

THE EFFECTIVENESS OF LETTERS CARD MEDIA IN WRITING LONTARA' ALPHABET MAKASSAR AT SMP NEGERI 1 PALLANGGA IN GOWA DISTRICT

Hamriani¹; Idawati Garim²; Usman³

^{1,2,3}Faculty of language and literature, State University of Makassar
Kampus UNM Parang Tambung, Jl. Daeng Tata, Kec. Makassar, Sulawesi Selatan
¹hamriani.gowa@gmail.com; ²Idawatigarim.unm@gmail.com; ³usmanpahar@gmail.com

Received: 4th August 2016/ Revised: 3rd October 2016/ Accepted: 8th October 2016

How to Cite: Hamriani, Garim, I., & Usman (2016). The Effectiveness of Letters Card Media in Writing Lontara' Alphabet Makassar at SMP Negeri 1 Pallangga in Gowa District. *Lingua Cultura*, 10(2). 99-103.
<http://dx.doi.org/10.21512/lc.v10i2.1422>

ABSTRACT

The purpose of this research was to explain the effectiveness of writing Lontara' alphabet Makassar via letters card media in Class VII SMPN 1 Pallangga, Gowa district. This research used quantitative method. The steps was taken, namely (1) The initial test (pre-test) or measurement prior to treatment, (2) the implementation of the action (treatment), and (3) the measurement that was done after post- test. The object of this research was the students of Class VII students in SMP Negeri 1 Pallangga, while the selected students as sample were students of class VII-18 with total 50 students. Data collection techniques used were participatory observation, test, and interviews. Data analysis techniques used include data description, the average similarity test, and requirements analysis test. The results show that learning by using letters card media is very effective. It can be seen from the results of post-test analysis which shows higher level of achievement by using a lontara' alphabet Makassar letters card media compared to the pre-test. In addition, in learning process the students are more active by using the letter card media compared to not using these media. While other factors that influence the effectiveness of learning can be affected by three factors, they are motivation, educational qualifications of teachers, and the environment.

Keywords: effectiveness, writing, literacy lontara 'Makassar, media, card letter

INTRODUCTION

Indonesia is a country that has a lot of diversity, such as diversity of ethnic, racial ethnicity, and language. According to the Central Agency on Statistics (BPS) in 2010, the number of ethnic groups in Indonesia is more than 300 tribes or ethnic groups. This can be interpreted that each ethnic group has a social and cultural tradition. Meanwhile, according to the Ministry of National Education in 2010, there are more than 746 local languages in all regions of the archipelago even when viewed in terms of dialect, then the amount will be much more. For example lontara' alphabet Makassar consists of five dialects, namely Lakiung, Turatea, Konjo, Selayar, and Bantaeng (Basang, 2005).

One culture that must uphold is Makassar language. Because language is a symbol system used by the members of the social group to work together, communicate, and identify themselves (Kridalaksana, 1984). In the position as a regional language, Makassar language serves as (1) the pride symbol of Makassar community, (2) the symbol of Makassar community identity, (3) means of communications amongst the people of Makassar, (4) revealer tool of public

culture Makassar, and (5) the language of instruction at the beginning of classes in primary and secondary schools whose mother tongue language of Makassar (Daeng, 2006).

One way in which to learn the native language so easy to understand is that the government should have regulations to provide learning materials to schools especially those in elementary schools and Junior High School. Although these subjects are conducted by each school, in practice it is still gaining obstacles for students who learn the Makassar language. One of the efforts is studying the learning materials by writing that is using the letters of the alphabet which students find no difficulty. However, when students are dealing with writing materials in Lontara' alphabet, most of them find it difficult. It is like if they are dealing with a letter from a foreign country. When in fact, this is a Lontara alphabet in the 18th century that already hereditary learned and used by the people of Indonesia, especially in the area of South Sulawesi.

