

## IMPROVING THE ABILITY OF WRITING SIMPLE REPORTS THROUGH TRADITIONAL GAME TECHNIQUES IN STUDENTS

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### ABSTRACT

The results showed that out of 16 students of class II SDN 97 Sipatana, Gorontalo City, based on the results of preliminary observations, there were 3 students 19 % who were able to write simple reports, while the students who were not yet able were 13 students, 81%. In the first phase of the action cycle I, there were 4 students, 25% who were able and not capable, 12 students, 75%. In the second cycle, there were 5 students, 31% capable and 11 students, 69% in the second cycle, the capable students were 13 students, 81%, while the incapable students were 3 students, 19%. It is concluded that traditional playing techniques have improved the ability to write simple reports in grade II SDN 97 Sipatana, Gorontalo City.

**Keywords:** Simple Report, Traditional Game

### INTRODUCTION

Writing ability is a person's skill in expressing ideas and feelings to others through written language. Writing ability is the most difficult skill for students to master when compared to other language skills such as listening, speaking and reading. There are many things that must be considered in writing, including the choice of words that will be developed in composing sentences, in addition to the correct use of EBI (Indonesian spelling) which includes writing letters, use of capital letters, italics, word writing, writing of absorption elements, use of punctuation marks and others. Basically, everyone has the same potential writing skills as any other potential skills. Require systematic and continuous practice. A person who is talented in writing without being honed will not be skilled at writing. The ability to write is not an ability that is passed down from generation to generation, but is the result of studying and practicing diligently. So the ability to write experiences a process of developing through practice and is supported by knowledge of writing theory. In writing all the elements of skill, namely writing as a delivery of messages, messages or content, channels or writing media. The language element must be fully concentrated in order to get really good results. According to Tarigan (2008: 3), writing skills are one of the productive and expressive language skills used to communicate directly and indirectly. Indirect communication in the form of writing includes the ability to write reports.

In writing the report, the problem found was that there were no learning activities that motivated students because the learning looked monotonous, there was no variation, students only focused on writing without understanding how the framework was in writing the report, the teacher did not convey then students were only given the task to write, but to getting them interested in writing is less, so that's why it is said to be less varied because they haven't used models, methods and games, approaches or other techniques that can motivate them. Students still find it difficult to write down what needs to be written. Students also tend to be confused about where to start with what to write, then in writing students are still not precise in using symbols and punctuation in an essay. At the beginning of learning the teacher only explains the material verbally and immediately asks students to write with reference to textbooks without using real objects. The material is considered difficult so that students just write without paying attention to other components such as spelling, capital letters, and sentence order.

Students' ability in writing simple reports can be improved by fixing things that become points of difficulty for students to choose the correct vocabulary in writing. So in improving students' writing skills, it is necessary to find other alternatives, so that in solving this problem it can be improved and improved by using traditional game techniques.

Games are fun activities that are not really just entertainment to cheer up the children's hearts. Whereas traditional is the attitude and way of thinking and acting that always sticks to the norms and customs. According to Danandjaja (in Achroni 2012: 30), traditional games are a form of children's play, which are circulated orally among certain collective members, are in traditional form and are passed down from generation to generation, and have many variations.

From the traditional games above, it can describe the value of students that can be exemplified to students in character building, so in addition to making it easier for students to compose sentences in the form of a simple report, this game also contains or has the meaning of student values in the form of honesty, responsibility, cooperation, discipline, mutual respect. Apart from being able to write their essays, they also indirectly get the values of these students. To overcome this indirectly, we can overcome the extinction of the regional culture, especially the Gorontalo regional culture.

## **THEORETICAL STUDY**

### **The Essence of Ability to Write Simple Reports**

Writing as a form of indirect communication with other people. Efforts to express everything that is contained in the concept of thought in the form of written or written language. Therefore, writing is an activity that requires the ability to express opinions, ideas, ideas, and imagination in written language. In accordance Kosnep in writing that there are some of the experts expressed the opinion that:

According to Tarigan (2008: 3) writing is "a language skill that is used to communicate indirectly, not face to face with other people." Tarigan (2008: 21) also adds to writing, is to lower or depict graphic symbols that describe a language understood by someone so that other people can read the graphic symbols if they understand the language and graphic images. Suparno and Mohammad Yunus (2007: 13) stated "Writing is an activity delivery of message communication by using the language of writing as a tool or a medium. "The act of writing is a process, the process of writing. This means that carrying out these activities takes place in several stages, namely the pre-writing stage, the writing stage, and the revision stage.

