

Analysis of Writing Difficulty Factors in Lower Grade Students

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ABSTRACT

This study aims to analyze the factors that cause difficulties in initial writing for lower-grade students at Madrasah Ibtidaiyah Negeri 7 Bahorok District and to examine the impact of the interaction between internal and external factors on students' writing abilities. Writing ability is a complex language skill and serves as an important foundation in the learning process at elementary schools, including madrasah ibtidaiyah. However, based on initial observations, it was found that there are still students who experience difficulties in recognizing letters, writing words, and composing simple sentences. This study uses a qualitative approach with a descriptive type. Data were obtained through observation, interviews, and documentation with the informants being the principal and teachers of class II A and II B. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing, and its validity was tested through source and technique triangulation. The results of the study indicate that students' writing difficulties are influenced by internal factors such as basic reading and writing abilities, concentration, motivation, self-confidence, and learning readiness. In addition, external factors such as family support, teacher's teaching methods, limitations of learning media, as well as learning facilities and infrastructure also have a significant impact. The interaction between internal and external factors shows that students with high motivation and good environmental support tend to have more developed writing skills compared to students who do not receive optimal support.

1. INTRODUCTION

Education is a conscious and planned effort carried out to develop the potential of students so that they have the intellectual, spiritual, emotional, and skills needed in life (Nasution, Ritonga, Sagala, & Hasanah, 2023; Sapitri, Nasution, & Iskandar, 2023). In the process of basic education, language proficiency becomes one of the important aspects that must be developed from an early age. Language proficiency includes the skills of listening, speaking, reading, and writing. These four skills are interconnected and become the foundation for students' success in participating in the learning process (Oktapia & Siregar, 2023; Kusumawati, 2022). Among these skills, writing is an ability that has a fairly high level of complexity because it involves thinking skills, motor coordination, language mastery, and the ability to express ideas into a systematic written form (Sedyowati & Abduh, 2022). At the elementary school level, especially in the lower grades, initial writing skills become a crucial early stage that determines students' academic development at the next level (Rambe, Sari, Siregar, Ritonga, & Novita, 2022; Yusnaldi, Zunidar, Siregar, & Yumni, 2024). Writing beginnings is not only related to the ability to recognize letters and arrange words, but also the ability of students to form writing that is clear, neat, and easy to understand. This ability becomes the foundation for students to understand various learning materials that require reading and writing activities (Bulqiyah, Mahbub, & Nugraheni, 2021). Therefore, lower-grade students are required to be able to master writing skills early on so that the learning process can take place optimally. Writing difficulties in lower grade students can be influenced by internal factors as well as external factors. Internal factors include students' fine motor skills, level of concentration, learning

motivation, interest in reading, emotional condition, and intellectual ability of the students (Sayekti, Aditya, Simahate, & Devianty, 2022). Meanwhile, external factors include the learning methods used by teachers, learning media, family environment, parental support, as well as the learning environment conditions at school. The lack of variety in learning methods and minimal writing practice can also be causes of students' low writing skills (Febriani, 2022). In the context of madrasah ibtidaiyah education, writing skills play an important role because they are used in various subjects, both general subjects and religious subjects. Good writing skills will help students in understanding learning materials, noting important information, and developing systematic thinking skills (Graham, et al., 2021). Therefore, teachers need to understand the factors that cause difficulties in writing in order to determine learning strategies that are appropriate to the needs and development of students.

