THE EFFECTIVENESS OF MY POCKETBOOK TO IMPROVING WRITING SKILLS OF INTEGRATED ISLAMIC ELEMENTARY SCHOOLS CHILDREN IN YOGYAKARTA

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ABSTRACT

This research is based on the problem of students' writing skills in elementary schools which are still very low. This research aims to determine the effectiveness of "my pocketbook" in improving the writing skills of children of Integrated Islamic elementary school in Yogyakarta. This research uses a quasi-experimental design with pretest and postest group design. The samples were used with the technique of simple random sampling. This research analyzed 30 students from one of the elementary schools in the Sanden District as the samples of the study due to limited time and research costs. The data collection technique used by researchers is observation. The results of the conducted research were analyzed using the T test in SPSS 21 software base observation. The result of the research shows that the hypothesis is accepted. In other words, "my pocketbook" is effective of Sig. (2-tailed) that is 0.00 improve the writing skills of the student at Integrated Islamic elementary schools in Yogyakarta. It can be seen from the result of Sig. (2-tailed) that is 0.00. The less than 0.05 result indicates that the hypothesis is accepted. The research concludes that my pocketbook is effective for improving the writing skills of the children of integrated Islamic elementary schools in Yogyakarta. The results of this study are expected to be an alternative media in training students' writing skills as well as being a reference for future research.

Keywords: elementary school; my pocketbook; writing skills

INTRODUCTION

Indonesian is the national language used in every national and state activity[1]. Language is used as a tool for interacting, communicating, expressing, and Conveying information to others[2]. Language Proficiency includes four types of skills, namely: speaking, reading, listening, and writing skills[3]. Writing is one of the most difficult

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[1] Kustiyah, "Meningkatkan Kemampuan Menulis Huruf Abjad Melalui Teknik Menulis Di Udara Pada Siswa Kelas 1B SDN Klatakan 02 Jember," *Jurnal Pancaran* 3, no. 2 (2014): 195–204.
[2] Zaki Al Fuad and Helminsyah, "Anguage Experience Approach Sebuah Pendekatan Dalam Meningkatkan Keterampilan Menulis Siswa Sekolah Dasar," *Jurnal Tunas Bangsa* 5, no. 2 (2018): 164–74, http://tunasbangsa.stkipgetsempena.ac.id/home/article/download/78/71.
[3] Ni Komang Rika Damayanti, Made Sri i Indriani, and Ida Ayu Made Darmayanti, "Teknik Guru Dalam Pembelajaran Membaca Permulaan Pada Siswa Kelas I (Studi Kasus Di SD Negeri 1 Banjar Jawa)," *Jurusan Pendidikan Bahasa Dan Sastra Indonesia* 2, no. 1 (2014): 1–12.

language skills because, in writing, there are certain aspects such as: goals, vocabulary, punctuation, spelling, and content[4].

Beginning writing is the basis of teaching that is presented along with beginning reading so it is often referred to as BRW (Beginning Reading and Writing[5]. Learning the begging reading and writing skills (BRW) is the basic foundation forachieving the success of other skills[6]. Writing is a skill acquired in the first year of primary education and developed constantly. By writing, one can express ideas, feelings, and thoughts[7].

While practicing the writing skill, one must pay attention to the grammar, diction, structure, punctuation, and ensure that the sentences fit the context[8]. Writing is a medium for transforming ideas and thoughts in a very broad scope and turning ideas into paragraphs[9]. Writing involves a complex process in which there are processes of creating, organizing, writing, and polishing[10]. Writing skills are very important, especially in a sophisticated era such as these days. Through writing, one can express ideas and thoughts without having to come face to face with people[11]. Learning begins writing is very important because it will determine the development of skills in further writing stages in the next grades[12]. The ability to write can increase and expand

[4] Yaman Suryaman, "Improving Students' Ability in Writing Recount Text Using Diary At One of Junior High School in Campaka – Cianjur," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 43, https://doi.org/10.22460/project.v1i2.p43-48.

[5] Dewi Mustikowati, "BRILIANT: Jurnal Riset Dan Konseptual Volume 1 Nomor 1, November 2016," *BRILIANT: Jurnal Riset Dan Konseptual* 1, no. November (2016): 16–23.