Based on the descriptions that have been put forward by experts about writing skills, the researcher can underline or conclude that what is said to be writing ability is someone to express thoughts, ideas, ideas, using a series of good and correct written language. A writing basically consists of two things. First, the content of an article conveys something the writer wants to express. Second, form which is a mechanical element of essays such as spelling, words, sentences, and alenia.

### **The Nature of the Report**

Keraf (2004: 324) states that a report is a way of communicating the author to convey information to someone or an agency because of the responsibility assigned to him. It can also be said that a report is a type of document that conveys information about a problem that has been or is being investigated, in the form of facts that are directed to the thoughts and actions to be taken.

In addition to the opinion that was delivered by Keraf, understanding report also by Hasnun (2004: 49). Hasnun stated that the report comes from the Latin reportare, bringing back written documents that were prepared as a result of procedures to explain information. A formal description (list of details about a matter) about facts, records or results of something in a systematic way. Reports are everything that is reported.

Another opinion regarding the report was conveyed by Widyamartaya (2005: 7) which states that writing a report is the delivery of factual information about something from one party to another. In other words, writing a report involves three things, namely (1) what was reported, (2) who reported it, and (3) to whom the report was submitted. From the various meanings of a report, it can be concluded that a report is a form of information that is conveyed to another person or agency or other body in written form using a certain systematics that describes or discusses a problem being faced along with concrete evidence and facts.

From the various opinions above, conclusions can be drawn regarding the form of the report. Reports can be divided into two types, namely official reports and informal reports. Official reports are prepared by taking into account certain systematics, whereas unofficial reports do not use systematics, but are compiled with steps in preparing an exposition.

### The Nature of Traditional Play

The term game comes from the basic word "play" which can be affixed to "role" is a Indonesian dictionary, "main" is doing something that is used to play. goods or something being played with, an act that is not taken seriously, is normal (Drafting Team, 2008: 968). Meanwhile, according to Mulyani (2006: 17) games are certain situations or conditions when someone is looking for pleasure or satisfaction through an activity called "play", its form can be in the form of concrete objects and abstract objects. specific purpose to find a pleasure and satisfaction.

Traditional games are a game inherited from the ancestors that must and need to be preserved because they contain local wisdom values. In line with these questions, Marzoan & Hamidi (2017 : 46) conclude that "traditional games are activities that are carried out voluntarily and cause pleasure for the perpetrators, governed by game rules which are run based on hereditary traditions". In line with this question, "traditional games are games that are played from generation to generation that have a cultural value and are usually played using the language and characteristics of a particular area. In terms of the origin of the word, culture means the creation, publication and processing of human values and actions made by humans in the context of social life and made into human property through the learning process. The cultural values that lie in the middle as the core of the circle consist of conceptions that live from the minds of most people who know things that they consider noble.

### RESEARCH METHODS

The implementation of this research will be carried out at SDN 97 Sipatana Gorontalo City. The research subjects were grade II elementary school students, amounting to 16 students, there were 6 boys and 10 girls. This research is a classroom action research (hereinafter abbreviated as PTK). In accordance with the characteristics of PTK, this study was designed using a cycle model, the study was used in two cycles. Data collection techniques are methods that researchers can use to collect data (Arikunto, 1999: 135). In this study, data were collected through observation, test and documentation methods.

### RESEARCH RESULTS AND LANGUAGE N

Based on the results of reflection, that after seeing the results of students' achievement in writing simple reports and teacher activities in the learning process through traditional game techniques has exceeded the predetermined performance indicators, namely 75% and is supported by monitoring teacher activities in the learning process from the 17 observed aspects. 16 indicators best implemented (94%).

Table Comparison of Ability to Write Simple Reports through Traditional Game Techniques in Cycle I and Cycle II

NO.	Implementation Stage	%	
		Able	Not capable
1	Observation	19	81
2	Cycle I		
	-Stage I	25	75
	-Stage II	31	69
3	Cycle II		
	-Stage 1	56	44
	- Phase II	81	19

The activities carried out in this classroom research began with initial observations as a basis for carrying out class actions in cycle I and cycle II. Every action that is taken, there is always a change in the ability to write simple reports, such as preliminary observations of data obtained from the number of students 16 students, there are only 3 students or 19% who get a score of  $\geq 75$  and reach the criteria for the ability to write simple reports. Meanwhile, 13 students or 81% who got  $\leq 75$  and have not reached the criteria for the ability to write simple reports properly and correctly.

In the first cycle of the first stage, students who were able to write simple reports properly and correctly experienced a slight increase to 4 students or 25% and 12 students or 75 % who were not able to. Meanwhile,

in the second cycle, the students who were able to write simple reports properly and correctly experienced an increase of 5 students or 31% and 11 students or 69% who were not able to write simple reports. Even though there has been an increase in each meeting, the percentage of achievement has not met the target based on the performance indicator of 75% of the total 16 students who achieved the KKM score.