The phenomenon of writing difficulties is also found among lower-grade students at Madrasah Ibtidaiyah Negeri 7 Langkat. Based on the results of initial observations, there are still several students who experience difficulties in writing letters and words correctly, have untidy handwriting, and are slow in completing writing tasks assigned by the teacher. In addition, some students appear to be less focused and less confident when participating in writing lessons in the classroom. This condition indicates that there are various factors affecting students' writing abilities, so a more in-depth analysis of the causes of these difficulties is needed. Various previous studies have shown that many elementary school students still experience difficulties in beginning writing. These difficulties include errors in recognizing letters, arranging words, forming simple sentences, as well as the low neatness of students' handwriting. Research conducted by (Gesuelli, Miller-Cotto, Barbieri, & Areizaga, 2025) explaining that the factors causing writing difficulties can come from low fine motor skills, lack of learning motivation, as well as minimal writing practice provided by the teacher. In addition, research by (Özdemir, Karaçoban, & Efendioğlu, 2025) stated that writing difficulties in elementary school children are also influenced by psychological, intellectual, and student learning environment factors. Although research on writing difficulties has been widely conducted, most previous studies have focused more on general elementary schools and have not extensively examined the context of madrasah ibtidaiyah specifically. In fact, madrasah ibtidaiyah has distinct learning characteristics because it integrates general education and religious education in its learning process. According to (Inayah, Kuntarto, & Khoirunnisa, 2024), The learning environment in Islamic elementary schools requires students to have broader literacy skills because students not only learn to read and write in Indonesian, but also engage in religious-based learning such as reading and writing in Arabic. This condition can affect students' writing skills, especially in lower grades who are still at the basic literacy development stage. In addition, previous research generally only identified forms of writing difficulties without thoroughly analyzing the relationship between internal and external factors. In fact, writing difficulties are a multidimensional problem influenced by various aspects of child development. According to (Sarwat, Ullah, Shehzad Anjum, & Bhuttah, 2021), Internal factors such as learning motivation, concentration, motor skills, and the student's mental readiness greatly affect a child's success in learning to write. Meanwhile, external factors such as the teacher's teaching methods, parental support, family environment, and learning facilities also have a significant impact on the development of the student's writing skills.

Another research gap is seen from the still limited contextual research conducted at Madrasah Ibtidaiyah Negeri 7 Langkat. Until now, no research has been found that specifically examines the factors of writing difficulties in lower-grade students at this madrasah. In fact, each educational institution has different social and cultural conditions, student characteristics, as well as learning systems, which require more in-depth and specific studies. Therefore, this research is conducted to fill the gap in studies regarding the analysis of factors causing writing difficulties in lower-grade students in the madrasah ibtidaiyah environment. The novelty of this research lies in the analytical approach conducted comprehensively on the internal and external factors causing writing

difficulties in lower-grade students. This study not only describes the forms of writing difficulties experienced by students but also analyzes the relationship between motor skills, learning motivation, reading interest, teaching methods, family environment, and students' learning conditions in the context of madrasah ibtidaiyah. Thus, this research provides a broader perspective compared to previous studies that tend to focus only on one particular factor. Another novelty lies in the research location conducted at Madrasah Ibtidaiyah Negeri 7 Langkat, so this study is expected to provide an empirical overview of the writing ability conditions of lower-grade students in a religious-based madrasah. In addition to providing theoretical contributions to the development of basic education studies, this research is also expected to serve as a basis for teachers and school authorities in designing more effective learning strategies to overcome students' writing difficulties from an early age.

2. METHODS

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the writing difficulties experienced by lower-grade students at Madrasah Ibtidaiyah Negeri 7 Langkat. Qualitative research emphasizes understanding social phenomena based on participants' perspectives in a natural and comprehensive manner. According to (Moleong, 2024), Qualitative research is research that aims to understand phenomena about what is experienced by research subjects, such as behavior, perception, motivation, and actions in a holistic way through descriptions in the form of words and language in a natural context. The descriptive research type is used because this study seeks to systematically and thoroughly describe the factors of writing difficulties in lower-grade students without manipulating the research variables. According to (Sugiyono, 2024), Descriptive research aims to depict and describe a condition or phenomenon that occurs in the field according to the facts found by the researcher. In this research, the researcher describes the forms of writing difficulties as well as the internal and external factors that influence the writing ability of lower-grade students. The research location was carried out at Madrasah Ibtidaiyah Negeri 7 Langkat. The selection of the research location was based on the results of an initial observation that showed there were lower-grade students experiencing difficulties in beginning writing, such as letter writing errors, untidy handwriting, slow writing, as well as difficulties in arranging simple words and sentences. In addition, the research location was chosen because the madrasah ibtidaiyah has learning characteristics that are different from general elementary schools, especially in the integration of general education and religious education.

