

***Utilization of Video Media in The Use of Capital Letters In Grade 4 Students at 1
Megawon Elementary School***

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Abstract

This study aims to analyze the ability to use capital letters of grade 4 students at SD 1 Megawon by using learning videos. This research uses descriptive quantitative methods with data collection techniques using tests. The population in this study were students at SD 1 Megawon while the sample in this study were 4th grade students of SD Megawon, consisting of 17 students, The data collection technique was using a test instrument. Data were analyzed using descriptive statistics. The results showed that the average score of students' capitalization skills was 7.29 with a range of 4. Normality test shows that the data is normally distributed. The frequency distribution analysis per indicator showed that the indicators that were answered correctly the most by students were the beginning of sentences and names of people, while the indicators that were still difficult for students to master were the names of months and ethnic groups. Descriptive statistical analysis of exploration showed that the ability of female students was superior compared to male students in writing names of people, geographical names, and names of months.

Keywords: capital letters; learning video; descriptive analysis.

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Introduction

Education is one of the most important aspects of human development. In the learning process, teachers have a very strategic role in helping students achieve educational goals. One of the goals of basic education is to improve students' abilities in various aspects, including writing skills. Writing is one of the most important skills in everyday life (Sulistyaningsih et al., 2023). Writing skills are one of the skills that elementary school students need to have. Writing skills encourage students to develop creativity by expressing ideas, ideas, opinions, and knowledge in writing (Adam., 2019).

Wulandari & Indihadi (2021) state that writing skills are activities that are always integrated with other learning activities at school. This is because writing skills are always used when learning takes place. Writing skills can also be said to support all learning subjects (Mulyati, 2022). Therefore, writing skills in elementary schools are taught from low to high grades. The writing learning process in elementary schools is carried out according to the ability level of students. For example: in the low grades, writing learning only reaches the beginning of writing. Furthermore, in high grades advanced writing learning (Saputri et al., 2022). Good writing skills not only include conveying clear and structured ideas, but also paying attention to applicable language rules. One of the important language rules in writing is the use of capital letters. The use of capital letters has an important role in writing. Capital letters are used to mark the beginning of sentences, proper names, names of nations, and special terms. The correct use of capital letters will make the writing more neat, organized, and easy to understand.

The use of capital letters really needs to be considered by students. The observation results show that there are a number of students who do not understand and do not apply the rules for using capital letters appropriately. This can be seen from the results of their writing which still has many errors in the use of capital letters. A number of students still have a low ability to understand the use of capital letters so that their writing is still not in accordance with spelling rules (Mulyati, 2022). Students' difficulties in mastering the use of capital letters can be caused by several factors. Mulyani & Fitriani (2019) stated that students' low ability is caused by a lack of knowledge about the rules for writing capital letters. Teaching and learning activities in the classroom affect students' ability to understand the proper use of capital letters.

Monotonous and uninteresting learning methods can make students feel bored and unmotivated to learn. Therefore, it is necessary to apply more interesting and innovative learning methods to help students master the use of capital letters. In recent years, technology has developed very quickly and has had a significant impact on education. One example of technology that has been used in education is video learning. Learning videos are one of the learning methods that are very effective in improving students' skills. In learning videos, students can see examples given by the teacher directly and can practice the skills taught (Elsani et al., 2019).

Based on the description above, the author is interested in analyzing the ability to use capital letters of grade 4 students at SD 1 Megawon with the learning method of utilizing learning videos. This article is expected to be a reference in the world of education, especially in learning the ability to use capital letters.

Method

The research method used in this research is descriptive quantitative. The population in this study were students at SD 1 Megawon while the sample in this study were 4th grade students of SD Megawon, consisting of 17 students, while the object in this study was the use of learning videos for capital letters material. The data collection technique used a test instrument. The test instrument is used to measure the skills of writing capital letters in the form of multiple choice questions of 10 questions. Indicators for measuring capital letter writing skills are according to Widyawati & Indihadi (2018), namely: writing errors at the beginning of sentences, writing errors on people's names,

writing errors on geographic names, errors on the names of days, months and dates, and writing errors on ethnic names.

