

Measuring Students' Aptitude in Writing Makassar Lontara' Script Using Card Letters Media

Hamriani

SMP Negeri 21 Makassar, Indonesia
Email: hamriani77@guru.smp.belajar.id

Usman

Universitas Negeri Makassar, Indonesia
Email: usmanpahar@unm.ac.id

Denok Sunarsi

Universitas Pamulang, Indonesia
Email: denoksunarsi@unpam.ac.id

Afzal Sayed Munna

Module Leader and Academic Coordinator University of Wales Trinity Saint David, United Kingdom
Email: a.munna@uwtsd.ac.uk

Received: 21 June 2021

Reviewed: 22 June 2022-23 September 2022

Accepted: 12 December 2022

Published: 30 December 2022

Abstract

The purpose of this study is to compare the capacity of students to write Makassar Lontara script before and after utilizing the letter card medium. This investigation used three steps: pre-test, therapy, and post-test. This study included fifty public Yuniior High School students in the Makassar city, South Sulawesi, Indonesia. Participatory observation, testing, and interviews were employed to obtain data for this study. Data description, average similarity test, and analysis requirement test are among the data analysis approaches employed. The findings revealed that learning through the medium of letter cards was more successful. The post-test analysis demonstrates the usefulness of using the letter card medium. Using Makassar Lontara's letter card medium, the level of achievement is higher than the pre-test result. Furthermore, when employing letter card media in the learning process, pupils are more active than when not using the media. Teachers of local content subjects are encouraged to use learning methods and enjoyable media for students to achieve more effective learning. The Makassar Lontara' letter card media is one of the methods employed. Because the media can contribute significantly to both the learning process and the desired outcomes, it is intended that by using the Makassar Lontara' letter card learning media, students will be more interested in and motivated to study local content themes that have previously been intimidating to them. Further research is needed to increase the quality of learning, and it is hoped that future researchers will address any flaws found in this study.

Keywords: letter card media; Makassar Lontara'; Lontara script

Introduction

Lontara's script is frightening to learn, especially for the younger generation learning the Makassar language. The shadow of the difficulty of memorizing complex letterforms is also the number of letters that must be memorized. Makassar language learning has standard writing rules, and this learning material makes students reluctant to learn, let alone deepen their mastery of reading and writing the Lontara script. The Makassar Lontara script is cultural writing of South Sulawesi Province, which is very well known globally. The Makassar Lontara script is a written language used in interacting in a certain area in South Sulawesi Province. As a result of cultural acculturation, many people do not understand the Makassar Lontara script.

Learning the Makassar Lontara Script is the same as learning other regional languages, namely that there are four language skills, namely the ability to listen, speak, read and write. One of the skills used in this research is writing. Using Makassar Lontara's script, this study measured students' abilities to learn local languages, especially writing. To make this learning effective, a media is needed to improve students' abilities in knowing the Makassar Lontara' script. The media used in the learning process is letter card media. As from the three previous studies above, it is stated that letter card media is very effective in teaching and learning (Basri et al., 2020). Therefore, researchers will conduct research, namely making letter card samples to be used as learning media.

One of the ways that teachers can use to attract the interest and motivation of these students is to use the media of letter cards in conveying the Lontara' script material. Using this letter card media, teaching and learning activities can be designed in various ways, one of which is playing games that students like. Therefore, the use of media is important in the learning process. Therefore, researchers are interested in studying the use of Letter Card Media to write the Makassar Lontara Script.

Makassar language is a regional language that is part of the Indonesian national culture, which lives and continues to be used in the language community concerned. This was also expressed by the head of the language research center in Ujung Pandang, who revealed that conservation efforts would enrich the regional cultural treasures and broaden the people's cultural horizons. Intensive Makassar language development is through Makassar language lessons in schools. This is made possible by the curriculum, which includes Makassar language subjects. Schools with outlines of teaching programs for Makassar language subjects are elementary and junior high schools. The Makassar regional language has been being taught in junior high schools in Makassar city, South Sulawesi, Indonesia. Teachers make learning tools in syllabus and learning program plans based on the textbooks used and the 2013 national curriculum.

