

# Rolling Ball Media on the Writing Skills Rhyme for Fifth Grade Students of Elementary School

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## ABSTRAK

*Dalam dunia pendidikan, menciptakan lingkungan belajar yang inspiratif dan memotivasi siswa adalah tugas penting seorang guru. Salah satu cara yang dapat digunakan untuk mencapai tujuan ini adalah dengan memanfaatkan media pembelajaran. Penelitian ini bertujuan untuk menganalisis keterampilan menulis pantun siswa dalam sebuah penelitian Pre-Eksperimental Design dengan desain One Group Pretest-Posttest Design. Proses penelitian ini melibatkan tahap persiapan, pelaksanaan, serta analisis data terkait keterampilan menulis pantun dan respon siswa. Subjek penelitian ini adalah 20 orang siswa kelas V, yang menerima perlakuan khusus menggunakan media Rolling Ball untuk mengukur efektivitas media tersebut terhadap perkembangan keterampilan menulis pantun mereka. Data yang diperlukan dikumpulkan melalui observasi, dan tes. Hasil analisis data menggunakan metode statistik deskriptif dan inferensial. Ujian pretest 0,07 dan nilai posttest sebesar 0,28 lebih besar dari nilai alpha 0,05, hal ini menunjukkan bahwa nilai pretest dan data posttest berdistribusi normal. Uji homogenitas menggunakan uji t diperoleh nilai -8.529 dengan sig 2-tailed 0,000, lebih besar dari nilai alpha 0,05, sehingga dapat disimpulkan bahwa ada perbedaan rata-rata keterampilan menulis pantun pretest dengan posttest setelah menggunakan treatment media Rolling Ball.*

## ABSTRACT

In the world of education, creating a learning environment that inspires and motivates students is an important task of a teacher. One way that can be used to achieve this goal is by utilizing learning media. This research aims to analyze students' pantun writing skills in a study Pre-Eksperimental Design by design One Group Pretest-Posttest Design. This research process involves preparation, implementation and data analysis stages related to rhyme writing skills and student responses. The subjects of this research were 20 fifth grade students, who received special treatment using media Rolling Ball to measure the effectiveness of this media on the development of their pantun writing skills. The required data is collected through observation and tests. The results of data analysis using the method descriptive and inferential statistics. Pretest exam 0.07 and the posttest value of 0.28 is greater than the alpha value of 0.05, this shows that the pretest value and posttest data are normally distributed. The homogeneity test using the t test obtained a value of -8.529 with a 2-tailed sig of 0.000, greater than the alpha value of 0.05, so it can be concluded that there is a difference in the average pretest and posttest rhyme writing skills after using media treatment Rolling Ball.

## 1. INTRODUCTION

The teaching and learning process in the classroom must be supported by a teacher-organized learning system. In the preparation of learning, teachers at least create teaching and learning activities that are more considerate of students. Success in the teaching and learning process reflects students' learning abilities and affects assessment measures and ultimately determines responsibility. To improve the quality of education in primary schools, it can be done by improving the quality of learning and improving teacher competence in educating students (Harjanto et al., 2021; Kasanah et al., 2019). In writing activities, conveying ideas, feelings, and responses appropriately, accurately, in context, is important for well-developed language skills, as this enables effective communication in everyday life (Hartati Rismauli, 2022; Intani et al., 2023). Writing skills are very important as an indicator of the development of a person's

language skills in everyday life, allowing them to express their ideas and ideas well to others. In addition, writing is also a productive and expressive activity (Gustina et al., 2019; Nur, 2021). A teacher must be able to create a classroom atmosphere that can provide passion and motivation to students. The use of learning media is one of the methods to create a conducive, productive, and interesting learning environment. It helps in improving the interaction between teachers and students in schools, which has an impact on the quality of student learning outcomes (Kasanah et al., 2019; Parini, 2022).

