



## Improving Letter Writing Ability Through Demonstration Methods Assisted by Wipe Clean Worksheet Media in Group B Children RAM NU East Rowokembu

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### Abstract

In writing learning process at RAM NU East Rowokembu, there are difficulties because students often need to remember the shape of the letters of the alphabet, so writing the letters is unclear. This condition allowed the writer to conduct classroom action research in two cycles. This research aims to improve the ability to write letters using a demonstration method assisted by wipe-clean worksheet media for children in group B RAM NU East Rowokembu. The research methods used are quantitative and qualitative. The subjects of this research were ten children in class B1 RAM NU East Rowokembu. Observation, interviews and documentation were used as data collection techniques. The data acquisition tool uses an observation sheet. Data analysis uses qualitative and quantitative descriptive. It is said that the capacity to write letters is successful if the percentage reaches 75 -100% with the criteria of developing according to expectations (BSH). The research results showed that the ability to write letters in the pre-action stage reached an average percentage value of 10%. Then improvements were made in cycle I, which increased slightly with an average percentage of 30%. After the first cycle of intervention succeeded in influencing the ability to write letters, the level of success had yet to be achieved, so the next cycle needed to be carried out. The results of cycle II showed that the ability to write letters reached the final level of 80% according to the BSH criteria. So, letter writing skills increase in class B1 RAM NU East Rowokembu.

**Keywords:** demonstration method, wipe clean worksheet media, ability to write letters

### A. Introduction

Learning at KB/TK/RA/SPS covers one aspect of child development: language development, which consists of listening, speaking, reading, and writing. The researcher's focus in this study was only on writing skills because many parents of children hope that when they enter elementary school, they will have the ability to use writing tools to write letters clearly and neatly. Therefore, the writing skills of children aged 5 - 6 years can be developed through learning activities to imitate writing vowels, consonants, one initial or final syllable, and writing a word according to the picture.

In children's writing skills, there are six stages, namely writing by drawing, writing by scratching, writing by making letter shapes, writing with good letters, writing by trying to write them one by one, and writing by writing directly (Morrow, 1993, as quoted in Nurbiana Dhieni et al., 2020, p. 6.11 - 6.13).

Based on initial observations, children in the B1 RAM NU East Rowokembu group had difficulty writing letters. To prove this, some children use shapes or symbols of the letters of the alphabet from "a" to "z" so that their wrist does not look clear and is not neat. Apart from that, researchers also saw that children's lack of enthusiasm when studying in class was caused by the teacher's mistakes in using demonstration methods that were inappropriate for what was happening. At that time, the teacher at RAM NU East Rowokembu did not seem to

provide an in-depth explanation of what activities the child was doing, the teacher did not give an example first, and the teacher allowed the child to carry out the activity independently without guidance, which made the child confused in completing the task. It would be best to find a solution to overcome the difficulties experienced by students and teachers in learning to write letters in group B RAM NU East Rowokembu children by using appropriate techniques and an exciting learning environment.

In presenting learning materials, teachers usually apply different methods to make it easier for students to obtain learning materials, thus making the learning process smoother (Roslina, 2024). Writing activities for group B TK/RA children must be given an example of how to do an activity correctly so that they feel understood and engaged about writing without direct demonstration from a teacher. In this case, the teacher shows, does and explains what he is doing (showing, doing and telling) (Winda Gunarti et al., 2020, p. 4. 64).

Of course, when demonstrating activities, a teacher needs learning tools that can stimulate children's desires, interests, and creativity. They should use tools that are attractive and appropriate to young children's personalities so they can foster a passion for learning. One of them is the wipe-clean worksheet media. The wipe-clean worksheet is a tool to help children learn various concepts and vocabulary interactively and effectively and can foster academic intelligence with the write-erase feature.

Based on the background stated by the author above, the formulation of the problem in this research was how can the students ability to write letters for children of group B RAM NU East Rowokembu improved through a demonstration method assisted by wipe-clean worksheet media?

## **Methodology**

Qualitative and quantitative approaches were used in this research because the researcher wanted to get in-depth information regarding the demonstration method assisted by wipe-clean worksheet media to develop children's fine motor skills in letter writing activities at RAM NU East Rowokembu. Meanwhile, this research applies the Kemmis and MC Taggart model, where each cycle consists of three stages: design, implementation observation, and reflection (Maisarah, 2020).