[6] Chandra Chandra, Mayarnimar Mayarnimar, and M Habibi, "Keterampilan Membaca Dan Menulis Permulaan Menggunakan Model Vark Untuk Siswa Sekolah Dasar," *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar* 2, no. 1 (2018): 72–80, https://doi.org/10.24036/jippsd.v2i1.100050.

[7] Betul Keray Dincel and Hilmi Savur, "Diary Keeping in Writing Education," *Journal of Education and Training Studies* 7, no. 1 (2018): 48, https://doi.org/10.11114/jets.v7i1.3758.

[8] R Andriani and D Wahyuni, "Improving Students' Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang," *ELT- Lectura: Jurnal Pendidikan,* 5, no. 1 (2018): 78–85.

[9] Gusti Yarmi, "PEMBELAJARAN MENULIS DI SEKOLAH DASAR Gusti Yarmi PGSD Universitas Negeri Jakarta," *Perspektif Ilmu Pendidikan* 31, no. 1 (2017): 2, http://journal.unj.ac.id/unj/index.php/pip.

[10] Supiah and Suzana, "The Use of Journal Writing in Teaching Recount Text," *Journal of Universitas Tanjungpura* 6, no. 1 (2017): 1–8, https://doi.org/10.17632/j4p4k4djn2.2.

[11] Cynthia S. Puranik, Yaacov Petscher, and Christopher J. Lonigan, "Dimensionality and Reliability of Letter Writing in 3- to 5-Year-Old Preschool Children," *Learning and Individual Differences* 28, no. January 2018 (2013): 133–41, https://doi.org/10.1016/j.lindif.2012.06.011.

[12] Azmussya'ni Azmussya'ni and Muhammad Nur Wangid, "Peningkatan Keterampilan Menulis Menggunakan Pendekatan Proses Dengan Media Gambar Di Sdn 3 Sakra," *Jurnal Prima Edukasia* 2, no. 1 (2014): 1, https://doi.org/10.21831/jpe.v2i1.2640.

children's knowledge, increase intelligence, develop initiative and creativity, foster courage, encourage willingness, and the ability to gather information[13].

The results of observations conducted by researchers in April show that the writing skills of a lot of children are still low. This can be seen from the children's lack of interest to practice writing. Another indication is difficulty in spelling the letters they will write. The results of these observations were strengthened and confirmed by the research conducted by pointing out that some children are lazy to practice writing because the technique or direction given by the teachers are not by the development of the children. In this case, the children can read, but when they are asked to write down what they read without looking at the original writing, they still have difficulty. Children who have difficulty in writing and reading will find it difficult to learn other fields of study.

What causes children's lack of writing skills is the trouble in arranging letters into words and arranging words into sentences. For example, when they are asked to randomly arrange the provided letters i.e. into the word "flower", they tend to make "flowe" or "floer" instead of "flower". It is strengthened by the opinion of[14] that some children have difficulty arranging letters into words and arranging words into sentences. Other writing difficulties are spelling difficulties, lack of ideas, and lack of diverse vocabulary [15].

Writing difficulties can be solved by providing interesting learning media for children that can trigger them to be excited and enthusiastic to continue practing writing. The learning medium is a teacher's aid used in the process of learning activities that aims to make it easier for teachers to deliver materials to students, besides, it helps students receive material effectively[16]. In writing lessons, the medium is expected to increase children's interest to write so that gradually, their writing skills will improve.

[13] Resnani Resnani, "Penggunaan Teknik Menulis Semi Terpimpin Untukmeningkatkan Kemampuan Menulis Siswa Kelas V Sekolah Dasar Negeri 27 Kota Bengkulu," *Jurnal PGSD* 9, no. 2 (2018): 248–54, https://doi.org/10.33369/pgsd.9.2.248-254.

[14] NFn Innayah, "Evaluasi Pemanfaatan Media Audio 'Abc' (Aku Baca Dalam Cerita) Untuk Mengenalkan Huruf Pada Paud," *Kwangsan: Jurnal Teknologi Pendidikan* 6, no. 2 (2018): 107–21, https://doi.org/10.31800/jtp.kw.v6n2.p107--121.