The informants in this study consisted of the principal, the 2A class teacher, and the 2B class teacher. The selection of informants was carried out by purposive sampling, which is the selection of informants based on certain considerations deemed to understand the research problem (Creswell, 2024). The principal was chosen for having knowledge about learning policies and the general condition of students' literacy skills in the madrasa. Meanwhile, the 2A and 2B class teachers were chosen because they interact directly with the students in the writing learning process, thus understanding the forms of difficulties experienced by the students and the contributing factors. The data collection techniques in this study were carried out through observation, interviews, and documentation. Observation was conducted to directly observe the writing learning activities in the classroom, students' behavior when writing, as well as the interaction between teachers and students during the learning process. According to (Arikunto, 2021), Observation is a data collection technique carried out through direct observation of the research object to obtain accurate data regarding the phenomenon being studied. In-depth interviews were conducted with the principal, the 2A class teacher, and the 2B class teacher to obtain information about the factors causing students' writing difficulties, the teaching strategies implemented by the teachers, and the school's efforts to

address these problems. According to Esterberg in (Lincoln & Guba, 1985), An interview is a meeting between two people to exchange information and ideas through questions and answers so that meaning can be constructed regarding a particular topic. In addition, documentation is used to complement research data in the form of student writings, learning tools, photos of learning activities, and other documents related to the research. Documentation serves as supporting data to strengthen the results of observations and interviews. The data analysis technique in this study uses the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2024). Data reduction is carried out by selecting, focusing, and simplifying the data obtained from the field. Furthermore, the data is presented in the form of a descriptive narrative to make it easier to understand and analyze. The final stage is drawing conclusions based on patterns, relationships, and research findings obtained during the research process. To ensure the validity of the data, this study uses source triangulation and technique triangulation. Source triangulation is carried out by comparing data obtained from the principal, the 2A class teacher, and the 2B class teacher. Meanwhile, technique triangulation is carried out by comparing the results of observations, interviews, and documentation. According to (Yin, 2024), Triangulation is used to examine the validity of data by utilizing something outside the data itself as a reference for the data obtained by the researcher. By using a descriptive qualitative approach, this study is expected to provide a comprehensive picture of the factors causing writing difficulties in lower-grade students at Madrasah Ibtidaiyah Negeri 7 Langkat and to serve as a reference for teachers and the school in improving the quality of writing instruction at the madrasah.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Factors Causing Writing Difficulties in Lower Grade Students at Madrasah Ibtidaiyah

Based on the results of observations conducted at Madrasah Ibtidaiyah Negeri 7, Bahorok District, it was found that the writing skills of Grade II students still face various obstacles in the learning process. These difficulties are evident when students participate in writing activities in class, whether copying text, arranging words, or composing simple sentences. Some students are not yet able to write fluently and still experience difficulties in recognizing letters and correctly forming words. In addition, some students write with irregular letter sizes, produce untidy handwriting, and are slow in completing writing tasks assigned by the teacher. The observation results also show that internal student factors are one of the main causes of writing difficulties. During the learning activities, some students appear less focused and easily distracted when the teacher explains the material. Several students seem unprepared to follow the lesson because they do not pay attention to the teacher's explanation and instead often talk or play with their seatmates. This condition causes students to experience difficulties when asked to write or copy the given material. Furthermore, some students are easily discouraged when facing writing difficulties and tend to wait for the teacher's assistance without attempting to complete the task independently. From the psychological aspect and learning interest, the observation results show that students' interest in writing activities varies. Some students appear enthusiastic when asked to write simple stories or engage in free writing activities, while others quickly become bored when writing activities last for a long time. There are also students who lack confidence when asked to write in front of the class or to show their written work to the teacher. This condition causes students to be less active in writing activities and tends to slow down their task completion. Regarding family environmental factors, the observation results indicate that some students are not accustomed to practicing writing independently. This is reflected in the relatively low basic writing skills of some students compared to their peers. Several students are not yet familiar with holding writing tools properly and still struggle to copy simple texts. This condition