In the cycle of the second phase of the first students were able to write a report modest increase again as much as 9 students or 56% and who are unable to 7 students or 44%. Whereas in cycle II stage II students who were able to write simple reports through traditional game techniques increased by 13 students (81%) and only 3 students or (19%) were not able to achieve the completeness criteria. These results exceeded the achievement target of the performance indicators by 75% of the 16 students with an average KKM above 75. In this stage of cycle II students who did not reach a score of 75 were categorized as incapable, this was due to the characteristics possessed by these students, for example Moh Anugrah Igrisa, Syawaludin Hasyim and tahir sulila. For Moh Anugrah Igrisa, his ability to rewrite activities that have been carried out in traditional games is still low due to many factors, one of which is that he can not put ideas in the composition to be written. In the learning process more and was lazy to write.

Then Syawaludin Hasyim's ability to write is still low, this is evidenced by the value obtained by Shawwal, the results of the simple report writing test given cannot be read or understood what was written. Syawal in giving test results in writing simple reports, in writing the selection of punctuation and spelling is not correct, then the contents of his essay cannot be read and there are no ideas that are poured in writing simple reports on activities that have been carried out in playing traditional games that have been take place. Furthermore, Tahir Sulila, the ability to write simple reports is still low, this can be seen from the results of the simple report writing tests that are still unable to choose the right sentence in writing essays and also the choice of punctuation and incorrect spelling. When writing a clean report, he annoys his friends more and plays a lot in the classroom.

The three students have gone through the process of guidance and direction given by the teacher (researcher) and partner teacher (class II homeroom teacher) but their ability to write simple reports is still categorized as incapable because it is caused by several factors, despite the efforts of the teacher (researcher) and partner teacher (guardian). class II) have tried their best to help the three children but the characteristics possessed by these students are like that and have not changed.

The purpose of this study was to improve the ability to write simple reports through traditional game techniques for second grade students at SDN 97 Sipatana, Gorontalo city. To achieve the research objectives and answer the problem formulation, the researcher conducted a test on the students' ability to write simple reports. Based on the formulation of the problem and the objectives of the researcher, the results showed that through traditional game techniques it can improve the ability to write simple reports for second grade students of SDN 97 Sipatana, Gorontalo city.

According to Tarigan (2008: 3) writing is "a language skill that is used to communicate indirectly, not face to face with other people." Tarigan (2008: 21) also adds to writing, is to lower or depict graphic symbols that describe a language understood by someone so that other people can read the graphic symbols if they understand the language and graphic images. In writing or writing a simple report, there are several aspects that are assessed including the content of the essay, the organization of the content, sentence structure, diction, spelling and punctuation. From the test results in writing a simple report, it can be seen that from the five aspects assessed there are some students who are capable and not capable. In writing a simple report. As for the obstacles for students in writing simple reports, namely the content of essays is still difficult to express ideas in writing and determine punctuation in writing is not appropriate. In addition, there are students who only write reports only two sentences and there are also students who do not write. This is due to the students' lack of understanding in writing simple reports.

Given that there are still many students who have problems writing simple reports, the researchers and partner teachers are trying to solve the problems experienced by these students by guiding and directing. Researchers and partner teachers provide opportunities for students to continue to practice writing. With the aim that these students are able to write simple reports. Seeing the condition of students who still experienced many problems in writing simple reports, the researchers took steps or solutions in solving these problems by applying

traditional game techniques. In traditional game techniques, it is one of the learning activities that can support the learning process and can even improve students' ability to write simple reports.

The term game comes from the basic word "play which can be affixed to per-s". It is a Besra Indonesian dictionary, "main" is doing something that is used to play. goods or something being played with, an act that is not taken seriously, is normal (Drafting Team, 2008: 968). Meanwhile, according to Mulyani (2009: 17 ) games are certain situations or conditions when someone is looking for pleasure or satisfaction through an activity called "play", its form can be in the form of concrete objects and abstract objects. specific purpose to seek a pleasure and satisfaction.

## CONCLUSION

Based on the results of the study it can be concluded that this study with the title " improving the ability to write simple reports through traditional game techniques in grade 11 SDN 97 Sipatana Gorontalo City," In general, this research is successful and can improve the ability to write simple reports properly and correctly. In cycle I, the results of the ability to write reports reached 31 % or 5 of the 16 students as a whole after reflection and improvement of learning was held in cycle II, the results of the ability to write simple reports increased to 81% or 13 students. In general, it can be concluded that traditional game techniques can improve students' ability to write simple reports for grade II students at SDN 97 Sipatana, Gorontalo City.

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