



Improving Students' Lampung Script Writing Skills Through Using Online Word Cards

Heldawati¹, Joko Sutrisno AB², Abdullah³

STKIP PGRI Bandar Lampung¹²³

*heldawatiheldawati@gmail.com

Abstract: This study aims to determine the use of online word cards in improving the quality of learning in Lampung literacy writing skills and to find out the increase in Lampung writing skills in students in class V MIN 4 Pringsewu. The problems raised in this study were 1) to find out the use of online word cards in improving the quality of learning of writing skills in Lampung literacy. 2) to find out the improvement in Lampung writing skills in class V MIN 4 Pringsewu. This research is a Classroom Action Research (CAR) with research subjects V MIN 4 Pringsewu. This research was conducted in two cycles. Researchers provide guidance as a collaborator to the fifth-grade teacher on the application of word cards to improve the writing skills of Lampung students in grade V which is still very low. Therefore, this research can be said to be collaborative class action research. The subjects of this study were 27 students. The results of the study can be concluded as follows: first, the word card media can improve the quality of the learning process of Lampung students' writing skills online for class V MIN 4 Pringsewu. Students experience changes in behavior (improvement) in online learning. Second, word cards can improve the product/results of Lampung students' writing skills online grade V MIN 4 Pringsewu. Improvement of product quality/results can be seen from the comparison of the average writing scores at the pre-action and post-cycle stage II.

Keywords: action research, word card, writing ability

INTRODUCTION

Language is an aspect that plays a very important role in society. Language is a means used in the process of communication between people and generally a nation. In essence, learning a language is learning to communicate (Lestari et al., 2018). Therefore, learning using the Lampung language needs to be designed in such a way that students are able to communicate both orally and in writing. From the point of view of linguistics, in Indonesia itself, there are various kinds of languages that can be used to interact with each other. Every ethnic group in Indonesia has one language as

a liaison between members of the community, one of which is in Lampung Province, the regional language used is Lampung Language. In the communication process, there are 4 different but interrelated skills, the components of these language skills are listening skills, speaking skills, reading skills, and writing skills. Writing is an activity of delivering messages (communication) using written language as a tool or medium (Yulistiani et al., 2020). These four aspects need full attention in learning the Lampung language.

One of the writing activities that students do when learning the Lampung language is writing the Lampung script (Aminah, Eko & Sanusi, 2017). Lampung language teaching has a scope and purpose, including growing the ability to express thoughts and feelings through good and correct language. and communicate well in their local language. As a regional language communication tool, the Lampung language is used as the language of education in every type and level of school starting from the Elementary Level Park, and Middle Level in the Lampung area. The Lampung language plays an important role in renewing and improving the quality of education in Lampung. Therefore, learning the Lampung language is directed so that students are skilled at communicating both orally and in writing. To be skilled in communicating, the curriculum places aspects of listening, speaking, reading, and writing Lampung script in Lampung language learning. Writing skills in Lampung script does not only require students' ability to discover, develop, and formulate ideas but also requires students' ability to use good and correct script writing (Hartono, Yanzi & Pitoewas, 2016).

Based on observations made by researchers with the Lampung language subject teacher at MIN 4 Pringsewu, it is known that students' interest in writing activities in Lampung script is still low. Then the writing skills of the Lampung script have not been achieved optimally, it is proven that students are still afraid to express opinions, are shy to ask questions, lack confidence in writing using the Lampung script, it is difficult to re-express the contents of the story and so on. Various efforts have been made by the Lampung language teacher at MIN 4 Pringsewu to improve writing skills in Lampung script, namely by using image media. However, the results have not shown significant changes. The writing skills of students in Lampung language learning are still not optimal, several causes of the low writing skills of fifth-grade students are: (1) the method used by the teacher in learning the Lampung language is still monotonous so that students are less enthusiastic in participating in Lampung language learning, especially writing. This makes students pay less attention to the teacher's explanation regarding the use of letters and punctuation in writing the Lampung script. (2) the learning media used by the teacher in writing the Lampung script is less varied so it is less able

to stimulate students' creativity in learning to write the Lampung script. (3) most of the learning is still teacher-centered. In learning to write a Lampung script, students only listen to the teacher's explanation without being given the opportunity to carry out meaningful activities.

In learning activities, the old or conventional educational methods are felt to be less effective due to space and time problems, because the world of education has progressed rapidly along with the advancement of Information Technology (Nama & Arnoldi, 2016). Therefore, Information Technology offers a new educational method called the online method. By going online, students don't need to sit comfortably in the classroom to listen to every word from a teacher directly. Online media can also shorten the target learning time schedule, and of course, save costs that must be incurred by a study program or educational program.