indicates a lack of habituation and writing practice at home, resulting in slower development of students' writing skills. In addition, the observation results show that school factors and teaching methods also influence students' writing abilities. In the learning process, the methods used by the teacher are still dominated by copying text from the board and simple writing exercises. Some students appear less interested when learning takes place for a long time without variations in media or engaging learning activities. The teacher also experiences limited time to provide individual assistance to students who have writing difficulties, so some students appear to lag behind their peers.

In terms of learning facilities and resources, the observation results show that there are still limitations in instructional media that support writing activities. Some students do not bring complete writing tools, such as pencils and notebooks, so they have to borrow from their classmates. In addition, some students' notebooks appear untidy and disorganized, which also affects their comfort in writing. The learning media used in the classroom is still simple, thus not fully able to attract students' attention during writing activities. Overall, the observation results indicate that writing difficulties among Grade II students at Madrasah Ibtidaiyah Negeri 7, Bahorok District, are influenced by various interrelated factors, including internal student factors, psychological conditions and learning interest, family environment, teacher teaching methods, and limited learning facilities and resources. These factors have caused students' writing skills to develop less optimally and require special attention in the classroom learning process. The observation results are also in line with the interview findings, which are presented below. The principal stated that: *"The difficulty in writing among lower-grade students is influenced by several interrelated factors. From the students' internal factors, there are still students who are not fluent in reading, do not recognize letters well, lack focus during learning, and easily give up when experiencing writing difficulties. In addition, students' learning interest also varies; some are enthusiastic about learning to write, while others quickly become bored and lack confidence. From the family environment, not all students receive learning assistance at home because some parents are busy working, so children rarely practice writing. At school, there are also challenges such as less varied teaching methods, limited time for teachers to provide individual guidance, and relatively simple learning media. In addition, learning facilities are still limited; some students do not bring writing tools or have untidy notebooks. All of these conditions greatly affect students' writing abilities and require collective attention from the school, teachers, and parents."* The Grade II A teacher stated that: *"Students' writing difficulties are influenced by many factors. In terms of basic abilities, there are still students who are not fluent in reading and do not recognize letters well, making it difficult for them to write or copy text. In addition, some students lack focus, easily get bored, and lack confidence when writing. There are also students who quickly give up when they find writing tasks difficult. From the family environment, some students do not receive adequate attention and learning assistance at home, so they rarely practice writing. In classroom learning, less varied teaching methods also make students quickly bored, especially since learning media are still limited. In addition, there are students who do not bring complete writing tools or whose notebooks are untidy, which hinders writing activities. These conditions cause students' writing skills to develop more slowly."*

The Grade II B teacher stated that: *"Students' writing difficulties can be seen from several factors. There are students who have not properly recognized letters, are not fluent in reading, and are slow in writing. In addition, some students lack focus during learning, are easily distracted, and often disturb their classmates, making the classroom atmosphere less conducive. Psychologically, some students lack confidence and quickly become bored when writing activities take a long time. Their learning interests also vary, so some students are enthusiastic about writing while others are lazy in completing tasks. Family factors also play a role because not all students receive learning guidance at home. In addition, less engaging teaching methods and limited learning media make students quickly bored. Learning facilities are also still inadequate because some students do not*

