencil because the child holds it with four fingers (*four finger grasps*).

## **(2) Analysis of Ability to Copy Symbol Forms (Pre-Writing)**

In indicators 2, 3 and 4 the results of observations on research subjects are depicted in a bar chart as follows:



**Chart 2.** Analysis of Ability to Copy Symbol Forms (Pre-Writing)

The activity of making patterns or writing words, letters, or symbols on a surface by measuring, cutting, and marking with writing tools is the ability to write in children aged 5-6 years (Erlianda et al., 2019). Writing skills are also based on basic exercises to write straight lines, curves and other patterns, then write letters by connecting dotted lines (Husnaini, 2018).

#### **a. Children can Copy Cross (X)**

Based on the results of the bar chart description, scores for indicators 2, 3, and 4. on the ability to copy the cross (X) reached a score of 34 with an average value per indicator of 3.7. Based on the data that has been obtained on the ability to copy cross marks, the children of group B are at a very good stage of development (BSB). There is 7 children got a score of 4 and 2 children got a score of 3 out of a total score of 4. During the observation process some children were able to copy the cross without the help of the teacher even though the shape of the cross line made by the child was not straight or perfect, and 2 children when copying the cross sign with pressure when writing so that the resulting line is not straight and makes the child thicken the line many times. This is in line with the experiments conducted by Hambali & Rodiyah, (2020), when tracing the results of the shapes produced by children, they still look less tidy, it because the results of tracing are different from the original tracing and children tend to repeat themselves in making tracings.

**b. Children can Copy Triangle Shape ( $\Delta$ )**

The child acquisition score on indicator 3 reaches a score of 33 with an average value per indicator of 3.6. The results of observations and calculations of the data obtained show that the child's ability to copy triangles ( $\Delta$ ) at the age of 5-6 years is included in the very well developed criteria, with details of 6 children being at the very well developed stage (BSB) and 3 children being at the very good developmental stage. growing as expected (BSH). In the process of copying the triangle shape, the child can copy the triangle shape well. Some children can form triangles perfectly, but it is also found that children form triangular lines that are not straight. It was also found that some children made lines by pressing a pencil and drawing lines repeatedly on one side so that the shape was not perfect.

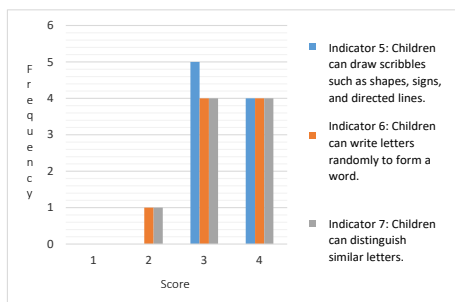
**c. Recognizing Between Major and Minor Curves Lines**

The child acquisition score on indicator 4 reaches 30 with an average value per indicator of 3.3. The results of observation and data processing found that the child's ability to recognize between large and small lines or curves at the age of 5-6 years was included in the criteria for very good development.

In the observation process it was found that the child's ability to recognize large and small curve lines was very good, with details of 3 children being at a very well developed stage (BSB) with a score of 4 and 6 children being at the expected developing stage (BSH) with a score of 3. This assessment is carried out by observing the child in copying the curve line large and small (curved lines, semicircles, waves). In the process of observation, it was found that there were children who had difficulty in making curved lines and semi-circles, and there were some children who had difficulty making waves, and there was one child who took the initiative to make a continuous wave but the shape became a zigzag line. In addition, it was also found that children formed curved lines by means of two strokes on the book so that they formed like the letter "n".

### (3) Scribble Ability Analysis

In the 5th, 6th and 7th indicators the results of observations on research subjects are depicted in a bar chart as follows:



**Chart 3.** Scribble Ability Analysis

Kindergarten-aged children show a variety of behaviors in the emergence of early writing skills which show signs that children are starting to focus on how writing represents certain speech sounds (Otto, 2015). At this stage show evidence of phonetic knowledge in writing attempts. Children show the ability to write, writing presents certain speech sounds (Otto, 2015).

#### **a. Kids can Create Scribble Images such as Shapes, Marks, and Directional Lines**

Based on the data obtained in the field, the total acquisition value for this ability is in the very well developed criteria with the child's acquisition score on the child's ability to make scribbles such as shapes, signs, and lines directed at the age of 5-6 years to achieve a score of 31 with an average value per indicator of 3.4. With details of 4 children getting a score of 4 or being in the very well developed category (BSB), and 5 children getting a score of 3 or being in the developing category as expected (BSH). This data was obtained through observing children in drawing activities such as drawing butterflies and birds. Some children have been able to make pictures of butterflies or birds according to their characteristics, whether given examples on the blackboard or not (for example the body of a butterfly and a pair of large wings).