Online learning is a form of learning method that is perceived to be student-centered (Mulyanto, Apriyadi & Prasetyawan, 2018). The use of online is expected to motivate the improvement of the quality of learning and teaching materials, the quality of activity and student independence, as well as communication between teachers and students as well as between other students. Online-based learning to write Lampung script carried out in class V MIN 4 Pringsewu using the WhatsApp application. Through WhatsApp groups students, teachers, and guardians of students can communicate easily without regard to time and place as well as to make it easier to send exam questions, homework, and school assignments. Every student and teacher in class V MIN 4 Pringsewu uses the WhatsApp application and has a class WhatsApp group as a medium for learning to write Lampung script.

Based on the above facts, it is necessary to make improvements in learning to write the Lampung script in class V MIN 4 Pringsewu. Efforts to improve the online writing skills of Lampung script students, One of them is by using a game method that is able to attract students' attention and creativity in learning. Lampung language. The game is a language game that is done by arranging word cards to help students writing skills in Lampung script (Laila & Azima, 2020). The use of word cards is a tool (media) so that learning does not seem monotonous. Word cards are children's learning media designed with the aim of facilitating the understanding of nouns and can be used in sentence-building activities and can be used to develop children's language, cognitive, motor, and social-emotional aspects (Rumidjan, Sumanto & Badawi, 2017). Word cards contain letters that make up an arrangement. certain words, and placed sequentially to form simple sentences. Media word cards are in the form of a rectangle measuring 5x5 cm.

Using this media, it is hoped that children will be stimulated to use their senses of sight and hearing optimally to listen. After the child sees the

vocabulary on the word card from the teacher, the child's imagination will appear in harmony, and finally, the child is expected to have the ability to tell what has been seen from the vocabulary on the word card (Rahayu, 2020). The ability of children to retell through the vocabulary contained in word cards is the basic capital of children in training aspects of writing skills in Lampung script. Therefore, research on improving writing skills in Lampung script through online word cards needs to be carried out to find out how far students can improve their skills.

Hermansyah, Hastomo & Abdullah (2019) suggest that writing is deriving or describing graphic symbols that enhance a language that is understood by someone so that other people can read these graphic symbols and can understand the language and graphics. Writing is an activity to convey messages (ideas, feelings, and information) in writing to other parties. As a form of verbal communication, writing involves elements of the author as the delivery of the message, message or content of writing, channel or medium of writing, and the reader as the medium (Keraf, 2004). Moreover, Wicaksono (2014) mentions several purposes of writing. First, the purpose of the assignment, namely writing just to carry out the task, not on its own accord. Second, altruistic goals, namely pleasing and prioritizing the interests of the reader. Third, the purpose of persuasion is to influence the reader on the author's ideas. Fourth, the purpose of providing the information is to provide information to the reader about things that are considered important by the author. Fifth, the purpose of self-declaration is to introduce yourself. Sixth, creative goals, namely displaying artistic values. Last, the purpose of problem-solving, namely the author wants other people to help solve the problem at hand.

Therefore, writing is very important for education because it makes it easier for students to think, but it can also help us to think critically. Writing can make it easier to feel and enjoy relationships, deepen our responsiveness or perception, solve the problems we face, and arrange the sequence of experiences, it is not uncommon for us to find out what we really think and feel about people, ideas, problems, and events are only in the actual writing process (Hastomo, 2016). The Lampung script, which is called Had Lampung, is a form of writing that is related to the Pallawa script from South India. The Lampung script is divided into 3 parts, namely the main letter or letter kelabai, subletters or letter structure and punctuation marks. Lampung script writing starts from left to right, with a slightly slanted shape. The number of main letters or kelabai letters is 20 pieces, subletters or letters are divided into 3 parts based on their location, namely above the main letter, next to the main letter, and below the main letter. As well as punctuation written in Lampung script. According to Mulyah et al. (2020), there are some benefits of

conducting online learning. First, online benefits gives flexibility in choosing the time and place to access the trip. Second, online provides an opportunity for learners to independently take control of learning success. Third, online provides cost efficiency for the administration of the organizers, the efficiency of providing physical facilities and facilities for learning and the cost efficiency for students is the cost of transportation and accommodation.

METHOD

The type of research that will be used is classroom action research (CAR). This classroom action research was carried out online through a WhatsApp group for fifth grade students at MIN 4 Pringsewu with the address at Pamenang Village, Pagelaran District, Pringsewu Regency, postal code 35376. The method used in this quantitative research is the survey method. This research is planned in two cycles, namely cycle I and cycle II. The implementation of cycle I and cycle II are interrelated. In one cycle consists of four steps, namely (a) planning (planing), (b) action or action (acting), (c) observation (observing), and (d) reflection (reflecting). The technique used in data collection is a test technique and a non-test technique. The student's writing skill in Lampung script was used as a scoring instrument to determine the success rate of writing skills in Lampung script for fifth grade students of MIN 4 Pringsewu online.