The data analysis technique in this study used descriptive statistical analysis. According to Sugiyono (2019), descriptive statistical analysis is to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. The data were analyzed using SPSS 26 software. Descriptive analysis in this study aims to determine the differences in the ability to use capital letters between female students and male students.

Results and Discussion

This study was conducted to determine the ability to use capital letters in 4th grade students at SD 1 Megawon by delivering material using video media. The problem formulations in this study are: How is the ability to use capital letters of 4th grade students of SD 1 Megawaon when viewed from the category of male students and female students. The research data generated in this study were analyzed with descriptive statistical techniques including descriptive statistical analysis, normality test, frequency distribution analysis and descriptive statistical analysis explore. The results of the analysis will be described as follows:

1.Results of Descriptive Analysis of Capitalization Skills

The following are the results of statistical analysis obtained by students based on test results using multiple choice questions with a total of 10 items. The scoring technique is: score 1 for correct answers and score 0 for wrong answers. The following is a display of spss output 26 descriptive statistical analysis results.

Table 1. Results of Statistical Descriptive Analysis

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
ketrampilan penggunaan huruf kapital	17	4	5	9	7.29	1.047
Valid N (listwise)	17					

Based on the table above, it can be seen that the maximum score obtained by students is 9 and the minimum score obtained by students is 5. The average score obtained by students is 7.29 with a range of 4. The standard deviation is 1.047. Based on the data above, it shows that the average student is able to answer 7 questions correctly.

2. Normality Test

The normality test is carried out to see whether the resulting data distribution is normally distributed or not. The test was carried out using IBM SPSS Statistics 26. Normality data testing in this study uses the Shapiro-Wilk normality test. The results of the normality test can be seen in the following table.

Table 2. Shapiro wilk Normality Test Results

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
VAR00007	.918	17	.138

Based on the output table above, it is known that the df (degree of freedom) value is 17. This shows that the data sample used in this study is less than 50, so the use of the Shapiro-wilk technique to detect data normality in this study can be said to be

appropriate (Ismail, 2022). The results of the normality test using Shapiro-wilk show a significance value of 0.138, which means that the significance is > 0.05 . So as the basis for making decisions in the Shapiro-wilk normality test above, it can be concluded that the data is normally distributed.

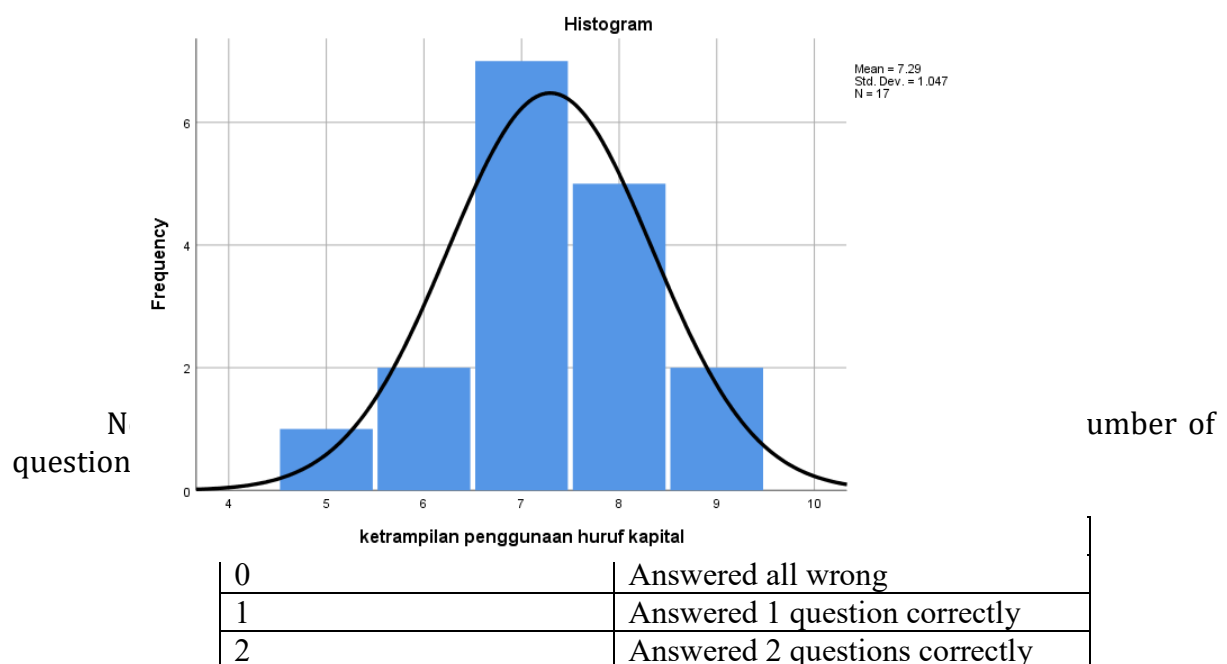
3. Frequency Distribution Analysis Per Indicator