Relatively easy learning in rhyming texts is writing learning. Rhyme writing is a series of activities used to express one's knowledge and experience in written form. Rhyme is distinctive with the existence of a cover and content that distinguishes it. In essence, writing rhymes is the process of creating written literary works derived from individual creativity and real experiences, so that they have value and meaning in life (Sari et al., 2020; Septiany, 2022). Rhyme is a form of traditional poetry that is very well known in various languages in the archipelago, consisting of couplets that usually have a long run so that if there are mistakes, there is still a chance to make revisions (Andriyani, 2022; Faurenda et al., 2022). Rhyme usually consists of short lines with 'a and b' plus an a and b rhyming arrangement, the first two lines are known as hints (literally, shadows or clues), followed by the last da lines of arti (literally, meaning) so each line of rhyme contains between eight to twelve syllables, rhyme as an oral tradition is usually defined as a four-line Malay poem (Haimi Mohd Adnan, Airil.Arunasalam Sathasivam Pillay, 2020; Sew, 2018).

Teachers must be active in controlling classroom conditions and carrying out the learning process effectively and fun, one of which is by using learning media. Learning media can create active interaction in learning. Learning is a teacher's effort to help students acquire knowledge, develop skills and character, and form attitudes and beliefs. This is done through the delivery of structured material to create an effective and interesting learning environment for students (Azami et al., 2021; Hazmar et al., 2022). Errors that are often found in the rhyme made by students include: non-conformity with the requirements of rhyme in terms of form, non-conformity with the requirements of rhyme n in terms of content and errors in spelling and punctuation, difficulty in determining rhyme, the motivation of students to make rhyme is also very low so that learning to write rhyme is presented with traditional patterns that have not provided more portion for students to be active (Santoso, 2022; Suprpto, S. Suharto, V. Teguh. Irawati, 2020). Writing rhymes is one of the materials that are considered complicated by students, this is because students have difficulty in equating rhymes at the end of each sentence.

Rolling Ball is designed to determine the ability of students after the learning process is delivered, Rolling Ball uses a board and a ball that will determine the nature of the question based on one question type character. Rolling Ball is a media that was created as a question and answer game to convey subject matter in a fun way so that students understand the material presented through an educational Rolling ball game (Azami et al., 2021; Sukmawati et al., 2022). The teacher will direct the Rolling Ball game with rules that must be followed by the students. Each group will choose one representative to roll the ball to the box they want, and the ball will determine the type of question based on the character of the question (Azami et al., 2021; Tukina, 2022). Rolling Ball is a simple educational game which means that the game can facilitate students to play while learning. In the end, the group representative who has taken the card in the box has a quiz that must be discussed with their group.

The urgency of research on the effectiveness of Rolling Ball media in improving rhyme writing skills is very important in the context of education. The novelty of this study reflects innovation in learning, and can unlock the potential to improve teaching effectiveness. The ability to write rhymes is at the core of students' language development and creative expression. By investigating the effectiveness of Rolling Ball media, we can find the best method to improve this skill. Teachers and educators can gain better guidance in using this media, improve the quality of teaching, and provide a more engaging learning experience (Amira & Amri, 2022; Pereira Ximenes et al., 2019). This research also allows evaluation of the impact of Rolling Ball media on students' learning motivation, with results that can create a more motivating learning environment. In addition, it can serve as a tool for measuring the effectiveness of the curriculum in developing students' writing skills. It helps schools and educational institutions adopt a more effective approach in curriculum design. Interesting learning media such as images, graphics, videos or objects that attract attention will be able to help the learning process of writing advanced class students optimally. Media affects students' enthusiasm for learning, besides that the media also helps teachers to convey material to students in the learning process. The purpose of this study is to analyze the effectiveness of Rolling ball media on the rhyming writing skills of 5<sup>th</sup> grade students.

## 2. METHOD

This research is experimental research, namely the Pre-Experimental Design type. It is said to be Pre-Experimental Design because this design is not yet a real experiment because there are still external

variables that contribute to the formation of the dependent variable (Sugiyono, 2019). The type of research design used is One Group Pretest- Posttest Design, known as pre-experimental design. This study only involved one class as an experimental class without a comparison group (control class). In this research design there is a pretest and posttest. Thus the results of the study can be known more accurately, because it can compare the situation before treatment and after treatment. The research design is show in Table 1.