RESULTS AND DISCUSSION

This classroom action research (CAR) was conducted on fifth grade students in the Even Semester of MIN 4 Pringsewu through the WhatsApp group, with a total of 27 students, consisting of 8 male students and 19 female students. Classroom Action Research in cycle I was carried out with two actions, namely the first action was providing material about writing Lampung script and how to use word cards to write sent online through the WhatsApp group and the second action was implementing the practice of writing Lampung script with word cards online through the group WhatsApp.

Pra Research

As a first step in the research, the researcher conducted a survey (pre-action) which was intended to determine the initial conditions, both the learning process and the writing skills of the fifth grade students of MIN 4 Pringsewu. These initial conditions are used as a reference to determine what actions will be taken when the cycle is carried out. During the learning process, students seemed less active in asking questions and answering questions and doing assignments from the teacher. It can be seen from the results of the observation process at the time of the pre-action included in the less category,

because the average score produced was 37.03. If it is seen from the results of filling out the questionnaire which states that only 10 students are active from the total number of students or who are active during the learning process activities of word writing skills with Lampung script.

Based on the results of the questionnaire, 23 students from all 5th grade students of MIN 4 Pringsewu did not dare to appear in the WhatsApp group to write, because students felt ashamed, could not write sentences using Lampung script, and did not have much Lampung language vocabulary to write. This resulted in students not daring to write sentences using Lampung script. The results of the questionnaire that was filled out by the fifth grade students of MIN 4 Pringsewu related to the need for learning media used to support the success of learning writing skills. A total of 22 students stated the need for learning media that were expected to support the success of learning writing skills.

Cycle 1

Based on the observation sheet on the process of learning Lampung script writing skills using online word cards through the WhatsApp group, it appears that all aspects experienced a significant increase in cycle I. However, there are aspects that need to be improved again in learning Lampung script writing skills using word card media. is the aspect of activity reaching a score of 2.55 which is included in the less category. Aspects of students' attention and concentration in the lesson achieved an average score of 2.85 which was included in the sufficient category. Although these aspects have improved compared to before being given action. In this first cycle, students were quite active in asking and responding to questions asked by the teacher in the class WhatsApp group.

Cycle II

Based on the observation sheet on the writing skill learning process, it can be seen that all aspects have increased significantly. The increase in the score of the observation aspect of the student's writing skill learning process using online word cards through the WhatsApp group that has been carried out starting from the pre-action is 12.39 and after being given action, the first cycle increases to 14.72 and the second cycle increases to 16.59. The increase in the average score from pre-action to cycle II was 4.20. In the post-action cycle II, the highest or best increase occurred in the aspect of student interest during the lesson, while the aspect that experienced the smallest increase was the aspect of student activity.

In the second cycle, it was better and according to plan compared to the previous cycle. Students are more active in learning and students do

assignments well. Students pay attention and concentrate in participating in learning writing skills. In addition, students are also interested and enthusiastic in developing vocabulary, and assembling vocabulary into a sentence written in Lampung script. Cooperation arises more compact compared to the previous cycle through the whatsapp group, they gave each other ideas to compose sentences written in Lampung script.

The increase in students' writing skills test scores using online word card media that had been carried out from pre-action was 19.14 and after being given action in the first cycle increased to 22.95 and the second cycle increased to 26.96. The increase in the average score from pre-action to cycle II was 7.85. In the post-action cycle II, the highest or best increase occurred in the aspect of integration between sentences, while the aspect that experienced the smallest increase was the overall content aspect. The assessment of students' writing skills was carried out with each student, when the students were writing in the class whatsapp group. The assessment of writing skills was carried out to measure students' writing skills before and after giving online actions.

Before being given action, the average score of students was 19.14, then after being given the action the first cycle increased to 22.95, and when given the action in the second cycle it increased to 26.96. The increase in the average score from pre-action to post-action cycle II was 7.85. The following is an increase in writing skills seen from each aspect. In addition, this study also presents the improvement in the learning process of students' writing skills from pre-action to cycle II. The following graph shows the increase in the average observation of the learning process of students' writing skills from pre-action to cycle II.

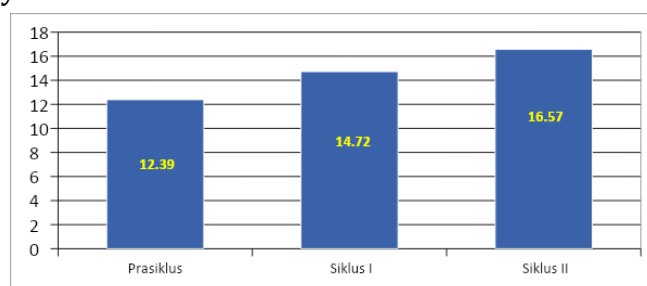


Figure 1. The Average Increase in The Students' Online Writing Skills Learning Process from Pre-action to Cycle II

Based on the graph above, it can be seen that there was a significant increase from pre-action, cycle I, cycle II. Before being given the action, the average score of students in the process of learning writing skills was 12.39, then after being given the first cycle of action it increased to 14.72 and when given the second cycle of action it increased again to 16.57, the increase in the average score starting from pre-action until the second cycle of 4.20.

