Calibrated Peer Review (CPR) Method: Improving Student Descriptions Writing Skills in Madrasah Ibtidaiyah

by Hafidah Hafidah

Calibrated Peer Review (CPR) Method: Meningkatkan Keterampilan Menulis Deskripsi Siswa Madrasah Ibtidaiyah

Calibrated Peer Review (CPR) Method: Improving Student Descriptions Writing Skills in Madrasah Ibtidaiyah

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Abstract

Writing descriptions is a skill that has been taught in grade VI elementary school such as MIN 6 Cilacap. The purpose of this study was to determine the effectiveness of the Calibrated Peer Review (CPR) method in students' writing learning. To answer the stated objectives, the research method used was pre-experiment using one class as the sample. The number of research samples was 40 students consisting of 21 male students and 19 female students. To see the effectiveness of the method in learning, researchers used the pre-test as a first step to measure students' ability then post-test after giving the treatment. The results showed a significant effect on the pre-test and post-test scores where the initial score was a mean of 65.3 and the final score was an average of 72.5. There was a good effect on the results of learning to write student descriptions because of any significant development in teaching. Thus, the CPR method is effective in students' writing learning.

Keywords: *CPR; description; writing; methods.*

Abstrak

Menulis deskripsi merupakan keterampilan yang telah diajarkan di kelas VI sekolah dasar seperti di MIN 6 Cilacap. Adapun tujuan dari penelitian ini adalah untuk mengetahui keefektifan metode Calibrated Peer Review (PR) dalam pembelajaran menulis siswa. Untuk menjawab tujuan yang dikemukakan, metode penelitian yang digunakan adalah pra eksperimen dengan menggunkan satu kelas sebagai sampel. Jumlah sampel penelitiam sebanyak 40 siswa yang terdiri atas 21 siswa laki-laki dan 19 siswa perempuan. Untuk melihat keefektifan metode dalam pembelajaran, peneliti menggunakan pre-test sebagai langkah awal mengukur kemampuan siswa kemudian post-test setelah pemberian treatmen. Hasil penelitian menunjukkan efek yang sigifikan terhadap nilai pre-tes dan post-test dimana skor awal adalah rata-rata 65.3 dan skor akhir adalah rata-rata 72.5. Terjadi efek yang baik pada hasil belajar menulis deskripsi siswa karena adanya peningkatan kemampuan hasil belajar. Dengan demikian metode CPR efektif dalam pembelajaran menulis siswa.

Kata kunci: *CPR; deskripsi; menulis; metode.*

Introduction

Writing at Madrasah Ibtidaiyah and elementary schools is one of the skills taught from the start. Indonesian language education from grade I to grade VI is taught to train students' abilities in writing skills. Like any other skill, writing seems difficult and tends to be underappreciated for several reasons (Sulaiman, 2017). In addition, writing used to be somewhat neglected in language teaching, and in fact, writing was more complicated than reading (Umroh, 2019). Sometimes writing is considered as something boring that cannot stimulate classroom interactions in elementary schools (Akib et al., 2018). (Rofi'i, 2020) states why writing is important because writing is a tool for discovery, generating new ideas. Writing helps us make connections and connections, helps us organize ideas, and can organize them in a coherent form. Derived ideas allow us to work and tell stories through writing, and help us observe and process information. Thus the ability to write will be felt and make us skilled in expressing ideas and information in a good and directed manner.

Writing is one of the most important skills in teaching Indonesian because by writing people know everything, writing people can express their ideas, especially their feelings to others without having to be ashamed because people are not present in front of the author for face-to-face communication (Akib et al., 2018). In addition, writing means developing good reasoning and information for readers (Kurnia, 2018). By expressing ideas through writing, people can improve the way ideas and opinions are conveyed in a more appropriate way and can revise writing before being read by others.

The importance of teaching writing was stated by (Asik.N, 2015) that learning to write well is very important to improve communication skills, grammar and make a special contribution to critical thinking. In line with Asik, (Adelina Yuristia, 2018) states that writing is an absolute necessity because it can represent culture and civilization. It is a thought process that not only combines words but also forces them to give birth and express an idea about something. The classic problem of how difficult writing skills are, especially in generating ideas, requires a solution.

One of the writing genres taught in elementary and madrasa schools is writing descriptions in Indonesian. The results of the observations showed that the difficulty

experienced by students in writing descriptive essays was the low ability to express ideas and ideas in essays. Besides that, the average score of students has not met the KKM targeted by the teacher. The target KKM standard is 65 while the student's average score is 63.5. Thus, a strategy is needed to solve the problems faced by students in writing descriptions. Therefore this study applies the Celebrate peer review (CPR) method in helping students develop the ability to write descriptions in Indonesian language learning.