Lettercard media is a learning media in the form of cards, and there are pictures of letters. The letters on the card, by hand or a photo, or computer printouts are cut out and pasted on the card. This media is used in learning activities that can be designed in various forms or ways, both individually and by grouping students. The advantages of letter card media are that they are easy to carry around.

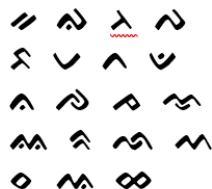
Lontara script'

Lontara' script is a Makassar script (Bugis) sourced from a Sanskrit script called Dewanagari. The development of the Lontara script, especially the word *Lontara'* has various kinds according to the context of the sentence. Meanwhile, for the Makassar and Bugis script,

various opinions will be found, such as the opinion of Kern (1882), Kridalaksana (1982), , and the Makassar Bugis Cultural Expert from South Sulawesi, which Mattulada expressed.

The forms of the Lontara' script that was used in learning to write the Makassar Lontara' script at student sample are as follows:

1. Consonant letters or in Makassar language called *Anrong Hurupu'*



2. Vowels or in the Makassar language called *Ana' Hurupu'*



Methodology

The media used in the learning process is letter card media. As from the three previous studies above, it is stated that letter card media is very effective in the teaching and learning process. Therefore, researchers conducted research by making letter card samples for learning media. Fifty students in one of the public junior high schools in Makassar city participated in this research. Before the test, questions were used to measure student learning outcomes. First, the questions were tested on students to try out, which is intended to determine the level of validity, reliability, level of difficulty, and discriminating power of questions so that later valid and reliable research results are obtained (Patak et al., 2016).

Moreover, the researchers conducted a test for students to determine their students' ability. The tests were carried out in two stages: the initial stage to determine the student's initial abilities. Furthermore, the final test was to determine the ability of students who received treatment or the use of letter card media compared to those who did not use the media. However, treatment was given first before the final test or post-test was carried out. Therefore, by carrying out these various tests and treatments, it is expected to determine whether Makassar Lontara' learning using letter card media is effective. More details can be seen in Figure 1.

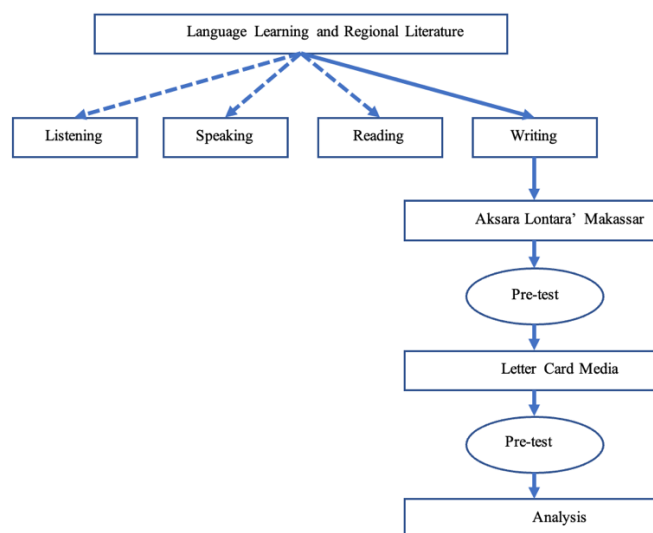


Figure 1. Treatment Process in Learning

To test the questions, the questions were made in parallel, which is equal in terms of both the scope of the material and the level of difficulty, so that the number of questions for the test is four questions according to the question grid. After the questions have been tested, the questions are then tested through validity tests, reliability tests, analysis of the level of difficulty of the questions, and the discriminating power of questions. In testing the data with statistics, we used SPSS Version 21 *software*.

Results and discussion

Results

The results of this study describe the effectiveness of the letter card media in writing the Makassar Lontara' script for seventh-grade students at junior high school. The data analyzed were data collected under the research data collection procedure, namely the application of letter card media in the experimental class. Learning was divided into two stages. The first stage is learning without using letter card media, and the second is learning to write Makassar Lontara' script using letter card media. Fifty students were present in the learning and tests in the first and second stages. Furthermore, the research data analysis was then presented in the form of 1) the results of the normality test of the data, 2) the results of the homogeneity of variance test, and 3) the hypothesis test.

