

THE USE OF MAGIC CARD MEDIA IN IMPROVING THE ABILITY TO WRITE UPGRADE CONTINUOUS LETTERS IN CLASS II STUDENTS AT SDN 12 BONGOMEME GORONTALO DISTRICT

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Abstract: This study aims to use *magic* card media in improving the ability to write cursive in second grade students at SDN 12 Bongomeme, Gorontalo Regency. This type of research is classroom action research. Data collection techniques with tests, observations and documentation.

The results showed that in the first cycle of the first meeting of 17 students increased by 6 students or 36% who could not afford there were 11 students or 64%. Continued in the first cycle of the second meeting there were 10 or 59% of students who were able and the rest there were 7 students or 41%. In the second cycle, the first meeting of 17 students increased by 12 students or 70% who could not afford there were 5 students or 30%. Then in the second cycle of the second meeting there were 16 students or 94% of students who were able and 1 student or 6% who did not increase. Thus, it can be concluded that by using magic card media, the ability to write in cursive for class II students at SDN 12 Bongomeme, Gorontalo Regency increases .

Keyword: Cursive writing, magic card media

Preliminary

Indonesian is the national language and the official language of instruction in educational institutions in Indonesia, from elementary school to university level. Indonesian is the most important means of communication to unite the whole nation and therefore is a means of expressing oneself both orally and in writing. Indonesian language learning in elementary schools (SD) is essentially directed at improving students' ability to communicate well, both orally and in writing. The scope of Indonesian language subjects consists of four language skills (Listening, Speaking, Reading and Writing). Writing is one of the most important skills in addition to the other three language skills. This is because writing is a means to study the other world that is desired so that humans can expand their knowledge, and explore written messages in the language of discourse. At the time of writing a person is required to interact through text (writing). By writing someone can get the message written. If someone does not have adequate writing skills, it is almost certain that he will not be able to communicate through text. When connected with the demands of today's life, of course the person will have obstacles in obtaining messages conveyed through text (writing). For this reason, it is very important to master writing skills from an early age, especially cursive writing.

In learning to write cursive letters in elementary schools, especially in lower grades or grades II , students are expected to be able to understand and master the basic ability to write cursive letters in full in accordance with the specified rules. Students who do not understand the rules of writing will find it difficult to understand the next lesson, as a result, many students do not like to write cursive letters. To improve students' ability to write cursive letters, it is expected that a lot of practice , as well as the learning media used must be interesting and fun , so that in participating in learning students will be more enthusiastic and enthusiastic in participating in learning. One of the media that can be used is *magic* card media . Using *magic* card media can inspire students' enthusiasm in writing so that learning in the classroom will run actively and centrally. Through the medium of card *magic* , too, is expected to da pat peng overcomes the limitations of a page of students, makes it easy to convey the material being taught, adding charm and attention to students, and to improve the students' imagination in writing.

The Nature Of Writing Ability

Tarigan (2013: 3) writing is a language skill that is used to communicate indirectly, not face to face with other people. In addition, writing is also a developmental process. The process of developing children's writing begins with drawing, then writing "chicken claws", then making letter shapes. At first the schoolchildren wrote, although he did not know the shapes of the letters. Words that they know well, for example their own names, so they will learn different letters represent different sounds. Then know the syllables and sentences in each writing. According to Husain (2011:1) writing ability is an ability that must be mastered by students, because students' ability to write has many difficulties in learning. Though the ability to write is a very important capital in one's life both at school and in society.

From some of the opinions of the experts above, the data concluded that writing is the fourth skill in language, writing is an ability that must be possessed by every human being by paying attention to the rules in writing to produce good and correct writing in order to convey ideas about what is being said. has been written.

The benefits of writing according to Pennerbakcer (Tuloli, 2011:220) are : a) writing clears the mind, b) writing to overcome trauma, c) writing helps to get and remember new information, d) writing helps solve problems, e) free writing helps when forced to write.

Writing cursive is an activity to produce letters that are connected to each other without lifting the writing utensil. Writing cursive is one of the skills that there are four aspects of learning Indonesian that must be mastered by school students from the elementary level (Rokayah, 2018: 89). According to Abdurahman (in Rokayah, 2018:89). The reasons students are given cursive writing lessons are (1) cursive writing makes it easier for students to recognize words as a whole, (2) cursive writing does not allow writing upside down, (3) cursive writing is faster because there is no stopping movement every time. letter

From some of the descriptions above, the writer concludes that cursive writing is a very important lesson for grade 2 students because it must be mastered by students from the basic level which can facilitate students later at the next level. Writing cursive is also for elementary school is a form of writing that requires creativity in doing it. If students do not have creativity in cursive writing, then the writing will not be beautiful and it cannot be read and understood by others. Therefore, learning to write cursive is very much needed in elementary schools.

According to Rokayah (2018: 89) the benefits of cursive writing include: (1) stimulating children's motor development; (2) write faster; (3) the resulting writing is more beautiful and neat.