This analysis aims to determine students' capitalization skills based on indicators. The indicators used are: capital letters at the beginning of sentences, capital letters for names of people, capital letters for geographical names, capital letters for names of months, years, and days, and capital letters for names of ethnic groups. The following is the output of SPSS 26 frequency distribution analysis results per indicator:

**Table 3. Frequency Distribution Analysis
ketrampilan penggunaan huruf kapital**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	5.9	5.9	5.9
	6	2	11.8	11.8	17.6
	7	7	41.2	41.2	58.8
	8	5	29.4	29.4	88.2
	9	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

Based on table 3, it can be seen that the number of students who obtained the lowest score, namely score 5, was 5.9% (1 student), the number of students who obtained the highest score, namely score 9, was 11.8% (2 students). Meanwhile, 41.2% (7 students out of 17 students) obtained a score of 7. It can be concluded that on average, students were able to work on 7 questions with correct answers and 3 questions were answered incorrectly. The following is a display of the frequency distribution bar chart.



Based on this analysis, it will be known the indicators that are most answered correctly by students and indicators that are still difficult for students to master. The following are the results of the analysis output:

a. Frequency Distribution Analysis of sentence start indicator

Tabel 5. Frequency Distribution Analysis of sentence start indicator
beginning of sentence
awal kalimat

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	23.5	23.5	23.5
	2	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

Based on table 5, it can be seen that there are no students who answered all wrong. A total of 23.5% (4 students) answered 1 question incorrectly and the rest, 76.5% (13 students) managed to answer all 2 questions correctly. The bar diagram of the results of the frequency distribution analysis of the sentence start factor can be seen in the following figure:

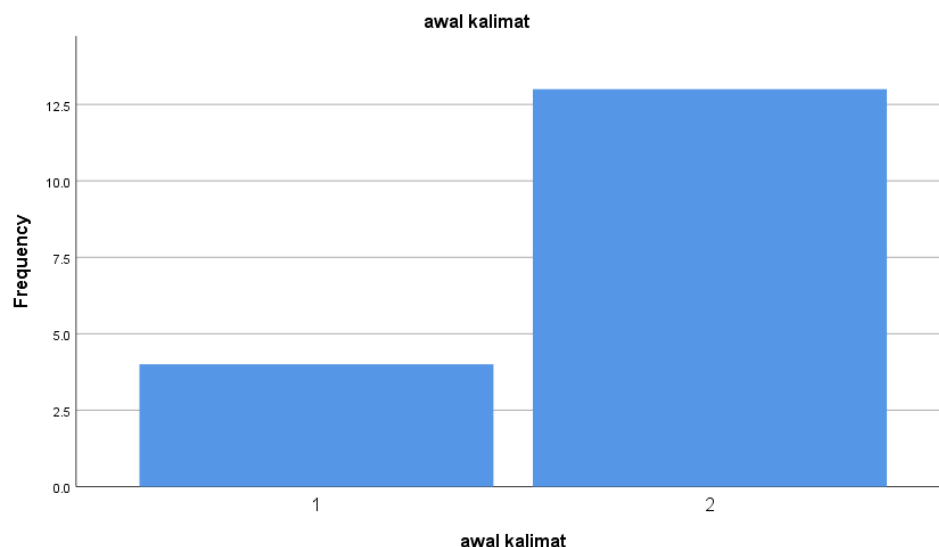


Figure 2. Frequency distribution analysis of beginning of sentence indicator

b. Frequency Distribution Analysis of the person's name indicator

Tabel 6. Frequency Distribution Analysis of the person's name indicator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	5.9	5.9	5.9
	1	5	29.4	29.4	35.3
	2	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