In summary, media word cards can be used as an alternative to the use of appropriate media in learning writing skills so that learning takes place actively, students pay more attention and concentrate on lessons, students are more interested and enthusiastic in learning writing skills, students are more skilled in writing using Lampung script, and skills students' writing can be improved. One of the media to support the creation of a conducive atmosphere, and can be applied not only in class V but can also be used in other classes.

CONCLUSIONS

Based on the result and discussion, the researchers concluded that the use of word card media can improve the quality of the online learning process for writing skills in Lampung script students in class V MIN 4 Pringsewu. Students experience behavioural changes (improvements) in online learning. The improvement of students' writing skills is shown by the activeness of students during the online learning process, the attention and concentration of students in listening to the subject matter delivered by the teacher through groups, the interest and enthusiasm of students during learning, in the lesson of students' courage to write in WhatsApp groups in class so that they can create learning fun, active and creative.

Second, the use of word cards can improve the product/outcome of online writing skills of Lampung students in class V MIN 4 Pringsewu. The improvement in product quality/results can be seen from the comparison of the average writing scores at the pre-action and post-action stages of cycle II. This increase is indicated by the increase in mastery of aspects of writing skills such as the use and writing of words, choice of structure and vocabulary, sentence structure, grammar, coherence between sentences, overall content, and tidiness. In the pre-action stage, the average score of 19.14 in cycle 1 increased to 22.95, and in the second cycle it also increased to 26.96. Thus, writing skills with Lampung script students of class V MIN 4 Pringsewu have improved well. process and product after being given action using word card media online.

REFERENCES

- Aminah, N., Eko, N., & Sanusi, A. E. (2017). Nilai pendidikan buku sastra lisan Lampung dalam pembelajaran bahasa Lampung di SMP. *Jurnal Tiyuh Lampung*, 1(1).
- Hartono, H., Yanzi, H., & Pitoewas, B. (2016). Peranan mulok bahasa Lampung dalam upaya pelestarian bahasa dan budaya Lampung. *Jurnal Kultur Demokrasi*, 4(3).
- Hermansyah, H. ., Hastomo, T., & Abdullah, A. (2019). The Use of Story-Telling Techniques for Improving Students' Speaking Ability. *IJLHE*:

- International Journal of Language, Humanities, and Education, 2(2), 25–31.
- Laila, S. N., & Azima, M. F. (2020). Permainan Pembelajaran Bahasa dan Aksara Lampung Kaganga Mobile Berbasis Android. *TEKNIKA*, 14(2), 113-118.
- Lestari, S. ., Surastina, S., Rachmasisca, F. M. ., & Hastomo, T. . (2018). The Correlation of Effective Sentence Mastery and Language Attitude with Students' Writing Summary Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 1(2), 1–10.
- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). Exploring Learners' autonomy in Online Language-Learning in STAI Sufyan Tsauri Majenang. *Getsempena English Education Journal*, 7(2), 382-394.
- Mulyanto, A., Apriyadi, A., & Prasetyawan, P. (2018). Rancang Bangun Game Edukasi "Matching Aksara Lampung" Berbasis Smartphone Android. *CESS (Journal of Computer Engineering, System and Science)*, 3(1), 36-44.
- Nama, G. F., & Arnoldi, F. (2016). Rancang Bangun Aplikasi Game Edukasi Pembelajaran Aksara Lampung "Ajo dan Atu-Belajar Aksara Lampung", berbasis Android dengan Sistem Multi-Ending Menggunakan Engine Ren'Py. *Jurnal Teknologi Informasi dan Ilmu Komputer*, 3(4), 238-247.
- Rahayu, R. (2020). Pelaksanaan Mulok Bahasa Lampung dalam Upaya Pelestarian Bahasa Lampung di Kabupaten Lampung Selatan. *Kelasa*, 15(1), 46-63.
- Rumidjan, R., Sumanto, S., & Badawi, A. (2017). Pengembangan media kartu kata untuk melatih keterampilan membaca permulaan pada siswa kelas 1 SD. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 26(1), 62-68.
- Yulistiani, E. ., Supriyono, S., Wicaksono, A., & Hastomo, T. . (2020). The Correlation between Vocabulary Mastery, Reading Habits, and The Students' Writing Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 3(1), 69–76.