Pre-test

This study describes the differences in student learning outcomes between students' writing skills without using media and letters card media. This can be seen in the first stage, namely by learning to write the Lontara' script before using the letter card media. To provide an overview of the study's results, the initial test (*Pre-test*) was obtained. The initial test (pre-test) aims to provide an initial picture of students' abilities in writing Makassar Lontara script. The pre-test and post-test assessments were measured from three aspects: 1) letter accuracy, 2) letter accuracy, and 3) writing neatness. For more details, it can be seen in the following table.

Table 1. Pre-test scoring classification of Makassar Lontara' writing ability

Score	Frequency	Percentage (%)	Category
Aspects of Letter Accuracy			
4	2	4	Very good
3	20	40	Good
2	28	56	Enough
1	0	0	Not enough
Aspect of Hurupu'			
4	15	30	Very good
3	19	38	Good
2	16	32	Enough
1	0	0	Not enough
Aspects of Neatness of Writing			
4	7	14	Very good
3	24	48	Good
2	19	38	Enough
1	0	0	Not enough

Based on the analysis of students' ability to write Lontara' script through letter card media when viewed from the three highest assessment aspects, it gives an illustration that the aspect of letter accuracy is in the fairly good category, while the aspects of letter accuracy and writing neatness are in a good category.

Post test

After doing *the pre-test* then, a further post-test was carried out. This is used to determine the comparison between previous abilities and abilities after treatment. The post-test assessment can be seen from three aspects: 1) the accuracy of the letters, 2) the accuracy of the letters, and 3) the neatness of writing. For more details, can be seen in table 2.

Table 2. Classification of post-test scoring ability to write Makassar Lontara script			
Score	Frequency	Percentage (%)	Category
Aspects of Letter Accuracy			
4	17	34	Very good
3	20	40	Good
2	13	26	Enough
1	0	0	Not enough
Aspect of Hurupu'			
4	21	42	Very good
3	26	52	Good
2	3	6	Enough
1	0	0	Not enough
Aspects of Neatness of Writing			
4	38	76	Very good
3	11	22	Good
2	11	22	Enough
1	0	0	Not enough

Based on the analysis of students' ability in writing Lontara' script through letter cards media, seen from the three aspects of the highest score assessment, it gives an illustration that the aspects of letter accuracy and letter accuracy are in a good category while the neatness aspect of writing is in a good category.

Based on the data in Table 1 and Table 2, the pre-test and post-test data similarity tests are presented as follows.

Table 3. Test results of pre-test and post-test data similarity				
Group	Minimum Value	Maximum Value	Average	Total Respondents
<i>Pre-Test</i>	25	93	68.28	50
<i>Post-Test</i>	50	100	81.34	50

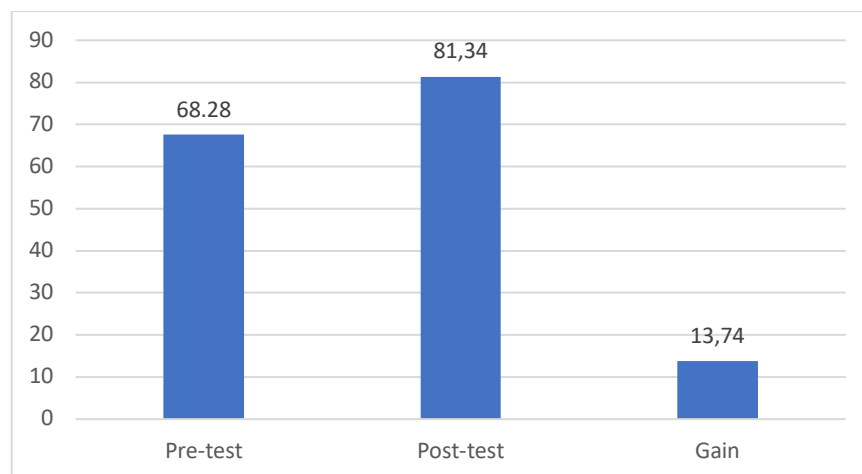


Figure 2. Results of the *Pre-Test* and *Post-Test* Data Similarity Test.