Based on table 6, it is known that there are 5.9% (1 student) who answered all wrong on the indicator of the name of the person. The number of students who answered one question incorrectly was 29.4% (5 students) and the number of

students who managed to answer all the questions correctly on the sentence start indicator question was 64.7% (11 students). This shows that there are more students who answered correctly on the question of the person's name indicator than those who answered incorrectly. The pie chart of the results of the frequency distribution analysis of the person's name indicator can be seen in the following figure.

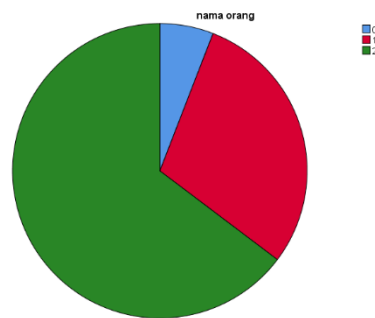


Figure 3. Pie Chart of Frequency Distribution Analysis of the person's name indicator

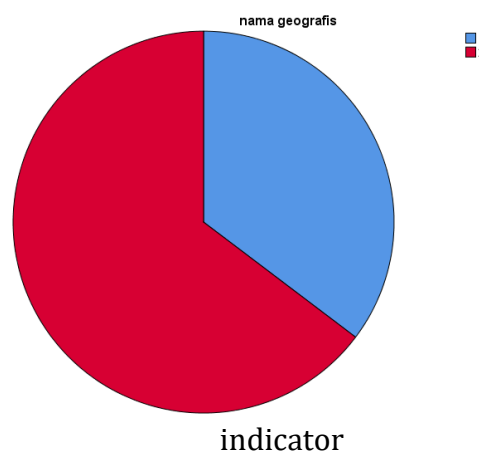
c. Frequency Distribution Analysis of geographical name indicator

Table 7. Frequency Distribution Analysis of geographical name indicator
nama geografis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	35.3	35.3	35.3
	2	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

Based on table 7, it can be seen that there are 35.5% (6 students) who answered with the results of one wrong question and students who managed to answer all the questions correctly got a percentage of 64.7% (11 students). This shows that there are more students who answered correctly on the geographical name indicator question than those who answered incorrectly. The pie chart of the results of the frequency distribution analysis of the person's name indicator can be seen in the following figure.

Figure 4. Pie Chart of Frequency Distribution Analysis of geographical name



d. Frequency Distribution Analysis of the month name indicator

Table 8. Frequency Distribution Analysis of the month name indicator

		nama bulan			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	17.6	17.6	17.6
	1	11	64.7	64.7	82.4
	2	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

Based on table 8, it can be seen that there are 17.6% (1 student) who answered with all wrong results on the month name indicator. The number of students who answered one question incorrectly was 64.7% (11 students). And the number who answered the indicator question was 17.6%. This shows that the percentage of students who answered one question incorrectly was the highest. The pie chart of the frequency distribution analysis results of the month name indicator can be seen in the following figure.

Figure 4. Pie chart of Frequency Distribution Analysis of the month name indicator

e. Frequency Distribution Analysis of ethnicity indicators

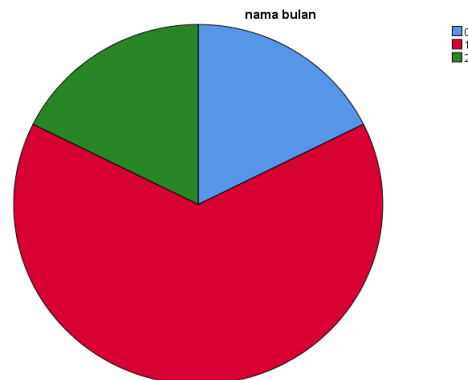


Table 9. Frequency Distribution Analysis of ethnicity indicators

		suku bangsa			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	70.6	70.6	70.6
	2	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Based on table 9, it can be seen that there are 70.6% (12 students) who answered with the results of one wrong question, while students who answered all correctly were 29.4% (5 students). This shows that the percentage of students who answered one question incorrectly is more than students who answered the question with all correct answers. The diagram of the frequency distribution analysis results of the month name indicator can be seen in the following figure.