Apart from that, there are some children who are able to draw birds and butterflies but are not yet in accordance with the general characteristics of the animals being drawn, for example, children draw butterflies with large bodies but small wings, there are children who draw birds but are more like chickens. The level of reasoning ability of children in the age range (5-6) years is drawing according to their imagination, imitating various shapes, deepening with various types of activities and media, and using cutlery and writing utensils correctly (Erlianda et al., 2019).

#### **b. Children can write letters randomly to form a word**

In achieving the development of reading and writing skills for beginners, group B children aged 5.5 to 6 years, one of which is that children can make several scribbles or writings that are already in the form of letters or syllables (Hikmah, 2019). Based on the results of observations in the field, the total score for this ability reached a score of 30 with an average value per indicator of 3.3. The results of observations and calculations found that the child's ability to write letters randomly to form a word at the age of 5-6 years was included in the very well developed criteria with details of 4 children obtaining a score of 4 or being in the very well developed category (BSB), 4 children obtaining score 3 or are in the category of developing according to expectations (BSH), and 1 child gets a score of 2 or is in the category of starting to develop (MB). This score is obtained through observing children in writing words that represent pictures, for example, animals that are discussed in learning activities when the research is carried out. Some children are able to write the word butterfly very clearly and legibly. There are some children who write birds or butterfly with incomplete (eg, burng, butterfly), it was also found that children wrote the wrong letter, for example "Bupukubut". In writing activities, it was also found that children liked to add other writings in their worksheets and these writings had no relationship with the learning activities carried out at that time. Children produce lines containing messages that have no relationship to a sound



of various words (Hikmah, 2019).

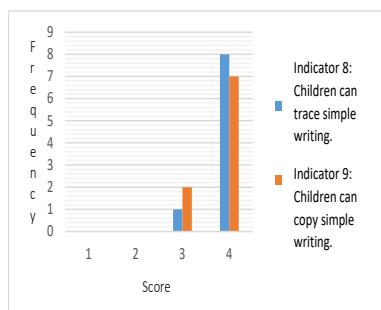
### **c. Children can Distinguish Similar Letters**

One of the children's writing skills that needs to be considered is the child's ability to distinguish similar letters. Letters that are almost similar, for example, are letter b with d, letter a with o, letter p with q, M with W, v with f, letter s with z (Amalia & Patiung, 2021; Permana, 2021). The results of field observations obtained that the total score of the ability to distinguish similar letters was in the very well developed criteria with a score of 30 with an average value per indicator of 3.3. With details of 4 children getting a score of 4 or being in the very well developed category (BSB), 4 children getting a score of 3 or being in the developing category as expected (BSH), and 1 child getting a score of 2 or being in the starting to develop category (MB).

Based on observations some children can already distinguish letters that are similar. There are children who are a little difficult to distinguish the letters "m" and "n", there are children during the learning process that have difficulty writing a letter so they need help from educators to find the letters. There are children who have difficulty distinguishing between "p and q", and "m, n and h". One child when writing the letters "a and q" is almost the same. Generally most children have difficulty distinguishing the letters "m" and "n". This is in line with research conducted by Bayar (2018) which states that children aged 5-6 years in recognizing letter symbols are often inverted with several letters, for example "b" with "d", "f" with "v", "n", with "m", and "l" with "i".

## **(4) Analysis of Writing Imitating Ability from Simple Words**

In the 8th and 9th indicators the results of observations on research subjects are described in the bar chart as follows.



**Chart 4.** Analysis of Writing Imitating Ability from Simple Words

One of the basic writing skills is imitating writing to independent writing (Husnaini, 2018). For example, filling out a simple journal, namely a picture of the sun with the word sun followed by activities to make the writing thicker, draw the sun and rewrite the word sun for children aged 5-6 years (Ilyas & Asti, 2021).

#### **a. Children can Plagiarize Simple Writing**

Based on the observation activities, the total score for the ability to trace simple writing is in the criteria of very well developed with the child's acquisition score reaching 35 with an average value per indicator of 3.8. With details of 8 children getting a score of 4 or being in the very well developed category (BSB), and 1 child getting a score of 3 or being in the developing category as expected (BSH). In the tracing activity, some children seemed to be easy to do this activity, and it was found that in the tracing activity the children were not yet perfect in connecting or following the available lines of letters, some children traced by pressing a pencil.

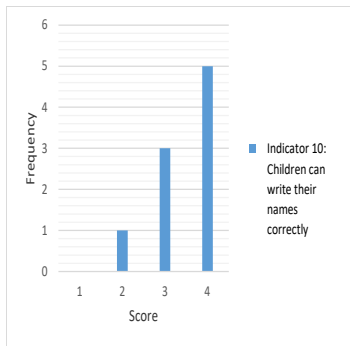
#### **b. Children can Copy Simple Writing**

From the observation results, it was obtained that the total score of the ability to copy simple writing reached 34 with an average value per indicator of 3.7. With details of 7 children obtaining a score of 4 or being in the very well

developed category (BSB), and 2 children get a score of 3 or are in the category of developing according to expectations (BSH). Copying activities are carried out by the teacher writing a word and then the child writes the word on the worksheet. Some children can already copy the writing easily. It was found that some children in copying the letters were lacking (eg “bird”) or incorrect (wrote the wrong letter) such as “bupu-butterfly”. In the process of copying, when children write letters in a word, it is found that some children produce incomplete writing. In line with the opinion of Sarnah et al., (2020) this is caused by the child’s motor skills in holding a pencil correctly are not perfect, still not balanced because the writing of several letters in small and large sizes, not yet vertical to follow the line, resulting in incomplete writing.