bring writing tools or have to share available resources. These conditions greatly affect students' writing abilities in class.” Based on the interview results with the principal, Grade II A teacher, and Grade II B teacher at Madrasah Ibtidaiyah Negeri 7 Bahorok District, it can be concluded that students' writing difficulties in lower grades are influenced by various interrelated factors. Internal student factors such as low basic reading ability and letter recognition, lack of focus, low learning motivation, and lack of confidence are the main causes of writing difficulties. In addition, psychological factors and low learning interest cause students to become easily bored and less active in writing activities. Family environmental factors also affect students' writing abilities, particularly the lack of parental guidance and attention to children's learning activities at home. From the school perspective, less varied teaching methods, limited teacher time for individual assistance, and simple learning media make the writing learning process less optimal. Furthermore, limited learning facilities and resources, such as incomplete writing tools and inadequate learning media, also hinder the development of students' writing skills. Thus, writing difficulties among lower-grade students are influenced by internal factors, family environment, teaching methods, and learning facilities that require comprehensive attention.

3.1.2. The Impact of the Interaction Between Internal and External Factors

Based on the observations conducted at Madrasah Ibtidaiyah Negeri 7 Bahorok District, it was found that beginning writing skills among lower-grade students are influenced by the interaction between internal and external factors that are closely interconnected. This interaction is clearly visible in both the writing learning process in the classroom and the students' written work. Some students show relatively good development in writing skills, while others still experience various difficulties in recognizing letters, writing words, and composing simple sentences. The observation results show that students with high learning motivation, strong focus during lessons, and active participation in following the teacher's instructions tend to demonstrate better writing skills. These students appear more confident when asked to write on the board or complete writing tasks in their exercise books. In addition, their handwriting is neater, they are able to copy words correctly, and they have begun to independently compose simple sentences. This condition indicates that internal factors such as motivation, learning readiness, and self-confidence have a positive influence on the development of students' writing skills. However, the observations also reveal that some students experience writing difficulties due to a lack of learning readiness and low motivation in participating in classroom activities. Several students appear unfocused when the teacher explains the material, are easily distracted by their classmates, and quickly become bored when writing activities last for a long time. This condition causes students to struggle in recognizing letter forms, frequently make spelling or writing errors, and take a long time to complete writing tasks assigned by the teacher. In addition, some students appear less confident and hesitant when asked to write independently. The observation also found that external factors further influence students' writing abilities. Students who receive learning support from their families tend to be more accustomed to writing and better prepared for classroom learning. In contrast, students who receive less learning assistance at home tend to struggle in recognizing letters and copying written text. The lack of writing practice at home causes their skills to develop more slowly compared to their peers who practice more frequently. In addition to the family environment, classroom learning conditions also affect students' writing abilities. In the learning process, some students appear more active when the teacher uses engaging teaching methods and incorporates learning media. However, when learning is conducted in a monotonous manner, several students lose focus and show signs of boredom. The teacher also appears to have limited time to provide individual guidance to all students, so those who experience writing difficulties do not receive optimal assistance. The observation results also show limitations in learning facilities and resources that affect the writing learning process. Some students do not

bring complete writing tools and have to borrow from their classmates, making learning less effective. In addition, the learning media used are still simple and have not fully succeeded in attracting students' attention during writing activities. The classroom environment is also less supportive, causing some students to be easily distracted during lessons.

