The Implementation of Giving Example Technique in Cursive Handwriting Books to Improve the Elementary School Students' Cursive Handwriting Ability

by Reza Syehma Bahtiar

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Abstract: This study aims to improve students' writing abilities through the implementation of example technique to students. This technique is one form of developing learning skills that are found in four aspects of Indonesian language learning by combining letters by letters, so it made the form of a word and sentence.
This type of research is Classroom Action Research. The subject of this research is the first-grade students of SDN Jajartunggal III Surabaya. This research was preceded by early observations, followed by lesson planning, implementation, observation per cycle and ended up with an evaluation. The activity was carried out in 2 cycles, it was hoped that the students' ability of cursive writing increase.
The results of learning cursive writing through the example model in the first-grade students' notebook were marked by an increase in the student's average score. The average score of the students in pre-action activities with an increase of 60. This condition had increased the average score of students in cycle 1 which is 75 and the percentage of completeness is 55%. However, the increase had not reached the target yet as its set previously. Then after continuing to cycle 2 the average score in learning cursive writes had increased by 81.2 with a percentage of completeness of 84%. This showed that the set target had been reached so that the study was stopped in cycle 2.

Keywords: giving example technique, writing ability, cursive writing.

1. Introduction

Learning is essentially learning communication in a good and correct language, both oral and written. In Indonesian Language Learning published 4 aspects of listening, speaking, reading and writing skills. One branch that supports the Indonesian Language in elementary schools which has an important role is the aspect of writing skills. Writing is one of the skills needed by students who learn from elementary to tertiary levels. Before starting to write, students must start from the beginning, the beginning level, starting from the introduction of the sound symbol. The knowledge and abilities acquired at the initial level in learning to write will be the basis for further improvement and development of students' abilities.

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Thus writing skills are necessary from the beginning of elementary school students. From this, it is necessary to improve the quality of students in special writing skills in class I who start writing upright. Efforts to improve the quality are carried out by the teacher with various methods and learning strategies so that students are able to write well and correctly. by the minimum completeness standard of Jajartunggal III Surabaya Elementary School, namely students who meet a good standard of process if 80% of students are classified as active, 20% are less active/inactive. Based on observations about the learning activities of the first-grade students of SDN Jajartunggal III Surabaya, cursive writing is done at any time. About 75% of the writing is less neat and incorrect. The number of students is 31 students with 16 boys and 15 girls.

Based on observations and document data about the results of the daily tests, it can be stated that the process of learning cursive writing in class I at SDN Jajartunggal III Surabaya is still not effective. The learning process has not been able to stimulate students to involve themselves actively so it makes learning outcomes are less than optimal. Therefore it is necessary to find alternative methods or learning media that can activate students in the learning process so that student learning outcomes can be achieved optimally. The inability of students in cursive writing will result in low student learning achievement. Because poorly written will make students reluctant to learn and learn the lessons they have learned in school. Because the teacher does not give examples of writing in fine books to write cursive so that students lack mastery and are not fluent in writing upright. From experience and observations in the low class, especially class I of SDN Jajartunggal III Surabaya it is known that student learning outcomes are less satisfactory because the media used is not right. The use of fine writing books accompanied by examples strongly supports the student's knowledge process directly and directed. Through examples and the use of cursive writing's aids will make it easier for students to write concatenated upright letters neater and better. Students find it easier to compose letters and make it easier for them to write more beautifully, because vertically writing is a word that is written in sequence or does not break, giving rise to beauty in writing.

2. Theoretical Framework

Writing ability consists of two words, namely ability and writing. According to the Big Indonesian Dictionary or KBBI (2003) ability is defined as ability, skill, and strength. This is in line with the opinion of Enny Zubaidah (2012) which states that ability is the capability or competence of a person to master a skill that is innate, the result of practice or practice and is used to do something that is shown through action. The reason for choosing the ability is through the results of the practice of writing upright to be expected in early grade students able to write cursive to connect properly and correctly before later the ability is directed into skills in further classes. According to Purwodarminto (1984), letters are images of sounds of languages and characters. The block letters are the unsaved text. Thus, concatenated letters can be interpreted cursive writing that is arranged by the 2013 Indonesian learning curriculum packaged in thematic learning. The form of writing developed in elementary schools (SD) is loose letters and concatenated letters written with letters each word written in sequence or not break up. The reasons students were given lessons in writing continued letters are (1) cursive writing makes it easy for students to recognize words as a whole, (2) Cursive writing does not make students' writing reversed, (3) Cursive writing connects faster because there is no stop motion for each letter (Abdurahman, 1999). Cursive writing is an activity that requires patience and accuracy. This is beneficial to the brain development of students, especially early grade students. Writing upright has several benefits for student development. Here are some of the benefits of cursive writing.

The benefits that can be obtained from cursive writing activities according to Wang Muba (Rufaida, 2010) are: (1) stimulating the work of the brain to be more creative, (2) writing faster, (3) producing more beautiful and neat writing, and (4) sharpening the artistic power of students. concurring with Wang Muba, Kurniawan Dwi (2010) mentions three benefits of cursive writing including (1) stimulating students' motor development, (2) writing faster, and (3) producing more beautiful and neat handwriting.

Teaching to cursive writing is not easy, it takes patience and diligence in teaching students. According to Tompkins (1995) cursive writing can be taught through three stages, including: (a) handwriting before first grade (handwriting before first grade), (b) handwriting in the early grade (handwriting in the primary grade), and (c) handwriting in advanced classes (handwriting in the middle and upper grades). The stages of the cursive writing, like the following: (a) students are taught how to write the cursive form, (b) students are taught how to write words using cursive letter font, and (c) students are trained to write sentences using cursive letter. So, the cursive writing stage starts from the beginning of first grade in elementary school. Before students are trained to write free letters, students are trained first by fine motor skills through drawing or forming letters using plasticine. Furthermore, in the early classes, students learn to write alphabetic letters first and then proceed with how to write cursive letters and how to sequence them.