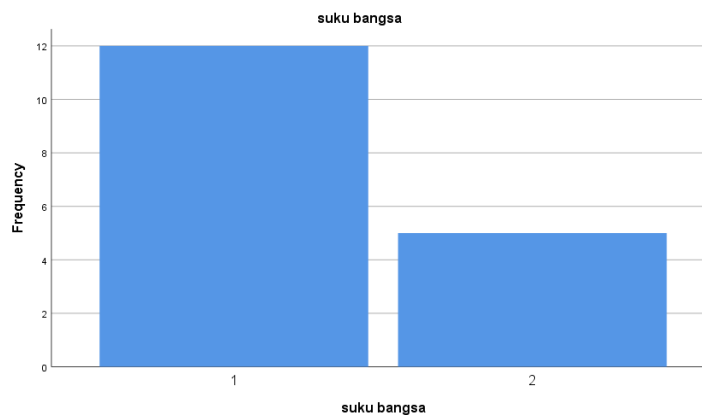


Figure 5. Bar Chart Frequency Distribution Analysis of ethnicity indicators

4. Explore Descriptive Statistical Analysis

This analysis aims to determine the comparison of the abilities of male students and female students in terms of each indicator.

a. Beginning of sentence

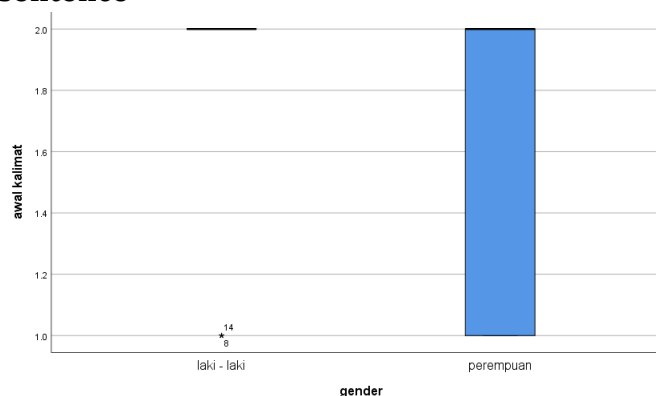


Figure 6. Descriptive statistical analysis chart exploring sentence start indicator

Based on the data obtained in the ability to write capital letters at the beginning of sentences in 4th grade students of SD 1 Megawon, there is a comparison between men and women. The results obtained are 23.5% male and 76.5% female. With a total of 17 answers, it can be seen from women who have valid answers as many as 13 and men 4. This shows that the ability of female students is superior compared to men. Based on the data obtained from grade 4 students, it shows that students experience errors in writing at the beginning of sentences. The error lies in writing the first word in the sentence not using a capital letter.

Errors in writing the use of capital letters are in line with the findings of Haryanti (2019) in the journal (Herawati et al2022). Capital letters are used as the first letter at the beginning of a sentence, capital letters are used as the first letter of the name of the year, day, month, holiday or holiday, besides that capital letters are also used as the first letter of geographical names, capital letters are used as the first letter of elements of personal names including nicknames and abbreviations, capital letters are used as the first letter of each word religion, holy book, and God.