Lontara' alphabet is one of the frightening factors in learning Makassar language, especially for the younger generation who studied it. Students envision the difficulty in memorizing the letter forms. It is even more complicated by the fact that there are too many letters to be memorized.

Makassar Language Learning has standard written rules. The learning material makes students reluctant to learn especially to deepen the mastery of reading and writing Lontara' alphabet. The practitioners, particularly the educators find it increasingly difficult to teach the material while supporting interactive media to facilitate the learning process that is very rare. Several other complaints that are often experienced by local language teachers, namely learning the local language is less desirable for the students, and the competence of the students cannot maximize their achievement (Irkham, 2010).

Along with the times, the progress of science and technology has advanced and also encouraged teachers to organize renewal efforts in the learning process and utilize the technological advancement products. Teachers are required to be able to use the tools that can make it easier to conduct the learning process and help students learn, both tools are in accordance with the times, such as computers, slides and so on. Or teaching tools that are simple, inexpensive and efficient, such as pictures, graphs, and charts (Nugrahaeni, 2014). To achieve the goal of learning, together with teachers demanded to be able to use these tools, teachers are also required to be able to develop media that will be used but it is available, because the media is an integral part of the learning process for the achievement of learning objectives (Basang, 2005).

One way to increase the passion and motivation for the students is to hold a variety of teachers in lesson activities. It can be done by changing the methods, strategy, approach, or the use of learning media that can attract the attention of students. But unfortunately, not all teachers are aware of the importance of variation in teaching. Most of the teachers' command in learning activities in the classroom only use one method that has been ingrained within the teacher's themselves, with only by a lecture alone.

That method is done by the local language teachers in general when presenting Lontara' Alphabet learning materials. Most Makassar language teachers rarely make variations when they are presenting Lontara' Alphabet material. They only use the lecture method alone. In fact, it can be imagined how difficult Lontara' Alphabet material that can be understood by students if they are only presented using a lecturing format alone. When students are presented with less attractive subject materials, they find difficult to understand. Then it can be sure that they will not be excited and motivated to learn the Lontara' alphabet. In the end, the purpose of the lesson activities will not be achieved.

In an attempt to restrain the phenomenon, then it is considered necessary for a teacher to use the media in the learning process (Vebrianto & Osman, 2012). The media functions as a learning attraction, so teaching and learning activities can run more excitingly and the students are more passionate and motivated to undergo a learning process, and the material presented can be absorbed by students well. One way that can be used by teachers to attract the interest and motivation of these students is by using letters card media in conveying the Lontara' alphabet material. Using this letters card media, the process of learning can be designed in various ways, one of which is by playing game, which is well-liked by the students. Therefore, the use of media is important in the learning process.

METHODS

This research method is quantitative. To determine the effectiveness of this study, there are three steps to be taken,

namely (1) the early test (pre-test) or (measurement prior to treatment), (2) the action implementation (treatment), and (3) measures after lasts (post- test).

The research object of this study is a Class VII student of SMP Negeri 1 Pallangga, while the selected students as the sample are the students from class VII 18 with total 50 students. Data collection techniques used are participatory observation, test, and interviews. To find out the results of the test's ability in writing Makassar Lontara' Alphabet that has been done, then it should have proper assessment criteria. According to Ikhwanti (2013), the simple criterion of writing skills test consists of (a) the accuracy of the letter with the matter, (b) the accuracy of the vowel with the question, and (c) the writing neatness. Data analysis techniques used includes a description of the data, the average similarity test, and test requirements analysis.

RESULTS AND DISCUSSIONS

After learning the student's ability to pre-test and post-test, it will be continued over (1) test for normality of data, (2) test of homogeneity of variance, (3) and hypothesis testing. After learning of the analysis, it can be seen the effectiveness of student's skills in writing lontara' alphabet Makassar via letters card media.