Definition of Media

The word *media* comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, the media is an intermediary or introductory message from the sender to the recipient of the message. Gerlach & Ely (Arsyad, 2014: 3) say that the media, if understood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. According to Sadiman (Ariyati 2014: 50-51) Media is anything that can be used for everything that can be used to channel messages from sender to receiver so as to stimulate thoughts, feelings, concerns, and interests and concerns of students in such a way that the learning process occurs.

Thus from some according to the experts above, it can be concluded that the media is a very important tool to be used in the learning process because the media is a place to channel learning messages or information to achieve the expected learning objectives.

Bretz (Muhson , 2010:5) identified the main characteristics of the media into three main elements, namely sound, visual, and motion. Vi su a l divided into three namely images, lines and symbols is a continuum of shapes that can be captured by the sense of sight. In addition, Bretz also distinguishes between broadcast media (*telecommucation*) and recording media (*recording*) so that there are eight media classifications: (1) motion audio-visual media, (2) silent audio-visual media, (semi motion audio-visual media, (3) motion visual media, (5) silent visual media, (6) semi-moving media, (7) audio media, and (8) print media.

The Nature of Magic Card Media

Magic is something that can be written or replaced. *Magic* card media is a media specially designed for students where *magic* card media is a type of visual media, which is made of printed paper in the form of cards, this media has vertical writing in cursive along with cartoon images of animals and plants displayed in colored ink which aims to can attract the attention and motivation of students so that learning will be carried out well.

According to Widiyaningrum (2015: 3) a *magic* card is a card that contains an image that is accompanied by the letters of the alphabet in succession easily and in accordance with predetermined rules. With the media of *magic* cards it raises the enthusiasm of students in writing so that learning in the classroom will run actively and centered.

According to Widianingrum et al (2015:3) the steps for applying *magic* card media in learning are as follows:

- a. The teacher distributes *magic* card media to each student
- b. The teacher guides the students using *magic* card media
- c. Students write by looking at the *magic* card media on sheets one to several sheets containing the writing of capital letters in cursive and lowercase letters in cursive form.
- d. Students write each syllable by looking at the *magic* card media
- e. Students write sentences on *magic* card media by looking at the media vertically
- f. The teacher acts as a mentor, facilitator and observer of students in doing assignments.
- g. *Magic* card media has several advantages, as stated by Swasti (Widianingrum, 2016: 6), including:
- h. The card can be used to recognize letters, and vocabulary with interesting pictures
- i. Cards containing letter games, thickening letters by following and bolding and writing vocabulary
- j. Save and efficient

Magic cards are also a learning medium that raises student learning motivation, by involving students in learning it will be easily accepted by students. With the interesting pictures contained in the *magic* card, it can make students more enthusiastic to learn to write in cursive, this can make it easier for teachers to teach. This statement can also be supported by Ngdiono who states that media can foster learning motivation, that learning will be clearer so that it is easy for students to understand and learning objectives will be achieved (2009:26).

Research Methodology

This research is a classroom action research (PT K) which was conducted at SDN 1 2 Bongomeme, Gorontalo Regency . In class II which is located on Jl. Nani Hasan, Tohupo Village, Bongomeme Subdistrict, Gorontalo Regency . The subjects of this study were students carried out for 2 cycles of 4 meetings.

Data analysis in this study was carried out since data collection and carried out carefully during in the field and after in the field. According to Arikunto (Moohulalo 2017:28). At this stage all the data obtained from the results of monitoring or observation, the assessment sheet can be determined the minimum and maximum values .

Research Results And Discussion

Observation of Student Activities in Learning Cycle I Meeting I

From the data from the observation of teaching and learning activities in the first cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) 0%, good criteria (B) 3 or 37.5%, sufficient criteria (C) 4 or 50% and less criteria (K) only 1 or 32% which are all related to student competence, while the implementation of teaching and learning activities still needs to be continued in the first cycle of the second meeting because there are still several aspects that have not been achieved.

Results of Students' Ability in Continuous Writing in Cycle I Meeting I

Based on the assessment of the aspects assessed by 17 students, it can be seen in the aspect of the ability to write capital letters in cursive, there are 7 students or 41% in the capable criteria, 8 students or 47% included in the underprivileged criteria, and 2 students or 12% in the unable criteria. Aspects of the ability to write letters, syllables and cursive sentences there are 4 students or 24% included in the criteria of being able, 6 students or 3 5% included in the criteria of underprivileged and 7 students or 4 1% included in the criteria of being unable. The third aspect of the neatness of writing there are concatenated straight students who are able, 7 students or 41% included in the category of disadvantaged and 10 or 59% sis wa included in the category of not afford.

Observation of Student Activities in Learning Cycle I Meeting I I

From the data from the observation of teaching and learning activities in the first cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) of 1 or 12.5%, good criteria (B) of 5 or 62.5%, sufficient criteria (C) of 2 or 25% and poor criteria. (K) there are no criteria for less or 0%, all of which are related to student competence.