Based on the data similarity test results in Table 3 and Figure 1, the *post-test results* have a higher level of achievement when compared to the *pre-test results* for the Makassar Lontara' writing ability level. Both from the minimum value obtained and the average value. While the pre-test reached 93, and the post-test score reached 100 with a scale of 1 to 100. This was because, by treatment, students did the pre-test at the next meeting. After that, a *post-test* was then carried out with more effective results than before.

Statistic test

After measuring the student's ability to pre-test and post-test, the research was continued through 1) data normality test, 2) variance homogeneity test, 3) hypothesis testing. After conducting the analysis, the researchers found out whether or not the students' ability in writing the Makassar Lontara' script is effective through the media of letter cards.

1. Data normality test results

The normality test of the data was obtained from the pre-test and post-test results of the Makassar Lontara' writing ability. In data analysis, researchers used the SPSS version 21 facility. to test the normality of the data, then use the value of *Sig. (2-tailed)* Kolmogorov-Smirnov shows data normally distributed if the calculation result is greater than the 5 percent Alpha level (*sig. (2-tailed)*). 0.050). For more details, the results of the normality test of the *pre-test* and *post-test data* on the writing ability of the Makassar Lontara' script will be presented in table 4.

Table 4. Results of pre-test and post-test of Makassar's Lontara' writing ability.

Data	asyp. Sig. (2-tailed)	Description
<i>Pre-test</i>	0.560 _	asyp. Sig. (2-tailed) > 0.050 = normal
<i>Post-test</i>	0.1 77	asyp. Sig. (2-tailed) > 0.050 = normal

Source: SPSS Data Processing Results, 2021.

Table 4 shows that all data from both *pre-test* and *post-test* provide data distribution with normal distribution.

2. Variant homogeneity test results

After testing the normality of the data, then the research proceeded with the homogeneity test of variance. A homogeneous score was produced to analyze the data to claim significant data if greater than 0.05. The results of the homogeneity of variance calculation can be seen in Table 4.5.

Table 5. Test of homogeneity of *pre-test* and *post-test* variants the ability to write Lontara' Makassar script

<i>Levene Statistics</i>	df1	df2	Sig.
.070	1	98	.793

Source: SPSS Data Processing Results, 2021.

Based on table 5 shows that the results of the homogeneity test of variants, both *pre-test* and *post-test* on the ability to write Makassar Lontara script have homogeneous variants.

3. Hypothesis test (t-test)

The hypothesis in this study is that the letter card media is effectively used in writing Makassar Lontara' script. For more details, hypothesis testing data is presented in table 6.

Table 6. T-test results

Table 8. T-test results								
	Paired differences					t	df	Sig (2-tailed)
	mean	Std Dev.	Std error mean	965% confidence interval of the difference				
				Lower	Upper			
Pairs 1 v1-v2	1.58	1.76	.25	1.08	2.08	6.34	49	.00

Source: SPSS Data Processing Results, 2021.

Based on the results of data analysis, it is obtained that the t_{count} is 6.34 with a df of 49. The hypothesis testing rule is used if $p > 0.05$. The $t_{\text{table value}}$ is 2.01. hypothesis-testing criteria (H_0) is accepted if t_{count} is smaller than t_{table} ($t_h < t_t$). it means that the application of letter card media is ineffective in writing Makassar Lontara' script. (H_1) is accepted if t_{count} is greater then the letter card media is effectively applied in writing the Makassar Lontara' script.

The results of data analysis show that the $t_{\text{count value}}$ is 6.34 and the $t_{\text{table value}}$ is 2.01. it means that the value of $t_{\text{count}} \geq t_{\text{table}}$ ($6.34 > 2.01$) then the hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted so that there is a significant difference when using letter card media and previously without using anything. Based on the analysis that has been done, the letter card media is effectively used in writing the Makassar Lontara' script.