Normality test of data is obtained from the pre-test and post-test results from the ability to write lontara' alphabet Makassar. In the process of data analysis, the researchers are using SPSS version 16.0 facility to test the normality data, using the Sig. (2-tailed) in the Kolmogorov-Smirnov to show normal distribution of data if the calculation result is greater than the level of Alpha 5% (sig. (2-tailed). 0,050). For more details, regarding the results of normality data test pre-test and post-test writing skills lontara' alphabet Makassar will be presented in Table 1.

Table 1 The Results of Pre-Test and Post-Test Writing Skills Lontara' Alphabet Makassar

Data	Asymp. Sig. (2-tailed)	Description
<i>Pre-test</i>	0,560	Asymp. Sig. (2-tailed) > 0,050 = normal
<i>Post-test</i>	0,177	Asymp. Sig. (2-tailed) > 0,050 = normal

Source: Processed Data SPSS, 2016.

Based on Table 1 shows that all data both from the pre-test and post-test provide a data distribution with normal distribution.

After performing data normality test, then it proceeds to test the homogeneity of variance. In analyzing the data, homogeneous scores will be produced and can be regarded as significant data if the data is greater than 0,05. The homogeneity of variance test calculation results can be seen in Table 2.

Table 2 Varian Homogeneity Test Pre-Test and Post-Test Writing Skills Lontara' Alphabet Makassar

Levene Statistic	df1	df2	Sig.
0,070	1	98	0,793

Source: Processed Data SPSS, 2016.

Table 2 indicates that the homogeneity of variance test results both pre-test and post-test of the ability to write lontara' alphabet Makassar on Student SMP Negeri 1 Pallangga have the homogeneous variant. The hypothesis of this study is effective letters card media that used in writing the lontara' alphabet Makassar by students of class VII SMPN 1 Pallangga. For more details, hypothesis testing data are presented in Table 3.

Table 3 Test Results t

	Paired differences					t	df	Sig (2-tailed)
	Mean	Std Dev.	Std error mean	965% confidence interval of the difference				
				Lower	Upper			
Pair 1 v1-v2	1,58	1,76	0,25	1,08	2,08	6,34	49	0,00

Source: Processed Data SPSS, 2016.

Based on the data analysis, it is obtained that t_{count} is 6,34 with df 49. Hypothesis testing is used when $p > 0,05$. The value of t_{Table} is 2:01. Hypothesis testing criteria (H_0) accepted if t is smaller than t_{Table} ($t < t_{Table}$). That is, the application of the letters card media is not effective in writing lontara' alphabet Makassar in class VII SMP Negeri 1 Pallangga. (H_1) is accepted if t_{count} is greater than the media card. It is effectively applied in writing lontara' alphabet Makassar in class VII SMP Negeri 1 Pallangga.

The results of data analysis show that the t_{count} value is 6,34, and the value of t_{Table} is 2:01. Means the value of $t_{count} > t_{Table}$ ($6,34 > 2,01$) is then hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted that there are significant differences when it has been using a letter card media with the previous without using anything. Based on the analysis that has been done, then the letters card media is effective to be used in writing lontara' alphabet Makassar by students of class VII in SMP Negeri 1 Pallangga.

Students of SMP Negeri 1 Pallangga in obtaining the results of pre-test learning is still below minimum completeness criteria (KKM) while the KKM value at the school is 75 with a range of 1 to 100. The results of the achievements obtained by the students of Class VII-18 SMP Negeri 1 Pallangga in early tests (pre-test) which had averaged only reach a score of 68,28. It means that the pre-test students on these subjects have not reached the KKM. This is because the learning process carried out by both teachers and students are still very minimal. The students who write the local language are instructed without using a variation of the effective learning process.