Results of Students' Ability in Continuous Writing in Cycle I Meeting I I

Based on the assessment of the aspects that are rated at students with 17 students, look at aspects of the ability to write capital letters upright continued there were 10 students or 59% in the criteria capable, 7 students or 41% included in the criteria are less capable, and 0% in the criteria is not able. Aspects of the ability to write letters, syllables and cursive sentences there are 5 students or 30% included in the criteria of being able, 11 students or 64% included in the criteria of underprivileged and 1 student or 6% included in the criteria of being unable. The third aspect of the neatness of writing there are concatenated straight students who are able or 0%, 15 students or 88% included in the category of disadvantaged and 2 or 12% of the students included in the category not afford.

Observation of Student Activities in Learning Cycle I I Meeting I

From the data from the observation of teaching and learning activities in the second cycle of the first meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) there are 5 or 62.5%, good criteria (B) are 3 or 37.5%, sufficient criteria (C) are 0 and less criteria (K). there are no criteria less or 0% which are all related to student competence.

Results of Students' Ability in Continuous Writing in Cycle I I Meeting I

Based on the assessment of the aspects assessed by 17 students, it can be seen in the aspect of the ability to write capital letters in cursive there are 12 students or 70% in the criteria of being able, 5 students or 30% belonging to the criteria of underprivileged, and 0% in the criteria of being unable. Aspects of the ability to write letters, syllables and cursive sentences there are 6 students or 36% included in the criteria of being able, 11 students or 64% included in the criteria of underprivileged, and 0% included in the criteria of being unable. The third aspect, namely the neatness of cursive writing, there are 3 students who are able or 18%, 12 students or 70% are included in the poor category and 2 or 12% of students are included in the unable category.

Observation of Student Activities in Learning Cycle I I Meeting I I

From the data from the observation of teaching and learning activities in the second cycle of the second meeting in the table above, it appears that the management carried out by the researchers has not met the expected target. This can be seen in the implementation of teaching and learning activities with very good criteria (SB) there are 7 or 87.5%, good criteria (B) are 1 or 12.5%, sufficient criteria (C) are 0 and less criteria (K). there is no criterion of less or 0%, all of which are related to student competence, while the implementation of teaching and learning activities stops until the second cycle because it has met the criteria.

Results of Students' Ability in Continuous Writing in Cycle I I Meeting I I

Based on the assessment of the aspects assessed by 17 students, it can be seen that in the aspect of the ability to write capital letters in cursive, there are 16 students or 94% in the criteria of being able, 1 student or 6% belonging to the criteria of underprivileged, and 0% in the criteria of being unable. Aspects of the ability to write letters, syllables and cursive sentences there are 11 students or 65% included in the criteria of being able, 6 students or 35% included in the criteria of underprivileged and 0 students or 0% included in the criteria of being unable. The third aspect is the neatness of cursive writing, there are 2 students who are able or 12%, 14 students or 82% are included in the poor category and 1 or 6% of students are included in the unable category.

Based on the results of the description above, the use of *magic* card media in improving the ability to write in cursive for second grade students of SDN 12 Bongomeme, Gorontalo Regency has shown an increase.

There was an increase in the consistency of students' abilities in class II SDN 12 Bongomeme, Gorontalo Regency, namely the results of the initial observation of 18% increased to the first cycle of the first meeting to 35% and then increased again in the first cycle of the second meeting to 59%. In the first cycle the achievement indicators have not met the target so that it is continued in the second cycle, in the second cycle of the first meeting, 70% is obtained, then it increases again in the second cycle of the second meeting, it is 94%. In the second cycle, the research has reached the desired target, so that the implementation of the activities is considered complete. However, for students who are less able to write in cursive using *magic* card media, it is absorbed by the partner teacher to continue

Conclusion

Based on the results of research and discussion of classroom actions that have been carried out in two cycles, it is concluded that by using *magic* card media the ability to write cursive letters for second grade students at SDN 12 Bongomeme, Gorontalo Regency increases. This is indicated by the results of the first cycle of the first meeting of 17 students, an increase of 6 students or 36% who are unable to have 11 students or 64%. Continued in the first cycle of the second meeting there were 10 or 59% of students who were able and the rest there were 7 students or 41%. In the second cycle, the first meeting of 17 students increased by 12 students or 70% who could not afford there were 5 students or 30%. Then in the second cycle of the second meeting there were 16 students or 94% of students who were able and 1 student or 6% who did not increase.

By looking at the conclusions as described above, the authors suggest that after participating in this activity, the teacher is expected to provide a lot of cursive writing exercises to students so that they are able to write cursive letters smoothly. Besides that, schools must prepare the facilities and infrastructure needed by teachers in facilitating students to write cursive letters which can be improved through *magic* card media

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