**Table 1. Research design**

| Pretest        | Variable | Posttest       |
|----------------|----------|----------------|
| O <sub>1</sub> | X        | O <sub>2</sub> |

Description: X : Treatment given Rolling ball learning media; O<sub>2</sub> : Before being given Rolling Ball learning media; O<sub>1</sub> : After being given Rolling Ball learning media.

Population is an area consisting of objects or subjects that have certain qualities and characteristics set by researchers and then draw conclusions (Sugiyono, 2019). Population is not just the number of objects/subjects studied, but includes the characteristics or properties possessed by the subject or object. The population in this study were fifth grade students of SD Inpres Perumputan, Pa'jukukang District, Bantaeng Regency in the 2022/2023 school year. Sample withdrawal was carried out in a purposive manner (purposive sample). Students who were sampled were all 5<sup>th</sup> grade students of SD Inpres Perumputan, Pa'jukukang District, Bantaeng Regency with a total of 20 people. The data collection techniques used are observation and tests. Observation of student activity in learning by using Rolling Ball media. The observation sheet was used to identify how students engaged in learning by using Rolling Ball media. This observation sheet includes two main aspects, namely the extent to which students focus on receiving lessons and the extent of their participation in learning activities. To fill in this observation sheet, a tick mark (√) is placed in the column that corresponds to the behaviour shown by the students during the learning process. Observation grid of student activities in learning using rolling ball media is show in Table 2.

**Table 2. Observation Grid of Student Activities in Learning Using Rolling Ball Media**

| No                 | Aspects observed                                                              | Score |   |   |   | Validation   |
|--------------------|-------------------------------------------------------------------------------|-------|---|---|---|--------------|
|                    |                                                                               | 1     | 2 | 3 | 4 |              |
| 1                  | Students listen to the teacher's explanation                                  |       |   |   |   | Unauthorized |
| 2                  | Students seriously observe the Rolling Ball media                             |       |   |   |   | Legal        |
| 3                  | Students are enthusiastic about playing Rolling Ball media and writing rhymes |       |   |   |   | Legal        |
| 4                  | Students dare to ask questions when experiencing difficulties in learning     |       |   |   |   | Legal        |
| 5                  | Students are serious in correcting the rhymes written                         |       |   |   |   | Legal        |
| 6                  | Students dare to come forward to read the rhymes                              |       |   |   |   | Legal        |
| 7                  | Students seriously listen when other friends deliver their work               |       |   |   |   | Legal        |
| 8                  | Students dare to respond to friends who come forward                          |       |   |   |   | Legal        |
| 9                  | Students dare to refute the opinions of other friends                         |       |   |   |   | Legal        |
| 10                 | Students actively ask or answer questions asked by the teacher                |       |   |   |   | Legal        |
| <b>Total Score</b> |                                                                               |       |   |   |   |              |

Description: Scores: 4=Excellent; 3=Good; 2=Sufficient; 1=Deficient

The test conducted was a written test. The form of test questions in this study is an essay in the form of a rhyme writing task. The assessment criteria in writing rhyme are arranged in four aspects based on the characteristics of rhyme. The assessment criteria in writing rhymes are show in Table 3.

**Table 3. Criteria for the Assessment of Rhyme Writing Skills**

| No | Assessment Aspect | Indicators                                                                                                | Score |   |   |   |
|----|-------------------|-----------------------------------------------------------------------------------------------------------|-------|---|---|---|
|    |                   |                                                                                                           | 4     | 3 | 2 | 1 |
| 1  | Shape             | Each stanza consists of 4 lines<br>Each line consists of 8-12 syllables<br>Final rhyme with ab-ab pattern |       |   |   |   |
| 2  | Contents          | Lines 1 and 2 of the cover, lines 3 and 4 of the body<br>Logical and unified cover                        |       |   |   |   |

| No                 | Assessment Aspect | Indicators                                                       | Score |   |   |   |
|--------------------|-------------------|------------------------------------------------------------------|-------|---|---|---|
|                    |                   |                                                                  | 4     | 3 | 2 | 1 |
| 3                  | Authoring         | Logical and unified content<br>Accuracy of spelling, punctuation |       |   |   |   |
| 4                  | Creativity        | Richness of vocabulary                                           |       |   |   |   |
| <b>Total Score</b> |                   |                                                                  |       |   |   |   |