Furthermore, after the pre-test then continued with treatment against the student, the results obtained have reached KKM with a value 70 (Miswah & Supratono, 2016). The low levels of achievements are obtained, in terms of that it needs a method that able to overcome these problems. The low learning outcomes due to lack of facilities and infrastructure of learning, making learning less varied. This is reinforced by the theory put forward by (Rahany & Santoso, 2008) who has stated that in the process of learning it is necessary to provide facilities and infrastructures that support learning. It is causing students to understand the material that has been given. Similarly with students class VII-18 of SMP Negeri 1 Pallangga, where the teacher in

the learning process is still experiencing problems such as a lack of facilities and infrastructure of learning such as LCD, media card, and other media that are considered to able to improve the student's ability students to learn.

Efforts in maximizing the learning process are needed. Media selection will be presented so that the goal can be achieved according to the plan. In line with this, teachers are required to be able to develop media that will be used, but it is available because the media is an integral part of the learning process for the achievement of learning objectives (Arsyad, 2013).

One of media that can be used to maximize the learning process is to write using the letters card media. This media which is presented in the form of letter lontara' alphabet Makassar is able to improve student's motivation to study harder. Hopefully, the objectives to be achieved can be realized. Likewise disclosed, Little (1884); Cripps (1963); Simanjuntak (2013), Setiyorini & Abdullah (2013), and Khairunnisak (2015) that supporting the learning process. It is expected to have a media that able to support, one of which is the letters card media. The success of the letters card media that have been implemented in the learning process is evident from the results of the average value. This proves an increase in the average value of the pre-test to post-test class achieved which increased 34% from the pass KKM. In the process of achieving these values, the researcher carried out are pre-test first without any treatment. Furthermore, post-test performs after the last treatment.

Based on the difference of the final results (post-test), it is seen from the increase in the value of the average pre-test results that the letters card media is a learning solution. It is also seen from the results of activity of students in the learning process. Using the letters card media, then students are more active in receiving lessons. This is in line with the notion that the use of media can stimulate students to learn (Gagne, 1970).

By strengthening the research results, the results of experiments by applying a media card is also conducted by Rahany et al., (2008) who have studied the effectiveness of using the word card media in teaching to write in German through poetry in class XI SMA Negeri 2 Purworejo. The study results conclude that the use of words card media in learning written German language is more effective when compared with other means.

Other studies have also done with titled "The effectiveness of the use of media" business card "of the ability to write poetry in class VIII SMP Negeri 2 KlatenTulung Year 2008/2009 (Vita, 2009). This research elaborates on the importance of work cards media in student's skills in writing poetry. Similarly, with using a letters card media for students in class VII-18 of SMP Negeri 1 Pallangga turn out to provide a significant improvement when compared with the *pre-test* results that have been implemented previously.

The effectiveness of letters card media in writing lontara' alphabet Makassar can also be known based on the t test calculation. Through t test formula, the value of t_{count} is 6,34 and the value of t_{Table} is 2:01. Means the value of $t_{count} > t_{Table}$ ($6,34 > 2,01$) is then hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that the hypothesis is accepted, for example, the letters card media is effective to be used in learning to write lontara' alphabet Makassar in class VII SMP Negeri 1 Pallangga Gowa.

The effective learning process in SMP Negeri 1 Pallangga is influenced by three factors, namely (a) Motivation, (b) Qualification of Teachers or educators, and (c) Environment. Each of these three factors contributes

very much to the effectiveness of the learning process.

Motivation is the driving force for students to increase the intensity of their lessons. With the motivation of students both from within the students themselves and from others or both from teachers and friends can be the impetus for them to do better than before and to study harder. However, the results show that in fact the students still have low motivation to learn. As a result, as seen from the findings of the initial (pre-test), it still shows a very low and only a few students who reached the required KKM. However, by doing learning using media cards, the students drastically increase in motivation to learn even better than ever. This is demonstrated from the results of the final test or post-test which are significantly increased. This is in accordance with the opinion Briggs (1970); Scheufele and Tewksbury (2007) and Trees and Jackson (2007), that the media is all the physical tools that can present the message and stimulate students to learn. It suggests that the learning media is a tool used to distribute a message or subject content so as to provide stimulation in the form of thoughts, feelings, the interest and ability of the students in the learning process.