[15] Michael Hebert et al., "Why Children with Dyslexia Struggle with Writing and How to Help Them," *Language, Speech, and Hearing Services in Schools* 49, no. 4 (2018): 843–63, https://doi.org/10.1044/2018_LSHSS-DYSLC-18-0024.

[16] Novita Sari, Ade Kusmana, and Eko Kuntarto, "Strategi Menangani Kesulitan Menulis (Disgrafia) Melalui Pembelajaran Partisipatif Di Sekolah," *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 2, no. 1 (2020): 56–63, https://doi.org/10.19105/ghancaran.v2i1.3265.

The findings of the research conducted by the researchers show that the majority of first grade students primary school have difficulty in writing. Some researchers show that difficulty in writing can be overcome with diary books that were given to the children to write down their experiences.

With that concept, researchers then create a learning medium called "My Pocketbook". This innovative learning medium is shaped like a diary but has been modified so that it is more flexible to use, able to reach wider targets, able to develop listeners' imagination, able to concentrate children's attention, very appropriate for teaching language to children, able to influence children, and able to present in depth programs[17]. The use of "my pocketbook" is expected to inculcate understanding about writing and make it easier for children to practice their writing.

To improve students' writing skills, diaries can be used as a learning medium[18]. A diary is a personal record of events that are occurred during a certain period, usually including dates and days, and the writing itself can be detailed or brief depending on the author, diaries are used to write descriptions of events, impressions of events, and feelings[19]. Researchers assume that diary writing can be a way to solve children's writing problems. The application of writing diaries can allow children to freely share their ideas and feelings in written form[20]. Writing practice using a diary makes children more planned and organized, so that they are more stable and happier[21]. The purpose of this study was to determine the effectiveness of the "My Pocketbook" media in improving the writing skills of elementary school students.

METHOD

General Background

This study uses a quantitative research approach with the type of quasi experimental. Experimental research is research to find out whether there is a result of

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[17] Innayah, "Evaluasi Pemanfaatan Media Audio 'Abc' (Aku Baca Dalam Cerita) Untuk Mengenalkan Huruf Pada Paud."

[18] Fatima A Putri and Bery Salatar, "Developing Students ' Writing Skill By Diary Writing Habit," *The 3rd International Multidisciplinary Conference on Social Sciences (IMCoSS 2015) Bandar Lampung University (UBL)*, no. IMCoSS (2015): 8–10.

[19] Suryaman, "Improving Students' Ability in Writing Recount Text Using Diary At One of Junior High School in Campaka – Cianjur."

[20] Mega Mulianing Maharani, "Improving Students ' Writing Through Diary," *The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula*, 2017, 473–78.

[21] Dincel and Savur, "Diary Keeping in Writing Education."

"something" imposed on the subject under investigation, in other words knowing whether there is a causal relationship[22]. The research design used in this study is the non-equivalent control group design with the following pattern[23].

$$O_1 \quad X \quad O_2 \text{ (experiment)}$$
$$\text{---------------------------------------}$$
$$O_3 \qquad O_4 \text{ (control)}$$
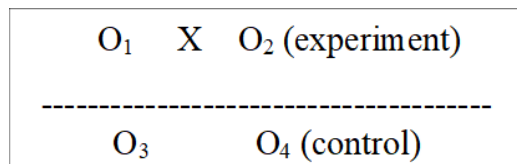
Information:

O_1: the pretest value of the experimental class (before being given treatment)

O_2: posttest value of the experimental class (after being given treatment)

O_3: control pretest value (before given treatment)

O_4: control class posttest score (without treatment)

X: treatment given

Participant

A sample is several subjects that are less than the population that has at least one characteristic in common, either natural or specific characteristics. The sampling technique used in this research is the *probability sampling technique*. *Probability sampling* is a *sampling* technique that provides equal opportunities for each member of the population to be selected as a sample member[24]. In the sampling process, the *probability sampling technique* used in this study is a *simple random sampling technique*. *Simple random sampling* is a *random sampling* of members of the population without paying attention to the strata in the population. After calculating, researchers obtained as many as 30 students as the samples who are in one of the schools based in the Sanden District.