**(5) Analysis of Ability to Write Letters of His Own Name**

In the 10th indicator the results of observations on research subjects are described in the bar chart as follows:



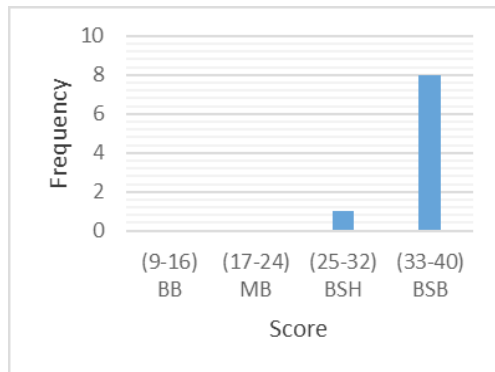
**Chart 5.** Analysis of Ability to Write Letters of His Own Name

Based on observations, the percentage of the total ability to write one’s own name correctly is in the very well developed criteria with a score of 31 with an average value per indicator of 3.4. There is 5 children get a score of 4 or are in the category of very well developed development (BSB) and 3 children get a score of 3 with the category of developing as expected (BSH), and 1 child gets a score of 2

with the category of starting to develop (MB).

In the ability to write his own name, there are children who are less able to write the letters in their name. In addition, there are also children who still have difficulty writing their names, so they need the teacher's guidance in writing their own names, the teacher gives instructions to children to see examples of letters pasted on the blackboard. backwards. In addition, it was also found that children wrote letters of the same shape, children knew the difference between the letters "h" and "n" but when writing the children wrote the letter "h" like the letter "n". The results of writing are reversed because the child's fine motor skills in holding a pencil are not good enough, resulting in the writing that is produced is still not perfect (Sarnah et al., 2020). Children is enough to write their own names, write the names of family members, and so on, there is no need to be forced to write down abstract ideas (Erlianda et al., 2019).

Based on the data that has been obtained, the results of writing skills in children aged (5-6) years are simplified with the following bar chart.

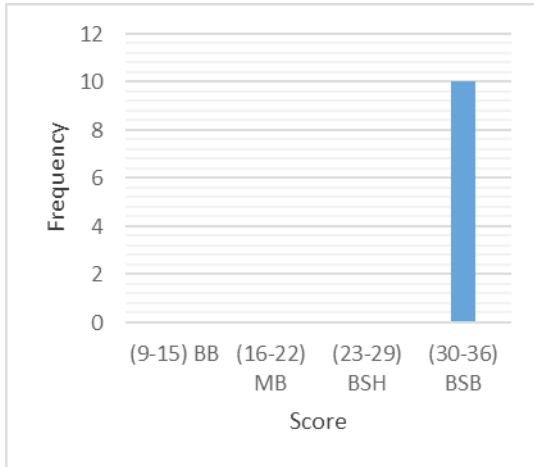


**Chart 6.** Average Ability Score Every Child

Based on the diagram, it can be seen that the average child has reached a percentage in each indicator with good. It is known that the average ability of children is at *BSH* (Develop As Expected) and *BSB* (Develop Very Well), with details of 1 child at the *BSH* ability stage and 8 others at the *BSB* stage. Based on these results, further stimulation is still needed so

that children can be at development standards.

Furthermore, the average child development by each indicator can be seen in the following bar chart.



**Chart 7.** Indicator Score

Based on the diagram, it can be seen that in each indicator the average child has reached a score range of 30-36 which is at the level of ability to develop very well. The average ability of children in the 10 assessment indicators is at the bsb stage. However, in practice, stimulation and training are still needed so that children’s writing forms and ways of writing become better.

**D. Conclusion**

Based on the results of the data acquisition, it can be seen that the writing skills of children aged 5-6 years in Group B PAUD Mentari Jaya have different results both in ability per indicator and ability per child. The writing ability of children aged 5-6 years is quite good, namely at the developmental stages of BSH (Developed As Expected) and BSB (Very Well Developed). However, there are a number of abilities that need to be considered by the teacher and require further stimulation, such as children’s mastery of using stationery for writing, writing neatness, completeness of writing and how to write (emphasis on pencil on paper). The stimulation used was using letter cards, guessing letters, phoning letters, and

writing in books. The teacher stimulates the child continuously. The use of various stimuli in the process of recognizing and improving writing skills in children is very important so that children can be at the best stage.

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