Qualifications of educators are one determinant in improving the quality of education. This is in accordance with the Law on Teachers and Lecturers in Article 5, paragraph 1, namely "Teachers profession and lecturers are specialized occupations requiring professional principles as follows (1) having the talents, interests, soul calling and ideals. (2) Having educational qualifications and educational background in their respective sectors. (3) Having the necessary competence in their respective sectors. (4) Complying with the professional code of ethics. (5) Having the rights and obligations in performing the task. (6) Earned income is determined in accordance with their performance. (7) Having the opportunity to develop in a sustainable profession. (8) Gaining law protection in performing their task. (9) Having a professional organization with legal status.

With qualifications, educators with quality will assist students in achieving the desired objectives. Similarly, in SMP Negeri 1 Pallangga in determining educators in each subject will help students in achieving educational goals. Then look for educators in accordance with their expertise. However, various obstacles faced is the lack of qualified teachers who educated the local language. Therefore the solution is taken by taking teacher almost accordance with the field, as it is done over the years is by selecting graduate of S1 qualified in Indonesian education, Local language literature (non-educational). This is contrary to one of the principles of professional teachers and lecturers, namely "Having educational qualifications and educational background in their respective sectors".

Environment is one determinant of a very important role in influencing students to achieve a goal or purpose of learning is the environment. The results show that the learning process of students of SMP Negeri 1 Pallangga are influenced by many factors, such as from peers, by the students themselves, proximity to friends outside of school and other factors. These factors greatly affect the learning conditions of students especially at the age of junior high school, an age which is easy to receive the outside influence without careful consideration. This is corresponded with (Muhiddin, 1999) that the factors that influence the study are the student's internal factors (students' physical and spiritual), students external factors (students' neighborhood), and student's approach factors (strategy and methods used by students).

CONCLUSIONS

Students' skills in writing lontara' alphabet Makassar before using a media letters card media that are in the lower classification with an average value of 68,28. The number of students who receive grades of completeness is (> 75) or 20 (40%) of 50 students. Meanwhile, after the post-test have reached KKM predetermined value, which is located in the high category with an average value of 81,34. The number of students who receive grades of completeness is (> 75) or 37 (74%) of 50 students.

The effectiveness of media cards in writing lontara' alphabet Makassar can be known based on the t_{test} calculation. Through t_{test} formula, the value of t_{count} is 6,34 and the value of t_{table} is 2:01. Means of the value of $t_{\text{count}} > t_{\text{table}}$ ($6,34 > 2,01$) is then hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that the hypothesis is accepted, for example, the letter card media is effective to be used in learning to write lontara' alphabet Makassar in class VII SMP Negeri 1 Pallangga Gowa.

Factors that influence the effectiveness of learning in SMP Negeri 1 Pallangga are influenced by three factors, namely motivation, educational qualifications of educators, and environment. Of these three factors, there should be a synergy that takes part in the accomplishment of educational quality, so that the quality educational goals can be achieved in line with expectations.

REFERENCES

- Arsyad, A. (2013). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Basang, D. (2005). *Pappilajarang Basa Mangkasarak*. Makassar.
- Briggs, D. C. (1970). *Your Child's Self-Esteem*. New York: Doubleday.
- Cripps, T. R. (1963). Graduate Student Essay. The Reaction Of the Negro to the Motion Picture Birth Of a Nation. *The Historian*, 25(3), 344–362.
- Daeng, K. (2006). *Pappilajarang Bahasa Siangng Sastra Mangkasarak. Pelajaran Bahasa dan Sastra Makassar (Bahasaku, Sastraku, Cermin Budaya)* SMP Kelas VIII Jilid 2. Makasar: Universitas Negeri Makassar.
- Gagne, R. M. (1970). *The Conditions of Learning*. CBS College Publishing. New York.
- Ikhwanti, D. (2013). *Peningkatan Keterampilan Menulis Huruf Jawa dengan Menggunakan Media Flanacaraka pada Siswa Kelas IV SDN Babakan 01*. Semarang: Universitas Semarang.
- Irkham, M. (2010). *Penggunaan Media Kartu Huruf dalam Pembelajaran Jawa sebagai upaya peningkatan motivasi belajar siswa kelas II SDN Torongrejo o2 Kota Baru*. Malang: Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Khairunnisak. (2015). Penggunaan Media Kartu sebagai Strategi dalam Pembelajaran Membaca Permulaan: Studi Kasus di Madrasah Ibtidaiyah Negeri Rukoh, Banda Aceh. *Jurnal Pencerahan*, 9(2), 66–82.
- Kridalaksana, H. (1984). *Kamus Linguistik*. Jakarta: PT Gramedia Pustaka Utama.
- Little, W. S. (1884). A Combined Visual and Astigmatic