Data analysis was carried out using the t test. This hypothesis test is used to compare the two scores by asking the question whether there is a difference between the scores obtained between the pretest scores and the Post test scores. Is there a significant difference between students' rhyme writing skills. The test was conducted to find out whether the students' ability to write rhymes before the treatment and after the treatment was the same. Testing the difference in scores is only done on the average of the two scores, and for this purpose a technique called the t-test is used.

### 3. RESULT AND DISCUSSION

#### Result

This research consists of several stages of analysis, starting with the first stage which is descriptive analysis. Then, the second stage involves testing the prerequisites of analysis with the normality test. Writing skill data was obtained from 20 students using pretest and posttest. The pretest was conducted first to determine students' initial skills in students' rhyme writing skills before using Rolling Ball media. After the treatment using Rolling Ball media, it was followed by giving a posttest to determine the progress of students' rhyme writing skills. A prerequisite test of the analysis was conducted in order to determine the most appropriate statistics. This prerequisite test process involves testing the normality of the data, which aims to assess whether the collected data has a normal distribution or not. This normality test was conducted using the Kolmogorov-Smirnov test, using SPSS software version 25 for Windows. The research results are considered to have a normal distribution if the Asymp Sig value obtained is greater than 0.05. Conversely, if the result is less than or equal to 0.05, then the data is considered not to have a normal distribution. The following is a summary of the results of the normality test of rhyme writing skill data presented in Table 4.

**Table 4.** Normality Test Results of Rhyme Writing Skills

|           | Df | Sig. | Description |
|-----------|----|------|-------------|
| Pre_Test  | 19 | 0.07 | Distributed |
| Post_Test | 19 | 0.28 | Normal      |

Based on Table 4, it is concluded that the pretest normality test with a significant 0.07 and posttest with a significant 0.28 is greater than the alpha value of 0.05. This indicates that the pretest values and posttest data are normally distributed. Thus, it can be continued to the parametric statistical test with the t test type. The t-test conducted with paired sample t-test aims to determine the average difference between student scores before and after being treated using Rolling ball media. The results of the paired sample t-test can be described as show in Table 5.

**Tabel 5.** Uji Paired Samples Test Pretest and Posttest

|           | Mean   | Std. Deviation | T     | df | Sig. (2-tailed) |
|-----------|--------|----------------|-------|----|-----------------|
| Pre_Test  | 15.200 | 9.33           | 8.529 | 19 | 0.000           |
| Post_Test | 17.800 |                |       |    |                 |

Based on Table 5, it can be concluded that the average pretest score is 15.200 and the posttest is 17.800. The standard deviation is 9.33. While the  $t_{table}$  is 8.529, with a degree of freedom of 19 and a significant 0.000. So it can be concluded that  $H_0$  rejects and  $H_a$  is accepted so it can be concluded that there is a difference in the average pretest and posttest rhyme writing skills after using the Roling Ball media treatment. The results of observations of student activity in participating in learning by using Rolling Ball learning media are expressed in percentages as show in Table 6.

**Table 6.** Percentage of Student Activity Using Rolling Ball Media

| Level of Success | Criteria     | Frequency | Percentage |
|------------------|--------------|-----------|------------|
| 80%-100%         | Excellent    | 10        | 61.7%      |
| 70%-79%          | Good         | 7         | 32.9%      |
| 60%-59%          | Fair         | 2         | 5.4%       |
| 0%-49%           | Insufficient | -         | -          |
| <b>Total</b>     |              | 20        | 100%       |

From [Table 6](#), it is known that 61.7% of students meet the excellent criteria where students have shown activeness in learning to write rhymes using Rolling Ball Media. This is supported by enthusiastic student activities seen during the learning process. With the Rolling Ball media, students are more enthusiastic and active in learning.