Discussion

Students in this research obtained outcomes from *the pre-test* that are still below the minimum completeness criteria, while the minimum completeness criteria value in the school is 75 with a range of 1 to 100. The results obtained by students in this research was in the initial test (*pre-test*), which has been averaged, reached a score of 68.28. The students' *pre-test results* about these subjects have not reached the minimum completeness criteria score. This is because the learning process carried out by both teachers and students is still very monotonous, such as the

teacher only inviting students to write the regional language that is ordered without using variations in the effective learning process.

Furthermore, after *the pre-test was carried out*, it was continued by *treating* the student, then the results obtained reached the minimum completeness criteria. The low achievement level takes a method to overcome these problems. The low learning outcomes are caused by the lack of learning facilities and infrastructure so that learning is less varied. This is reinforced by various theories which reveal that the learning process requires facilities and infrastructure that support learning so that students can understand the material that has been given. The same is true for junior high school students in this research, wherein teachers still experience obstacles such as the lack of learning facilities and infrastructure such as LCD, card media, and other media that are considered capable of improving students' learning abilities.

Efforts in maximizing the learning process require the selection of media to be delivered so that the objectives can be achieved as planned. Teachers are required to develop learning media that will be used but are available because media is an inseparable part of the teaching and learning process to achieve learning objectives. One of the media that can maximize the learning process is writing using letter cards. This media is presented in the form of the Makassar lontara' script, which can increase students' motivation to study harder. With the hope that the goals to be achieved can be realized.

This is also what Bara et al., 2016; Ebadi et al. (2017); Routarinne and Ylirisku (2012); Saggaf et al., (2021) that in supporting the learning process it is expected to have media that can support, one of which is letter card media. The success of the letter card media that has been implemented in the learning process is evident from the average score. This is evidenced by the increase in the average score from the *pre-test* to the *post-test* of the class, reaching an increase of 34 percent of those who passed the minimum completeness criteria (from 40 percent to 74 percent).

Based on the difference in the results of the final score (*post-test*), it can be seen from the increase in the value of the average *pre-test result*. Then the letter card media is a learning solution. It is also seen from the results of student activity in the learning process. By using letter card media, students are more active in receiving learning. This is in line with the opinion of Gagne (1970) that the media used can stimulate students to learn.

By strengthening the results of this study, the results of experimental research using card media have also been carried out by Rahany (2007) conducted a study on the effectiveness of using word card media in teaching writing German through poetry in senior high school. The results of the study concluded that the use of word card media in learning to write German was more effective when compared to other methods. Vita (2009) also conducted other studies, namely, on "Effective use of media "work cards" on the ability to write poetry that describes the importance of work card media in students' ability to write poetry, where this study used experimental research methods. Where also gives the result that the importance of media use positively impacts learning. Likewise, using letter card media in this research turned out to provide a significant increase compared to the pre-test results carried out previously.

The effectiveness of the letter card media in writing the Makassar Lontara' script can also be known based on the calculation results of *the t test*. Through the t test formula, the calculated t value is 6.34 and the t table value is 2.01. means that the value of $t_{\text{arithmetic}} \geq t_{\text{table}}$ ($6.34 > 2.01$) then the hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that the hypothesis is accepted, namely that the letter card media is effectively used in learning to write the Makassar Lontara' script.

Conclusion

The students' ability to write the Makassar Lontara' script before using the letter card media was in the low classification with an average score of 68.28. The number of students who obtained completeness scores (>75) was 20 people (40%) from 50 students. The students' ability to write Makassar Lontara script after *the post-test* has reached the predetermined minimum completeness criteria value, which is in the high category with an average score of 81.34. The number of students who obtained completeness scores (>75) was 37 people (74%) out of 50 students. The effectiveness of the letter card media in writing the Makassar Lontara' script can be determined based on the calculation results of *the t test*. Through the t test formula, the calculated t value is 6.34 and the t table value is 2.01. means that the value of $t_{\text{arithmetic}} \geq t_{\text{table}}$ ($6.34 > 2.01$), then the hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means that the hypothesis is accepted, namely that the letter card media is effectively used in learning to write the Makassar Lontara' script.