- Test-Card of words Made Up of Letters Confusing to the Astigmatic Eye---Remarks on Astigmatism, Characteristic Mannerisms. *The Journal of the American Medical Association*, 3(8), 209–212.
- Miswah, M., & Supratono, E. (2016). Pengembangan Aplikasi Desktop dengan Objek 3D pada Materi Ajar Gerakan dan Bacaan Salat Secara Serasi. *Jurnal Penelitian Pendidikan Indonesia*, 1(2), 52–60.
- Muhiddin, S. (1999). *Psikologi Belajar*. Jakarta: Logos Wacana Ilmu.
- Nugrahaeni, T. L. (2014). Peningkatan Keterampilan Membaca Geguritan dengan Model Pembelajaran Kooperatif Reciprocal Teaching pada Siswa Kelas VII MTS AT-Tauhid Jagamerten Kebumen. *Jurnal Program Studi Pendidikan Bahasa Dan Sastra Jawa*, 4(5), 28–35.
- Rahany, F. N., Rahayu, D. P. R., & Santoso, B. (2008). Efektivitas Kartu Kata dalam Pengajaran Menulis Bahasa Jerman melalui Puisi di Kelas XI SMAN 2 Purworejo. *Pelita - Jurnal Penelitian Mahasiswa UNY*, 3(1) 12-20.
- Scheufele, D. A., & Tewksbury, D. (2007). Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models. *Journal of Communication*, 57(1), 9–20. <http://doi.org/10.1111/j.1460-2466.2006.00326.x>
- Setiyorini, I., & Abdullah, M. H. (2013). Penggunaan Media Permainan Kartu Kuartet Pada Mata Pelajaran IPS Untuk Peningkatan Hasil Belajar Siswa di Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 1(2), 1–10.
- Simanjuntak, Y. S. H. (2013). *Penggunaan Media Kartu Huruf dalam Keterampilan Menulis Kalimat Sederhana Bahasa Prancis (Studi Eksperimen Kuasi Terhadap Siswa SMA Negeri 4 Cimahi Tahun Ajaran 2012/2013)*. Bandung: Universitas Pendidikan Indonesia.
- Trees, A. R., & Jackson, M. H. (2007). The learning environment in clicker classrooms: student processes of learning and involvement in large university level courses using student response systems. *Learning, Media and Technology*, 32(1), 21–40. <http://doi.org/10.1080/17439880601141179>
- Vebrianto, R., & Osman, K. (2012). Keberkesanan Penggunaan Pelbagai Media Pengajaran dalam Meningkatkan Kemahiran Proses Sains dalam Kalangan Pelajar (The Effectiveness of Various Instructional Medium in Improving Students' Science Process Skills). *Jurnal Pendidikan Malaysia*, 37(1), 1–11.
- Vita, E. (2009). *Keefektifan penggunaan media "kartu kerja" terhadap kemampuan menulis puisi pada siswa kelas VIII SMP Negeri 2 Tulung Klaten Tahun ajaran 2008/2009*. Surakarta: Universitas Sebelas Maret.