Overall, the observation results indicate that beginning writing skills among lower-grade students at Madrasah Ibtidaiyah Negeri 7 Bahorok District are influenced by the interplay between internal and external factors. Students who have motivation, learning readiness, and strong environmental support tend to show more optimal development in writing skills. Conversely, an imbalance between internal student conditions and environmental support leads to writing difficulties, such as untidy handwriting, slow writing speed, difficulty recognizing letters, and difficulty composing simple sentences. This shows that successful development of beginning writing skills requires a balanced support system between students' internal conditions and their surrounding learning environment. The observation results are also in line with the interview findings, which are presented below. The principal stated that: *"The impact of internal and external factors is very visible in students' writing abilities. There are students who are actually enthusiastic about learning and willing to try writing, but because they receive insufficient guidance at home, their handwriting is still untidy and develops slowly. Conversely, there are also students who have been assisted by teachers at school, but internally they still lack focus and confidence, so they continue to experience difficulties in writing. In addition, students who rarely practice at home usually make more mistakes in writing letters or words. When both internal factors and the surrounding environment are supportive, their writing skills tend to develop more quickly. However, if one of these factors is not supportive, students tend to fall behind their peers."* The Grade II A teacher stated that: *"The impact is clearly seen in classroom writing activities. Students who have good learning motivation and receive support from their parents usually recognize letters more quickly, are able to write words correctly, and begin to compose simple sentences. They are also more active and confident when asked to write. However, there are also students who are less motivated, easily bored, and do not receive learning assistance at home, resulting in writing difficulties. Some students appear slow when copying text, frequently make spelling errors, and lack focus during learning. This condition shows that students' writing abilities are strongly influenced by the balance between internal factors and external support from their environment."* The Grade II B teacher stated that: *"The interaction between internal and external factors greatly influences students' writing abilities. There are students who are willing to learn, but because they are not guided at home, their writing remains untidy and often incorrect. There are also students who have been guided by teachers at school, but due to lack of focus and low confidence, they still struggle with writing. In addition, students who receive parental support and frequently practice tend to understand letters more quickly and are able to arrange words into simple sentences. On the other hand, students who lack practice and easily become bored are slower in completing writing tasks. This condition sometimes even makes the classroom atmosphere less conducive because students may disturb their classmates."*

Based on the interview results with the principal, Grade II A teacher, and Grade II B teacher at Madrasah Ibtidaiyah Negeri 7 Bahorok District, it can be concluded that beginning writing skills are influenced by the interaction between internal and external factors. Internal factors such as learning motivation, basic abilities, learning readiness, focus, and self-confidence significantly affect students' writing performance. Meanwhile, external factors such as family support, teacher guidance, teaching methods, and learning facilities also play an important role in the development of students' writing skills. Students who have high motivation and receive support from both their family environment and school tend to develop writing skills more quickly. In contrast, students who lack support and have low learning readiness experience difficulties in recognizing letters, writing words,

and composing simple sentences. Thus, students' writing skills will develop more optimally when there is a balance between internal factors and external environmental support.

3.2. Discussion

3.2.1. Factors Causing Writing Difficulties in Lower Grade Students

Research results at Madrasah Ibtidaiyah Negeri 7, Bahorok District, show that writing difficulties in second-grade students are influenced by various interrelated factors, both internal and external factors. The findings of this study are in line with the learning difficulties theory proposed by (Alamer, Sultan, & Alharfi, 2025), which states that learning difficulties occur due to obstacles within the student as well as the influence of a less supportive learning environment. In this study, internal student factors such as low letter recognition ability, lack of focus, low learning motivation, and lack of self-confidence become the main obstacles in the development of students' initial writing skills. The results of this study are also in line with research conducted by (Dodur & Ceylan, 2025) which explains that writing ability in elementary school students is influenced by learning readiness, language mastery, and continuous practice. Based on observation results, it was found that some students still have difficulties in recognizing letters, copying text, and arranging words into simple sentences. This condition indicates that students' basic writing skills are still low, thus requiring more intensive practice and guidance. This is reinforced by the results of interviews with class teachers who stated that there are still students who are not fluent in reading and have difficulty understanding letter forms properly. In addition to basic ability factors, this study also found that students' learning motivation and psychological conditions greatly affect writing skills. These findings are in line with research conducted by (Saha, Islam, Akhi, & Saha, 2024), which states that interest and learning motivation have a close relationship with students' success in following the learning process. In this study, it was found that students who have a high interest in writing activities appear to be more active, confident, and quicker in completing writing assignments. Conversely, students who are less interested tend to get bored easily, lack focus, and are slow in completing tasks. This condition was evident during observations when some students were seen not paying attention to the teacher's explanation and preferred to play with their seatmates while the writing activity was taking place. From the aspect of the family environment, the results of this study are in line with the research conducted by (Rizqi, Darmayanti, Sugianto, Choirudin, & Muhammad, 2023), which explains that the family is the first educational environment that greatly influences a child's learning development. In this study, it was found that some students receive little guidance for learning at home because their parents are busy working. As a result, students rarely practice writing independently, so their writing skills develop more slowly compared to students who receive attention and guidance from their parents. This is evident from the observation results, which show that some students are not yet accustomed to holding writing tools properly and still have difficulties in copying simple writings.