## Discussion

In learning to write rhymes, teachers need to show creativity and innovation when teaching rhymes to overcome the problems faced by students during rhyme learning, because student achievement is highly dependent on the teacher's ability to teach professionally ([Ab Rahman et al., 2022](#); [Sulastrri et al., 2020](#)). The results of the initial research show that students' rhyme writing skills are quite concerning, most students do not understand the material provided, they only copy the questions during practice or exams, and they also do not understand what is required in writing and lack of vocabulary knowledge ([Othman & Suzanawaty, 2014](#); [Rosdi et al., 2022](#)), so that learning media is needed to facilitate students' needs in learning to write rhymes. The use of Rolling Ball media makes the learning process interesting for students, teachers can also carry out learning steps face-to-face or online ([Azami et al., 2021](#); [Putri & Ginanjar, 2021](#)). Rolling ball media is a good solution to help students improve their ability to write rhymes. In line with the foregoing, in fact, in general, fifth grade elementary school students who became samples in this study had better rhyme writing ability results. The learning process by using Rolling Ball media makes the classroom atmosphere not passive and learning becomes fun for students good enough to use ([Harwito et al., 2021](#)). The t-test statistical test was used to test the difference before and after treatment to test the significance of the average difference using the t-test conducted with the help of SPSS ([Rahmatillah Jr et al., 2018](#); [Rahmawati & Hardini, 2020](#)). The mean difference test is used to determine whether there is an effect of Rolling Ball media on rhyme writing skills. In this study, there is a significant result that shows an improvement in rhyme writing skills after the use of Rolling Ball media as a treatment ([Azami et al., 2021](#); [Sukmawati et al., 2022](#)).

Based on the results of the research discussed, it shows that the ability to write rhymes of fifth grade students of SD Inpres Perumputan has changed. Thus the use of Rolling Ball media is effective in learning the rhyme writing skills of 5<sup>th</sup> grade students of SD Inpres Perumputan. Because good teaching includes teaching students how to learn, how to remember, how to think and how to encourage themselves. The outstanding ability of educators is very important because if teachers are well prepared and have a high level of expertise in carrying out their duties, then the hope of producing quality human resources will be achieved when they convey information to students. Teachers must have a deep understanding of how to teach or learning methods that are appropriate for each student ([Jamil et al., 2023](#); [Lestari et al., 2023](#)). As an external element, the teacher acts as an organizer in applying the right learning approach in the teaching process.

The implication of this research is that Rolling Ball media can be an interesting and innovative tool in learning to write rhymes, increasing students' learning motivation, because they can learn in a more interesting and fun way. The use of Rolling Ball media is an effective teaching strategy that can make it easier for students to understand the structure and grammar of rhymes. Limitations to this study include only a specific sample group of students or a specific educational environment. Therefore, generalization of the results to a wider population may be limited. This study did not consider variations in the type and quality of Rolling Ball media used, which may affect its effectiveness. The recommendation from this study is that future research can try to control external factors that might affect the results of the study, for example by measuring and monitoring student motivation or measuring teaching quality. More in-depth research could also consider variations in the type and quality of Rolling Ball media, as well as identifying the most effective media in improving rhyme writing skills. Improve the validity of the study by using a more rigorous experimental design or more sophisticated research methods to measure the effectiveness of Rolling Ball media.

#### 4. CONCLUSION

Based on the results of the study, the significance value in the paired samples test is 0.000, it shows that Rolling Ball media has a significant effect on the rhyme writing skills of 5th grade students. Therefore, the media is effective in improving the rhyme writing skills of 5th grade students. This is reinforced by the enthusiasm of students in participating in the learning process and activeness in writing rhymes.

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