b. Name of person

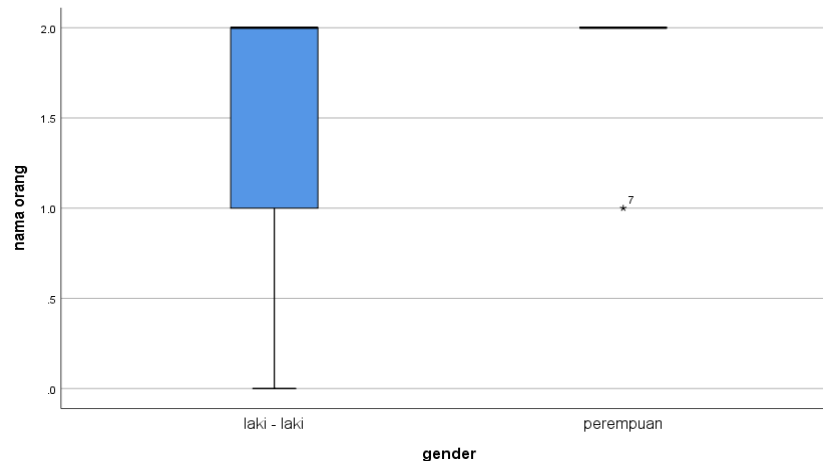


Figure 8. Descriptive statistical analysis chart exploring indicators of people's names

According to data analysis conducted at SD N 1 Megawon in grade 4 on the ability to write the use of people's names, male students are better at writing the use of people's names than female students. The percentage of the ability to write people's names in boys is almost double that of girls. It can be seen from the comparison between 64.7%, 29.4% and 5.9%. This shows that the ability to write the use of people's names in male students is superior to female students. Errors in writing people's names can be caused by not understanding the rules of writing people's names and mastering Indonesian vocabulary well. According to (Zaini Miftach, 2018) someone who does not master the rules of writing names well can experience errors in writing people's names. Likewise, students who do not understand Indonesian vocabulary well can experience errors in writing people's names.

c. Geographical name

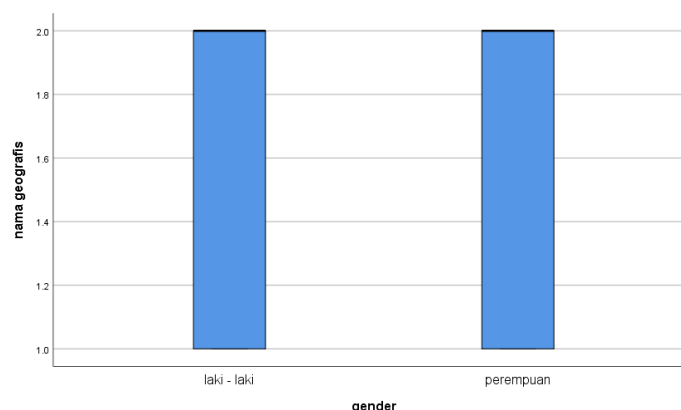


Figure 9. Descriptive statistical analysis chart exploring geographical name indicators

Based on the data results in the tables and diagrams, female students have a better ability to write geographical names compared to male students. This can be seen from the higher percentage of valid answers in female students, namely 64.7% compared to 35.3% in male students. This is because females have 11 valid answers, while male students only 6, this shows that female students give more correct answers in writing geographical names. The percentage of valid answers of female students is 64.7%, while male students are only 35.3%. This significant percentage difference shows and further strengthens that female students are better at understanding and writing better names. Reasons for Difficulty Understanding Geography Writing Based on the data above, it appears that students still have difficulty understanding geography writing. This can be caused by several factors, including. According to Sari et al., (2022) Students may not understand the basic concepts of geography, such as location, the shape of the earth, and latitude and longitude. This can make it difficult for them to write geographical names correctly. Difficulty in memorizing geographical names because geographical names are often difficult to remember as many have long and complicated names. This can make it difficult for students to write them correctly. Lack of practice students may not have enough practice in writing geographical names. Monotonous and uninteresting learning methods can make students feel bored and unmotivated to learn. This can make it difficult for them to understand and write geographical names correctly.