Suggestion

Efforts to achieve more effective learning are expected to teachers of local content subjects to use learning methods and media that are fun for students. One of the methods used is the Makassar Lontara' letter card media. Because the media is able to make a significant contribution both from the aspect of the learning process and the results to be achieved, it is hoped that by using the Makassar Lontara' letter card learning media, it can attract students' interest and motivation towards local content subjects that have been a scary thing for them. In order to improve the quality of learning better, it is hoped that further researchers will improve any deficiencies contained in this study.

Declaration of conflicting interest

The authors state that there is no conflict of interest concerning the publication of this paper.

Funding acknowledgment

The authors received no specific funding for this work.

References

- Ahmad, AA (2014). Preserving the Written Culture of the Archipelago: A Study of Lontara Script. *Journal of Nusantara Culture*, 1 (2), 148–153.
- Akib, I. (2016). The Description of Relationship between Mathematics Characteristics and Bugis Culture Values. *Global Journal of Pure and Applied Mathematics*, 12 (4), 2765–2776.
- Andaya, LY (1995). The Bugis-Makassar Diaspora. *Journal of the Malaysian Branch of the Royal Asiatic Society*, 68 (1 (268), 119–138.
- Banday, MT, Ahmed, M., & Jan, TR (2014). Applications of e-Learning in Engineering Education: A Case Study. *Procedia - Social and Behavioral Sciences*, 123, 406–413. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.01.1439>
- Bara, F., Morin, M.-F., Alamargot, D., & Bosse, M.-L. (2016). Learning different allographs through handwriting: The impact on letter knowledge and reading acquisition. *Learning and Individual Differences*, 45, 88–94. <https://doi.org/https://doi.org/10.1016/j.lindif.2015.11.020>
- Basri, M., Patak, A. A., Musdariah, A., & Abduh, A. (2020). Innovative Learning Technology (ILT) in Indonesian Vocational Higher Education. *International Journal of Advanced*

- Science Engineering Information Technology*, 10(6), 2559–2605.
- Brunner, M., & Jodlbauer, H. (2020). Mind the Gap: Requirement Engineering for Learning Factories with Maturity Model Support. *Procedia Manufacturing*, 45, 510–515. <https://doi.org/https://doi.org/10.1016/j.promfg.2020.04.067>
- Cahyadi, D. (2016). Latin Script Typeface Design Based on Bugis-Makassar Lontara Script. *Indonesian Journal of Fundamental Sciences*, 2 (2), 103–109.
- Chong, MC, Francis, K., Cooper, S., Abdullah, KL, Hmwe, NTT, & Sohod, S. (2016). Access to, interest in and attitude toward e-learning for continuous education among Malaysian nurses. *Nurse Education Today*, 36, 370–374. <https://doi.org/https://doi.org/10.1016/j.nedt.2015.09.011>
- Crook, C., & Bligh, B. (2016). Technology and the dis-placing of learning in educational futures. *Learning, Culture and Social Interaction*, 11, 162–175. <https://doi.org/https://doi.org/10.1016/j.lcsi.2016.09.001>
- Ebadi, N., Kang, JE, & Hasan, S. (2017). Constructing activity–mobility trajectories of college students based on smart card transaction data. *International Journal of Transportation Science and Technology*, 6 (4), 316–329. <https://doi.org/https://doi.org/10.1016/j.ijtst.2017.08.003>
- Gagne, RM (1970). *Learning Theory, Educational Media, and Individualized Instruction*.
- Hamriani, H., & Garim, I. (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.
- Kemény, Z., Beregi, R., Tipary, B., Abai, K., & Nacs, J. (2020). Recent advances in learning content and infrastructure development for layout and process planning courses at the SZTAKI learning factories. *Procedia Manufacturing*, 45, 319–324. <https://doi.org/https://doi.org/10.1016/j.promfg.2020.04.024>
- Kern, H. (1882). *Der Buddhism und seine Geschichte in Indien: eine Darstellung der Lehren und Geschichte der buddhistischen Kirche* (Vol. 1). O. Schulze.
- Kramer, C., König, J., Strauß, S., & Kaspar, K. (2020). Classroom videos or transcripts? A quasi-experimental study to assess the effects of media-based learning on pre-service teachers' situation-specific skills of classroom management. *International Journal of Educational Research*, 103, 101624. <https://doi.org/https://doi.org/10.1016/j.ijer.2020.101624>
- Kumar, S., & Toteja, R. (2012). Print to Digital: A Study of Students' Psychosomatic Cost in Traditional and E-Learning. *Procedia - Social and Behavioral Sciences*, 67, 553–560. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.11.360>
- Lestari, AW, & Indihadi, D. (2019). Use of Letter Card Media in Improving Understanding of the Use of Capital Letters in Writing Description Texts. *PEDADIDAKTIKA: Scientific Journal of Elementary School Teacher Education*, 6 (1), 16–27.
- Mathes, FE (1972). Geological history of the Yosemite Valley. In *Glaciers and Glacial Erosion* (pp. 92–118). Springer.
- Mattulada, A. (2014). People and Culture of Bugis-Makassar and Kaili in Sulawesi. *Indonesian Anthropology*.
- Miqat, N., & Bakhtiar, HS (2017). Harmonization of Uang Panaik as Customary Term in Bugis-Makassar Ethnic Group and Dowry in Indonesian Marriage System. *JL Poly & Globalization*, 67, 41.
- Pangastuti, R., & Hanum, SF (2017). The introduction of the alphabet in early childhood through the media of letter cards. *Al-Hikmah: Indonesian Journal of Early Childhood Islamic*