This research also shows that the teacher's learning methods are one of the important factors that affect students' writing skills. This finding is in accordance with research conducted by (Casali, Meneghetti, & Carretti, 2023), which states that the use of varied learning methods can increase students' attention and motivation to learn. Based on the results of observations and interviews, the writing learning process in the classroom is still dominated by copying writings from the blackboard and simple exercises, so some students quickly feel bored. Teachers also experience limited time to provide individual guidance to students who have difficulty writing. As a result, some students appear to lag behind in following the learning compared to their peers who understand the material more quickly. In addition to learning methods, learning tools and facilities also become factors that influence students' writing abilities. This finding is supported by research conducted by (Vacalares, et al., 2023), which states that learning facilities play an important role in supporting the success of

the learning process. In this study, it was found that there are still limitations in classroom learning media, such as a lack of practice books and engaging learning media. In addition, some students do not bring complete stationery, so they have to borrow from friends. This condition causes the writing learning process to be less effective and hinders students' opportunities to practice optimally. The results of this study indicate that writing difficulties in lower-grade students are not caused by a single factor, but rather are the result of an interaction between internal and external factors. These findings are in line with research conducted by (Tsao, 2021), which explains that learning difficulties in children occur due to the relationship between individual conditions and the learning environment around them. In this study, it is seen that students who have high learning motivation and receive support from family and teachers show better writing skills development compared to students who receive less environmental support. Conversely, students who are less focused, easily bored, and do not receive learning assistance at home tend to experience difficulties in recognizing letters, writing words, and forming simple sentences. Thus, the results of this study show that the beginning writing ability of second grade students at Madrasah Ibtidaiyah Negeri 7 in Bahorok District is influenced by various interrelated factors, including students' internal factors, psychological conditions, family environment, teachers' teaching methods, as well as learning tools and facilities. Therefore, cooperation is needed between the school, teachers, and parents in creating a supportive learning environment so that students' writing abilities can develop optimally.

3.2.2. The Impact of the Interaction Between Internal and External Factors

Research results at Madrasah Ibtidaiyah Negeri 7 Bahorok District show that the beginning writing skills of lower-grade students are influenced by the interaction between internal and external factors that are interconnected. These findings indicate that students' success in writing is not only determined by their individual abilities but is also influenced by the learning environment support at home and at school. The results of this study are in line with the opinion (Skar, Graham, & Huebner, 2022) which states that learning difficulties are conditions influenced by internal and external factors that are interconnected in the student's learning process. Based on the results of observations, it was found that students who have high learning motivation, are more focused in following the lessons, and are confident when writing show better writing skills compared to other students. They are able to recognize letters well, copy words accurately, and begin to be able to construct simple sentences independently. These findings are consistent with research (Wau, 2022) which explains that learning motivation and learning readiness have a significant influence on students' success in learning a language, especially writing skills. The study explained that students who have high learning motivation tend to be more active, more confident, and more easily understand the learning material compared to students who have low learning motivation. Conversely, the research results also show that students who are less focused, easily bored, and lack confidence experience obstacles in writing skills. Some students appear to have difficulty recognizing letters, often write words incorrectly, and are slow in completing writing tasks. This condition indicates that psychological factors have a fairly significant influence on the development of students' writing abilities. This finding is in line with research conducted by (Khasawneh & Saleem, 2021), which states that the psychological condition of students, such as attention, interest in learning, self-confidence, and mental readiness, greatly affects students' learning success in school. When students have less interest and readiness to learn, their academic ability also tends to develop more slowly. The research results also indicate that support from the family environment has an important influence on students' early writing abilities. Students who receive learning guidance from their parents appear to be more prepared to participate in lessons and are more accustomed to practicing writing at home. Conversely, students who receive little attention and guidance from their families experience difficulties in recognizing letters and