This research was conducted at RAM NU East Rowokembu, Wonopringgo District, Pekalongan Regency. The subjects of this research were 10 group B1 students, namely five male students and five female students. The author used observation, interviews, and documentation to collect data for this research. Researchers monitor children's activities. The researcher and two colleagues conducted structured observations to monitor the basic writing abilities of young children using indicators of letter clarity.

This research uses quantitative and descriptive qualitative analysis. Quantitative data analysis is the process of processing data in the form of numbers (Sugiyono, 2022). Simple percentages were used to analyze the research data, which were obtained from observations according to the BB, MB, BSH and BSB assessment criteria. Qualitative descriptive analysis, namely information about children's activities in learning and situations throughout learning. The results of data analysis were then interpreted into four categories: excellent, good, fair and foul. Observation data on children's activities during learning and educational activities were analyzed using percentage calculations obtained from (Suharsimi Arikunto et al., 2021, p. 98). The calculation is (Anas Sudijono, 2017, p. 42):

$$P = f : N \times 100 \%$$

Information :

P = Percentage searched (relative frequency)

F = Frequency or number of children's abilities that appear

N = Number of respondents

## **B. Findings and Discussion**

### *1. Findings*

Information for this cycle is obtained through observation. Observation is the initial stage carried out by researchers before studying class activities. Before implementing the

demonstration method, assisted by wipe-clean worksheet media, it showed that children's writing skills had yet to develop. Some children have poor writing skills due to visual memory problems, so their letters are not visible. Apart from that, a teacher still uses monotonous learning media with notebooks and pencils, resulting in children needing more enthusiasm and interest in writing letters. In more detail, it can be explained that the writing skills of preschool children are starting to develop in 2 children or 20%, while seven children or 70% have not yet developed..

**Table 1 List of Pre-Cycle Values for Children's Letter Writing Ability**

NO	Name	Note
1	SISIL	BB
2	VIVI	MB
3	TANISHA	BSH
4	NADIN	BB
5	KAMAL	BB
6	AZKA	MB
7	ADIBA	BB
8	HANU	BB
9	SAKA	BB
10	AZRIL	BB

**Table 2 Distribution of Results of Pre-Cycle Letter Writing Practice**

NO	Letter Writing Ability Score	Pra Cycle		
		F	%	S x F
1	Letter Writing Ability Score: Very well-developed (4)	-	0	
2	Developing according to expectations (3)	1	10	3
3	Starting to develop (2)	2	20	4
4	Not yet developed (1)	7	70	7
<b>Total</b>		<b>10</b>	<b>100</b>	<b>14</b>

Based on the cycle one calculations in table 3, the writing growth of class B1 RAM NU East Rowokembu children is starting to change towards better growth. More clearly, it can be explained that at RAM NU East Rowokembu, the skill of writing letters in children aged 5-6 years has started to grow (MB). There are four children or 40%, but there are still 3 children, or 30%, who have not yet developed (BB).

**Table 3 List of Values for Cycle 1 Ability to Write Letters**

NO	Name	Note
1	SISIL	BB
2	VIVI	BSH
3	TANISHA	BSH
4	NADIN	BSH
5	KAMAL	BB
6	AZKA	MB
7	ADIBA	MB
8	HANU	MB
9	SAKA	MB
10	AZRIL	BB

**Table 4 Distribution of Results of Cycle 1 Letter Writing Practice**

Furthermore, educational actions in cycle 2 are follow-up actions based on the results of

NO	Letter Writing Ability Score	Pra Cycle		S x F
		F	%	
1	Letter Writing Ability Score: Very well-developed (4)	-		0
2	Developing according to expectations (3)	3	30	9
3	Starting to develop (2)	4	40	8
4	Not yet developed (1)	3	30	3
<b>Total</b>		<b>10</b>	<b>100</b>	<b>20</b>

reflections on educational actions in cycle 1. Based on the observations of children's activities in exploring all educational activities obtained from research on letter writing skills in children aged 5-6 years at RAM East Rowokembu. The results of observations of letter writing skills are presented in the table below as follows:

**Table 5 List of Values for Cycle 2 Ability to Write Letters**

NO	Name	Note
1	SISIL	BSH
2	VIVI	BSH
3	TANISHA	BSH
4	NADIN	BSH
5	KAMAL	MB
6	AZKA	BSH
7	ADIBA	BSH
8	HANU	BSH
9	SAKA	BSH
10	AZRIL	MB