Instrument and Procedures

First data analys step is to calculate the validity and reliability. Measurement of item validity involves assistance from the SPSS 22 program. To calculate the validity coefficient, the Product Moment Correlation formula is used, which is as follows.

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[22] S Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).
[23] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2016).
[24] Sugiyono.

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Information:

R$_{xy}$ = correlation coefficient between variable X and variable Y

N   = Many subjects

X   = Item score

Y   = Total score

The item validity test was used to correlate the item scores with the total item scores. After that, the significance test was 5%. If the value is positive with r count r table, then the item is valid. If r count < r table, then the item is invalid.

The next step is to test the reliability using Cronbach's Alpha. The instrument reliability test will utilize the SPSS 22 program. The Cronbach Alfa formula is as follows.

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{V_t^2}\right]$$

Information:

r11   = Instrument reliability

k   = the number of questions or the number of questions

$\sum \sigma_b^2$ = Number of item variants/items

V_t^2 = total variance

The basis for decision making in the reliability test is Cronbach's Alpha value > r table, then the instrument is declared reliable, whereas if Cronbach's Alpha value < r table. So, it is declared unreliable.

Data Analysis

The data collection technique used by researchers is observation. Researchers only use observation due to time constraints and unfavorable conditions Observations were conducted to measure the improvement of children's writing skills while using My Pocketbook as the learning medium. The results of the research then are analyzed using a descriptive test and T test in SPSS 22. The hypothesis of this research is that my pocket book media can improve the writing skills of elementary school students. In

simple terms, this research has a research flow. The research that is done by the researchers can be described as follow:
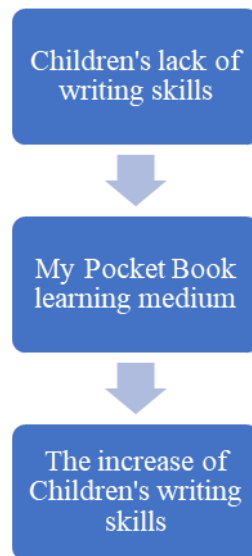

Figure 1
Theoretical framework

The table below shows the research framework based on the problem of students' low reading skills. Then with the provision of my pocketbook media there is an increase in students' reading skills.

RESULT AND DISCUSSION

Writing skills in particular have an important role as part of literacy skills in terms of students' character development at theprimary school level, as well as in supporting the learning process at the level[25]. Writing can enhance children's creativity, train their ability to speak and train them to express feelings through writing. The following is a display of the "my pocketbook" media that has been developed.

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[25] Hengky Kusuma Windarto, "Kajian Keterampilan Menulis Menggunakan Media Jurnal Bergambar Di Sekolah Dasar," *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An* 7, no. 2 (2020): 303–11, https://doi.org/10.31316/esjurnal.v7i2.775.
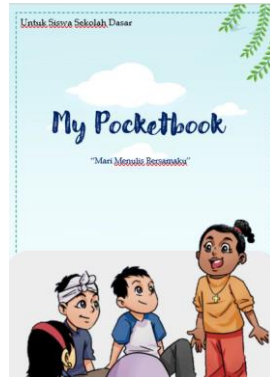
Figure 2
Media Cover Display "My Pocketbook"

The independent variable used in this study is "My Pocketbook" while the dependent variable is the children's writing skills. The data are authentically obtained from the results of observations conducted by the researchers. The results show that there is a significant increase in writing skills in the 30 subjects. It can be seen from the average pretest and posttest. The distribution of the mean, median, mode, and standard deviation is as follows:

Table 1
Statistics of the pretest and posttest distribution

		PRETEST	POSTTEST
N	Valid	30	30
	Missing	30	30
Mean		7.10	13.93
Std. Error of Mean		.237	.339
Median		7.00	14.00
Mode		6 [a]	16
Std. Deviation		1.296	1.856
Sum		213	418

a. Multiple modes exist. The smallest value is shown

Based on table 1, children's writing skills increase from pretest to posttest. Before carrying out the treatment, the mean has a score of 7.10 while after a given treatment it increases to 13.93. The median goes from 7 to 14, the mode goes from 6 to 16, and the standard deviation goes from 1.296 to 1.856. It proves that after performing the treatment using My Pocketbook, children's writing skills have increased. The results

of the study are reinforced by research carried out by[26] that proves that students can use diaries as a medium of learning to improve their writing skills.