copying text. These findings are in line with research (Graham, Skar, & Falk, 2021) which explains that the family environment is the main factor influencing a child's learning development, because the family is the first place where a child acquires learning habits. Lack of parental attention causes children to have fewer opportunities to develop learning skills, including writing ability. In addition to the family environment, the learning conditions at school also affect students' writing abilities. Based on the results of observations and interviews, students appear more active when teachers use engaging teaching methods and involve learning media. However, when learning is conducted monotonously and only focuses on copying writing activities, students tend to become quickly bored and lose focus. These findings are in line with research (Sitorus, Sipahutar, Nasution, Purnama, & Iskandar, 2025; Rosyada-AS & Apoko, 2023) which states that the use of varied learning methods can increase students' attention, motivation, and participation in learning activities. In this study, it was observed that less varied learning methods caused students to be less interested in participating in writing activities, so their writing skills developed more slowly.

This study also found that the limitations of learning tools and facilities also affect the students' writing learning process. Some students were seen not bringing complete stationery and had to borrow from friends, making the learning activities less effective. In addition, the learning media used in the classroom are still simple and have not fully been able to attract students' attention. This finding is supported by research (Teng, Wang, & Zhang, 2022) which states that learning facilities play an important role in supporting the success of the learning process. The availability of adequate learning resources can help students more easily understand the material and increase their interest in learning. The results of interviews with the principal, the teacher of class II A, and the teacher of class II B also reinforce the observation results that students' writing abilities develop better when there is a balance between internal and external factors. The principal explained that students who are enthusiastic about learning but receive little guidance at home still experience difficulties in writing. Conversely, students who have been guided by teachers at school but are less focused and less confident are also not able to develop optimally. This statement indicates that the success of students' writing abilities requires balanced support between the students' internal readiness and the support of the learning environment around them. The findings of this study are also in line with research conducted by (Khasawneh, 2022) which explains that writing skills are a language ability influenced by practice, motivation, learning environment, and habituation carried out continuously. In this study, it is seen that students who diligently practice writing, receive support from their families, and receive proper guidance from teachers show more optimal development of writing skills compared to students who receive less of this support. Thus, the results of this study indicate that the initial writing skills of lower-grade students at Madrasah Ibtidaiyah Negeri 7 in Bahorok District are influenced by the interaction between internal and external factors. Internal factors include learning motivation, learning preparedness, focus, and students' self-confidence, while external factors include family support, teaching methods, school environment, and learning facilities. The interaction of these two factors greatly determines the development of students' writing skills. Therefore, good cooperation between the school, teachers, and family is necessary to create a supportive learning environment so that students' initial writing skills can develop optimally.

4. CONCLUSION

Based on the research results at Madrasah Ibtidaiyah Negeri 7, Bahorok District, it can be concluded that writing difficulties in lower-grade students are influenced by the interaction between interrelated internal and external factors. Internal factors such as low basic reading skills and letter recognition, lack of focus, low motivation, and lack of self-confidence cause students to experience obstacles in writing words and constructing simple sentences. Meanwhile, external factors such as

limited family guidance, less varied teaching methods, teachers' limited time to provide individual guidance, as well as limited learning facilities and infrastructure, also reinforce these difficulties. This condition indicates that students' writing abilities will develop optimally if there is a balance between environmental support and students' internal readiness. The implications of this research emphasize that teachers need to use more varied teaching methods and provide individual guidance, schools need to improve supportive learning facilities, and parents need to be more active in assisting their children with learning at home. The weaknesses of this study lie in its limited scope to a single school and not yet involving all parties broadly, such as parents and students in depth, as well as the absence of quantitative measurement of writing ability. Therefore, further research is recommended to expand the subjects, use a mixed approach, and test more effective learning strategies or methods to improve students' initial writing skills in a more measurable and comprehensive way.

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