3. Research Method

This type of research is a type of classroom action research. This study aims to improve the process of learning to cursive write and to improve learning outcomes of writing to increase cursive handwriting ability and to improve learning outcomes of writing skills to be continued in early grade students (class 2) through the learning model of cursive writing through cursive handwriting books.

This classroom action research is one of the studies to find out the improvement of the quality of learning in the classroom (Parjono et al, 2007) This is as developed by Mulyasa. Mulyasa (2012) expressed his opinion about CAR that is an effort to examine student learning activities by providing actions (treatment) that deliberately raised by researchers. In line with Mulyasa, Arikunto (2008) suggests that CAR is scrutiny of learning activities that are actions, which are deliberately raised and carried out in a class together. The model used in this study is the Kemmis and TC Taggart models. This model is chosen because the results of research using this model can be used as an assessment material to improve and enhance the learning of cursive writing learning at SDN Jajartunggal III Surabaya.

Figure 1. Kemmis and Mc Taggart's Model
(Pardjono, et al., 2007)
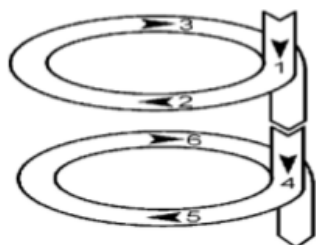
Cycle
Information:
1. Cycle 1
4 = planning cycle 1
2 = action and observation 1
3 = reflection 1
2. Cycle 2   4
4 = revision of plan 1
5 = action and observation 2
6 = reflection 2

The cycle used in this study is adjusted to the results obtained in previous observations. The study is planned for one cycle. Cycle 1 consists of the steps of planning, action, and observation, and reflection. Activities in cycle 1, if they have not achieved their objectives, it will be continued to the planning cycle 2.

4. Results and Discussion

Preliminary data obtained before using the learning model through examples in notebooks can be seen from the results of the pre-action tests conducted on August 29, 2018. The pre-action activities were carried out by 31 students with details of 16 male students and 15 female students. Based on the pre-action test results an average score of 60 was obtained. The number of students who achieved the standard minimum score or KKM was 2 students (6.5%) and students who had not met the KKM 29 students (93.5%). Students who had not reached the KKM yet largely did not pay attention to the initial position of the writing and the uneven size or not the same writing words. Many students were unable to string up their cursive words and place it. Most students write in the wrong lines or large columns. Based on data obtained from the pre-action test, the teacher intended to improve and enhanced the ability of students to write cursive through examples in notebooks.

The research at SDN Jajartunggal III Surabaya took place in 2 cycles. Two meetings in cycle I and two meetings in cycle 2. Cycle 1 took place on 3-4 October 2018. Cycle 2 took place on 11-12 October 2018. This cursive writing study was held in class 2 semester I of the 2018/2019 school year. Based on data on student test results in cycle 1, which was attended by 31 students, it had increased comparing to

the results of pre-action tests, although 45% have not reached the KKM yet. This could be seen from the increase in class average results of 75. The table below is a table of improvment results of the cursive writing test on the pre-action activities and cycle 1. The increase in the results of the cursive writing test on the pre-action activities and cycle 1 is presented in table 1.

Table 1. The Improvement in Actions Test Results with Test Cycle 1

No.	Aspect	Pre-action	Cycle 1
1	Total score	1871	2335
2	Average score	60	75
3	Percentages of completeness	6,5 %	55%

From the data above, it can be concluded that the test results of students in cycle 1 has increased, but the increase has not been said to be successful because the percentage of completeness reached 55%. The test results are said to be successful if 80% of students are able to reach the set standard minimum score. Cycle 1 test results did not meet the target, although learning outcomes had improved. Therefore, it would continue in cycle 2. Below is a table for improvment results of the cursive writing test on on pre-action activities, cycle 1, and cycle 2. The improvement of the results of the cursive writing test presents in Table 2.

Table 2. The Improvement in pre-action test results, cycle 1 and cycle 2.

No.	Aspect	Pre-action	cycle 1	cycle 2
1	Total score	1871	2335	2520
2	Average score	60	75	81,2
3	Percentages of completeness	6.5	55	84

Based on the improvement table above, it can be seen that the results of cycle 2 test has increased according to the objectives set previously. Cycle 2 test results reached the success rate as previously objectives. The results of students' completeness reached 84%, 26 students reached KKM. This is in line with expected criteria of 80% of all students who achieve mastery grades.

5. Conclusion

Based on the results of data analysis it can be concluded that the improvement of the process of learning cursive writing through the gives examples model in writing books in class I of SDN Jajartunggal III Surabaya was marked by more interesting learning activities, student enthusiasm and enthusiasm increases, concentration, and student attention were more focused, students were more motivated and increasingly actived in following the learning of cursive writing. In the pre-action activities, students were still not too enthusiastic and enthusiastic when cursive writing was continuous. The teacher who taught writing still had some shortcomings. In cycle 1, cycle 2 the activities of students and teachers already looked better and improved.

The increase in learning outcomes of cursive writing through the model of giving examples in class I student notebooks was marked by an increase in the average score of students. The average score of students in pre-action activities with an increase of 60 These conditions have increased the average value of students in cycle 1 that is 75 and the percentage of completeness is 55% However, the increase has not reached the target set previously yet. Then after continuing to cycle 2 the average scorein learning to write up again has increased by 81.2 with a percentage of completeness of 84%. This shows that the predetermined target has been reached so that the study is stopped in cycle 2.

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