**Table 6 Distribution of Results of Cycle 2 Letter Writing Practice**

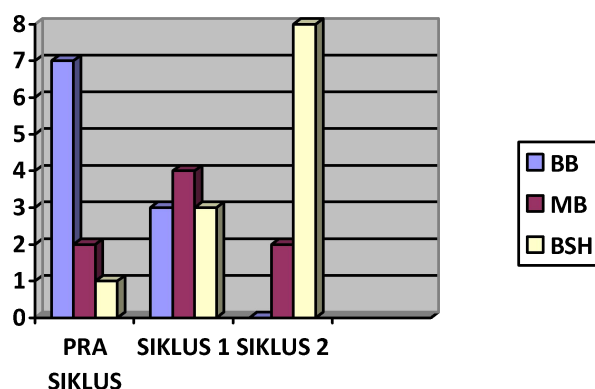
No	Skor Kemampuan Menulis Huruf	Siklus 2		S X F
		F	%	
1	Letter Writing Ability Score: Very well-developed (4)	-		0
2	Developing according to expectations (3)	8	80	24
3	Starting to develop (2)	2	20	4
4	Not yet developed (1)	-	-	0
<b>Total</b>		<b>10</b>	<b>100</b>	<b>28</b>

Based on the results of these observations, it can be seen that the writing ability of children in group B East Rowokembu NU RAM has reached 80%. These results show that the child's ability to write letters using the demonstration method develops as expected (BSH). More precisely, it can be explained that among these children, 8 or 80% of children whose literacy skills have developed as expected and 2 or 20% of children whose letter writing skills have begun to grow (MB). Based on the learning results of cycle 2, it was concluded that children's letter-writing skills grew very well. The value of satisfactory motoric growth achieved in letter writing activities has reached the universal goal of children's learning outcomes, which was previously established, namely, the criteria for success in research activities, which reached 80%. There are also details of the pre-cycle results, cycle one and cycle two which can be explained as follows:

**Table 7 List of Letter Writing Ability Percentages at RAM NU East Rowokembu in Pre-Cycle, Cycle 1, Cycle 2**

NO	Skor Kemampuan Menulis Huruf	Pra Siklus		Siklus 1		Siklus 2	
		F	%	F	%	F	%
1	Letter Writing Ability Score: Very well-developed (4)	-	-	-	-	-	-
2	Developing according to expectations (3)	1	10	3	30	8	80
3	Starting to develop (2)	2	20	4	40	2	20
4	Not yet developed (1)	7	70	3	30	-	-
<b>Total</b>		<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>

Based on the presentation of the research results above, it can be concluded that this research has achieved a level of excellence in previously determined learning outcomes namely the minimum completeness criteria (KKM) for classically determined children's learning outcomes is 76 to 100%. Based on these criteria, the learning carried out at RAM NU East Rowokombu group B was achieved, as seen from the learning results for cycle 2, namely reaching 80%. To see the research results more clearly, the researcher prepared the following chart image:



## 2. Discussion

There were some previous research journal articles related to this research:

1. Journal article by Ade Tursina (2021) with the title "Improving the Basic Writing Skills of Early Childhood Through the Nasrullah Islamic Kindergarten Demonstration Method". In the article, it is concluded that efforts have been made to improve children's initial writing skills by using the demonstration method. This can be seen in the results of the pre-cycle survey, which has an average percentage value of 0%. The results of learning letter-writing skills using the demonstration method assisted by the Wipe and Clean Worksheet media in cycle one showed that the average percentage was 53.33%. The results of cycle 2 reached an average of 80% of the criteria for developing as expected (BSH). The similarities between Ade Tursina's research and the current research are as follows: efforts to improve writing skills, which are expressed as variable, more specifically with the help of the wipe clean worksheet media in writing activities, which are expressed as variable Y.
2. Journal article by Tungga Purnama Sari and Rohmaida Isnaini (2023) titled "Efforts to Improve Children's Beginning Writing Skills Through Finger Painting Activities for Group A1 Children at Kindergarten Al Muttaqin Sidoarjo". The article shows that writing ability increases because of finger painting. It was shown from the research results in the pre-cycle, which was 55% under the undeveloped criteria; in cycle 1, the finger painting activity was 25% according to the development criteria, and in cycle 2, it increased to 70% according to what was expected according to the development criteria. The similarity between the research conducted by Tungga Purnama Sari and Rohmaida Isnaini (2023) and the current research is improving writing ability, which is expressed as a variable on the use of