The improvement of children's writing skills is not obtained directly, but gradually. The increase is inseparable from the role of teachers as the ones who provide guidance and motivation for the children to continue practicing by writing in the diary books daily. Those diary books are collected and submitted to researchers once a week to be read one by one. After researchers finish reading the writings of all the children, researchers return the books to the children and provide feedback. This procedure is done continuously by the researchers so that the children's writing skills increase. The following is a table of t test results for elementary school students.

Table 2

T Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
PRE-TEST	Equal variances assumed	6.701	.012	-16.536	58	.000	-6.833	.413	-7.661	-6.006	
	Equal variances not assumed			-16.536	51.850	.000	-6.833	.413	-7.663	-6.004	

The result of the study shows that the hypothesis is accepted. In other words, "My Pocketbook" is effective to improve the writing skills of Integrated Islamic Elementary School children in Yogyakarta. It is proven by the result of Sig. (2-tailed) that is 0.00. The less than 0.05 result indicates that the hypothesis is accepted. This result is reinforced by the theory of[27], that the application of the diary as a writing medium gives children freedom in expressing ideas, and feelings in written form.

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[26] Putri and Salatar, "Developing Students' Writing Skill By Diary Writing Habit."

[27] Maharani, "Improving Students' Writing Through Diary."

Writing skills can be improved through continuous writing practice by using a diary book as the medium[28].

Works and require inspiration in the process[29]. Children's lack of writing skills is caused by a lot of factors such as mistakes when learning to write by hand (handwriting), which is related to the way a child holds a pencil or writing tool[30]. Boredom in learning to write due to unvaried or monotonous teaching methods can also trigger children's writing difficulties[31]. The writing lesson in elementary school tend to focus on proper writing procedures and is based on writing rules so that the children are less interested because they feel difficult, whereas the most important thing in this learning process is that children are used to writing, expressing feelings in the written form beforehand[32]. Children's low level of writing ability is also caused by a lack of training and motivation from within because they are already uninterested in writing[33]. Writing difficulties are also caused by a lack of motivation or encouragement from parents[34]. The uninteresting learning process makes students' understanding in class less optimal in this case, it is because most teachers use more lecturing and useless learning media during teaching[35].

Researchers use diaries as an alternative way to improve students' writing skills. A diary is close to a student's daily activities. Children use diaries to record the events they experience every day. In the beginning, the children are ordered to write in the diaries the points of events they just experienced such as today "I went fishing".

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[28] Heny Kusuma Widyaningrum and Cahyo Hasanudin, "Kajian Kesulitan Belajar Membaca Menulis Permulaan (MMP) Di Sekolah Dasar," *Pedagogia : Jurnal Pendidikan* 8, no. 2 (2019): 189–99, https://doi.org/10.21070/pedagogia.v8i2.2219.

[29] Diannita Ayu Kurniasih, "Pembiasaan Menulis Buku Harian Untuk Meningkatan Kemampuan Menulis Narasi Bagi Siswa Kelas V SD Negeri 2 Sukorejo.," *Jurnal Profesi Keguruan.* 6, no. 1 (2020): 36–44.

[30] Suhartono, "Pembelajaran Menulis Untuk Anak Disgrafia Di Sekolah Dasar," *Transformatika* 12, no. August (2016): 107–19.

[31] Qodaroh, "Peningkatan Keterampilan Menulis Permulaan Dengan Menggunakan Media Kartu Huruf Pada Siswa Kelas I SD Negeri Gamer 02 Kota Pekalongan," *Jurnal Cakrawala Pendas* 3, no. 2 (2017): 72–81.