d. Name of the Month

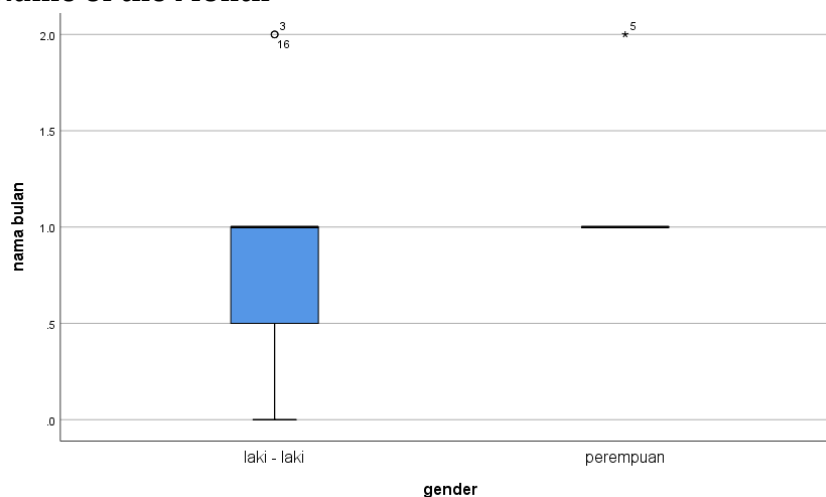


Figure 10. Descriptive statistical analysis chart exploring the month name indicator

Based on the data obtained in the ability to write the name of the month in 4th grade students of SD 1 Megawon, there is a comparison between males and females. The results obtained are 17.6%, 64.7% and 17.6%. With a total of 17 answers this can be seen from women who have 11 valid answers and 3 men and 3 invalid answers. This shows that the ability of female students is superior compared to men. Based on the data obtained from grade 4 students, it shows that students experience errors in writing at the beginning of sentences. The error lies in writing the first word in the sentence not using a capital letter.

e. Name of Tribe

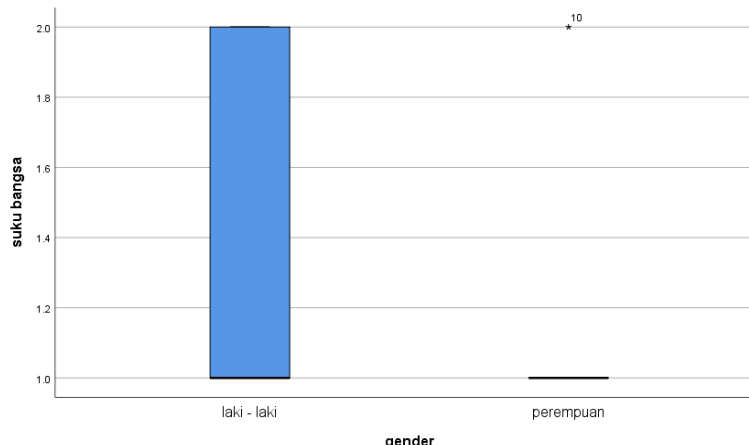


Figure 11. Descriptive statistical analysis chart exploring the ethnic name indicator

Based on the data obtained in the ability to write the names of ethnic groups of sentences in 4th grade students of SD 1 Megawon, there is a comparison between men and women. The results obtained are 70.6% male and 29.5% female. With a total of 17 answers, it can be seen from women who have valid answers as many as 12 and men 5. This shows that the ability of male students is superior compared to women. Based on the data obtained from grade 4 students, it shows that students experience errors in writing ethnicity. The error lies in writing the first word in the sentence not using a capital letter.

Conclusion

Based on the results of the study, it can be concluded that students' ability to use capital letters still needs to be improved. This can be seen from the test results which show that the average student score is 7.29 out of 10. There is a difference in ability between male and female students in the use of capital letters. Female students are superior in the use of capital letters in geographical names. The indicator that most students answered correctly was the indicator of the beginning of the sentence. While the indicators that are still difficult to master by students are the indicators of the name of the month and ethnicity. The use of learning videos can help improve students' ability to use capital letters. This is evidenced by the results of research that learning with learning videos has a higher score than students who follow learning without learning videos. Teachers need to provide more intensive learning on the use of capital letters. This learning can be done by using various methods and media, including learning videos. Teachers need to give more practice to students to improve their ability to use capital letters. These exercises can be in the form of practice questions, dictation, and creative writing. Parents need to provide support to their children in learning to use capital letters. This support can be in the form of providing learning materials, helping children learn, and providing motivation to children.

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