- teaching methods, namely the demonstration method assisted by wipe clean worksheet media during the learning process which is expressed as variable Y.
3. Journal article by Dewi Putri Melinda Sari et al. (2023) with the title "The Influence of the Alphabet Method Assisted by Letter Block Media (Shoulder) on the Beginning Writing Ability of Class 1 Students at SDIT Alam Nurul Islam Yogyakarta". This article concluded that applying the alphabet method with the help of block media affects basic writing skills in grade 1 students at SDIT Alam Nurul Islam Yogyakarta. It can be seen from the increase in pretest and post-test scores of 12.1. There are similarities between research conducted by Dewi Putri Melinda Sari et al. (2023), and the research that will be carried out now lies in writing ability, which is expressed as a variable focuses on the use of the demonstration method assisted by the wipe clean worksheet media which is expressed as the Y variable.
  4. The journal article by Gandana Gilar Elan and Empat Patimah (2023) titled "Literature Study: Improving Beginning Writing Skills Through Writing Skills Board Media in Children Aged 4-5 Years". The article shows that children's writing skills can be developed through educational media. The similarity between the research conducted by Gandana Gilar Elan and Empat Patimah (2023) and the research that will be carried out now lies in efforts to improve writing skills, which are expressed as variable want to be achieved, while the research that will be carried out now focuses on the use of a demonstration method assisted by wipe clean worksheet media which is expressed as variable Y.
  5. Journal article by Wening Rahayu & Yuli Rahmawati (2023) with the title "Improving Beginning Writing Skills for Children Aged 4-5 Years through Drawing Board Media at Bintang Kecil PAUD". From this article, it is concluded that using a drawing board can improve children's basic writing skills. The research results show that the percentage value of initial writing ability increased, namely 26.67% in cycle 1 and 73.34% in cycle 2. The similarity between the research conducted by Wening Rahayu Yuli Rahmawati and the research currently being carried out is the effort to improve writing ability as stated as variable X. Meanwhile; the difference is that previous research emphasized the use of learning media, namely pap media. Penelitian ini memfokuskan pada meningkatkan kemampuan menulis huruf melalui metode demonstrasi berbantuan media worksheet wipe clean. Data yang dianalisis pada penelitian ini adalah data kemampuan menulis huruf pada anak kelompok B1 RAM NU Rowokembu Timur yang berjumlah 10 anak yang terdiri dari 5 anak laki-laki dan 5 anak perempuan dengan tema tanaman ciptaan Allah dan sub tema tanaman buah pada semester 1. Data hasil penguasaan kemampuan menulis huruf diperoleh dari hasil penghitungan persentase mencapai 75 -100 % sesuai dengan kriteria yang diharapkan.

The data description in the results of this research explains the frequency/number of children who received grades that were not yet developed, started to develop, developed according to expectations, and developed very well before carrying out classroom actions through demonstration methods assisted by wipe-clean worksheet media until activities were carried out based on the results of cycle learning reflections. One and cycle 2.

The research results prove that the ability to write letters in pre-action reached an average percentage value of 10% or only one child per the expected criteria (BSH). So, it is necessary to take further action to cycle one because the results of mastering the ability to write letters still need to be below the minimum completeness criteria. The results of research on letter writing skills using the demonstration method assisted by wipe clean worksheet media in cycle I experienced a slight increase with an average percentage of 30% or as many as three children in the BSH category (developing according to expectations). After the intervention in cycle 1 succeeded in influencing the ability to write letters, it still had yet to reach the level of success, so it needed to be carried out in the next cycle. The results of cycle 2 show that the ability to write letters has reached a completion level of 80% according to the BSH criteria (developing according to expectations).

This presentation shows an increase in the ability to write letters, taught through the demonstration method assisted by wipe-clean worksheet media for children in group B RAM NU East Rowokembu. Thus, it can be said that the use of the demonstration method can improve children's letter-writing skills because when applying the demonstration method, the teacher shows pictures to explain information to children, helping to improve the thinking power of young children, especially the ability to recognize, remember, think analytically and think critically. Focus the child's attention and direct the child's learning process on the material

being studied (Winda Gunarti et al., 2020) and (Roslina, 2024). Apart from that, it also shows that a teacher should be familiar with various techniques so that teachers can apply them appropriately according to the circumstances, and should not rely solely on one type of technique..

### C. Conclusion

This research focuses on improving the ability to write letters through a demonstration method assisted by wipe-clean worksheets. The data analyzed in this study is on the ability to write letters in the B1 RAM NU East Rowokembu group of 10 children, five boys and five girls, with the theme of plants created by Allah and the sub-theme of fruit plants in semester 1. Data The results of mastering the ability to write letters from the percentage calculation results reached 75 -100% according to the expected criteria.

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