[32] Fuad and Helminsyah, "Anguage Experience Approach Sebuah Pendekatan Dalam Meningkatkan Keterampilan Menulis Siswa Sekolah Dasar."

[33] Qodaroh, "Peningkatan Keterampilan Menulis Permulaan Dengan Menggunakan Media Kartu Huruf Pada Siswa Kelas I SD Negeri Gamer 02 Kota Pekalongan."

[34] Tiwi Mardika, "Analisis Faktor-Faktor Kesulitan Membaca Menulis Dan Berhitung Siswa Kelas 1 Sd," *Dinamika Jurnal Ilmiah Pendidikan Dasar* 10, no. 1 (2019): 28–33, https://doi.org/10.30595/dinamika.v10i1.4049.

[35] Indah Agustina Wynarti, "Pengembangan Permainan Charades Sebagai Media Pembelajaran Materi Jenis-Jenis Bisnis Ritel Kelas XI Pemasaran Di SMK Negeri 2 Buduran," *Jurnal Pendidikan Tata Niaga (JPTN)* 6, no. 3 (2018): 63–70.

However, gradually and after being trained constantly, children's writing skills increase so that they can recount the events in one day. The children are also able to write down the events that are considered memorable.

The diary not only functions as a learning medium to improve children's writing skills, but also as a memory of the times and events they have experienced. Along with their trained skills to write, children's diary books can also be used as historical records of life or to express their feelings. A diary book is used as a notebook containing the author's writings that include personal experiences, whether it is fun, exciting, depressing, poignant, or even disappointing[36].

Once collected, the diaries are read before being returned to the children. Researchers then provide feedback on the children's writings. Researchers train the children to like writing activities before learning writing rules so that they do not feel burdened with technical things such as spelling, word choices, or grammar. Once children begin to like and are interested to write, researchers then slowly begin to incorporate spelling and appropriate writing rules. Researchers keep the writings in the submitted diaries confidential to respect students who are not open about certain events they experienced.

Researchers read the children's writings carefully one by one. The focus of reading is not on the grammar being used, but on the topics, they want to convey. After the writings are coherently written by the children on their own, researchers will then improve the writing system being used in the works. Writing skills that are always rehearsed will improve over time. This is reinforced by[37]. The point that writing skills are not mastered automatically, but are mastered through regular, on-going training and practice. Firstly, children are trained to arrange words. After that, they are trained to arrange the words into sentences. The making of sentences refers to the proses in which children translate the ideas planned in their minds into pieces of meaningful sentences[38]. The writing process can be a medium for expressing self and limitless imagination[39].

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[36] Kurniasih, "Pembiasaan Menulis Buku Harian Untuk Meningkatan Kemampuan Menulis Narasi Bagi Siswa Kelas V SD Negeri 2 Sukorejo."

[37] Kurniasih.

[38] Puranik, Petscher, and Lonigan, "Dimensionality and Reliability of Letter Writing in 3- to 5-Year-Old Preschool Children."

[39] Windarto, "Kajian Keterampilan Menulis Menggunakan Media Jurnal Bergambar Di Sekolah Dasar."

Low writing skills are one of the problems that exist in elementary schools. The best solution in overcoming this problem would take a long time because of the need for assistance and habituation as well as an example. The reason for the print media is that basically, although students like technology-based media, not all schools and student's access everything through electronic devices. Print-based media can overcome these limitations.

CONCLUSION

Writing skill is the process of expressing thoughts and feelings in written form. Writing skills can be improved through learning media such as diaries. The results showed that the hypothesis was accepted. In other words, "my pocketbook" is effective in improving the writing skills of the students in Yogyakarta. This can be seen from the results of Sig. (2-tailed) is 0.00. A result that is smaller than 0.05 indicates that the hypothesis is accepted. This media can make it easier for children to practice writing regularly. Media my pocketbook is used to record daily activities, or even the writer's feelings, so it is considered a friendly and close learning medium for students. The reason for the print media is that basically, although students like technology-based media, not all schools and student's access everything through electronic devices.

The limitations in this study are the limited subject and the instrument used is only an observation sheet. So, it is recommended that further researchers who will research media to increase reading interest can use more subjects and test or other instruments.

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