- Education*, 1 (1), 51–66.
- Patak, A. A., Naim, H. A., Ma'ruf, A., & Ghafar, M. N. A. (2016). Design and validation of online learning environment questionnaire. *Int. J. Adv. Sci. Eng. Inf. Technol*, 6(3), 334.
- Prestridge, S. (2019). Categorizing teachers' use of social media for their professional learning: A self-generating professional learning paradigm. *Computers & Education*, 129, 143–158. <https://doi.org/https://doi.org/10.1016/j.compedu.2018.11.003>
- Qamar, N., Badaru, B., & Aswari, A. (2017). Local Wisdom Culture of Bugis-Makassar in Legal Perspective. *Proceeding 12th ADRI 2017 International Multidisciplinary Conference and Call for Paper*, Bogor, 87.
- Rabia, S. (2018). *Makassar Regional Language Revitalization through the Development of Makassar Language Teaching Materials as Local Content*.
- Rahany, F. (2007). *A Study of Morphemic Reduplication Made by Three-Year-Old Indonesian Children*. AIRLANGGA UNIVERSITY.
- Routarinne, S., & Ylirisku, S. (2012). Video Card Game as a Learning Design for Teacher Education. *Procedia - Social and Behavioral Sciences*, 45, 370–380. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.06.573>
- Saggaf, M. S., Sunarsi, D., Wahid, H. A., Ilham, D., & Rozi, A. (2021). Principal Leadership Function on Teacher Performance for Secondary Schools. *International Journal of Educational Administration, Management, and Leadership*, 2(2), 57–64. <https://doi.org/10.51629/ijeamal.v2i2.42>
- Sriklaub, K., & Wongwanich, S. (2014). Learning Activities Aimed at Promoting Students' Interest: Synthesis of Master Teachers' Activity Organizing Methods via TV Media. *Procedia - Social and Behavioral Sciences*, 116, 3375–3380. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.01.767>
- Vita, EO (2009). *The effectiveness of the use of media "work cards" on the ability to write poetry in class VIII SMP Negeri 2 Tulung Klaten 2008/2009 academic year*.
- Wihanry, I., & Chyan, P. (2015). The design of the Lontara script learning application with the game-based learning method. *THEMATICS, Journal of Informatics and Information Systems*, 3 (1), 1–8.