Learning to write descriptions in elementary schools has been introduced since grade II SD to grade IV. This shows that writing is an important skill for education. In the theory of writing itself, various types of writing or genres are introduced to be understood and taught. There are twelve genres that are suggested to be taught in schools (Rahmawati et al., 2016); one of them is descriptive text. Writing descriptions is generally known as a form of writing by describing and detailing the object being told. According to (Keraf. G, 1981) the word description comes from the word describe which means writing about something or exposing something so that it is said that writing a description is an attempt by a writer to specify and expose an object into a series of writings. In line with that, (Kurniasari dan Nurlaila.A, 2014) explain that writing descriptions contains various experiences that are written clearly either in the form of an object or various sensory receptions.

Although writing descriptions is considered simple because it only describes objects, in fact, students still experience difficulties in writing because they do not see objects directly (Arlina Distia Mahargyani, Herman J. Waluyo, 2012). This is in line with the problems faced by students because they are only fixated in a class by using the printed books that have been distributed. Students only read the meaning and how to write a description in theory then try to write based on the instructions from the book that the teacher has distributed. This causes students to find it difficult to write descriptions. Descriptive was chosen in this study to be explored in order to change students' perceptions of writing difficulties because most people like stories more than other genres. Therefore, another challenge that is usually faced by Indonesian language teachers is how to capture students' interest in increasing motivation to learn Indonesian, especially writing. Of course, teachers must create teaching techniques and media without boring them (Astuti,. Yanuarita, Widi. Mustadi, 2014). (Kusnida et al.,

2015) use animated films, while (Salfera, 2017) and (Widodo et al., 2020) use serial images as a technique in improving students' descriptive writing skills. These techniques have been proven effective in motivating and stimulating students to write especially descriptive writing.

Thus using the right method can improve students' writing skills. Therefore, researchers will use the Calibrated Peer Review (CPR) as a method in teaching students to write descriptions in Indonesian lessons. This method may still not be used in learning, but in theory, it is still very much used in learning to write.

Patricia A. Carlson (Windarti, 2018) states that the Calibrated Peer Review is a very effective method for presenting processes, designs, techniques, teaching multi-stage writing, and encouraging students to work. Reading other people's writing helps us improve our own writing. As teachers, we also recognize the challenges we face in explaining the difference between good work and mediocre work. Meanwhile, Nurdjan stated that CPR involves students in writing and reviewing the work of their colleagues, and includes a calibration phase in which students practice reviewing according to the rubric designed by the instructor (Nurdjan et al., 2016).

CPR is a method that leads to student independence in work directed by the teacher (Windarti, 2018). CPR is instructional management, allowing a teacher to instruct students to create assignments, write reviews, and clarify students' knowledge of concepts through writing. In a calibrated peer review assignment, students write short essays on a specific topic. The direction that students take in arranging thinking for essays and the courage to think critically about topics that are calibrated by working together (Nurdjan et al., 2016). In addition, (Sudaryono, 2011) states that calibrated peer assessment is a program that allows teachers to incorporate frequent writing assignments into their courses, regardless of class size, without increasing their assessment workload.

There have been several studies in improving writing skills on an as if basics. (Eliyanti et al., 2020) develop teaching materials by utilizing a mind mapping approach. The results of his research indicate that the teaching discussion developed in writing narrative is very effective in using it in elementary schools. Another study was conducted by (Mundziroh et al., 2013) by utilizing the picture and picture method in improving the narrative writing skills of elementary school students. The results of his

research concluded that with a special method, the students' ability to write had increased. Further research was conducted by (Eliyanti et al., 2020) using field trips to help students improve their ability to write descriptions in elementary school by concluding that this method students can write descriptions well. Furthermore (Nashruddin & Damayanti, 2013)   utilizing the field trip method in improving students' ability to write descriptions. The results of his research suggest that the field trip method is effective in improving student learning outcomes in descriptive writing skills.

There have been many studies conducted to improve student writing learning outcomes, but no one has used the CPR method. Generally, researchers use classroom action research with certain methods. The CPR method itself is not so familiar to use in Indonesia because it is a method that is focused on English. Therefore, this study tries to implement this research using an experimental approach in using the CPR method in writing descriptions of students in class VI Madrasah Ibtidaiyah Negeri 6 Cilacap. The purpose of this study was to try out the CPR method in learning to write descriptions in Indonesian at Madrasah Ibtidaiyah Negeri 6 Cilacap, Central Java.

Method

This experimental research involved 40 grade VI students at Madrasa Ibtidaiyah Negeri 6 Cilacap. Class V consists of 40 students, with 21 boys and 19 girls. The research was conducted online for 2 months using the google zoom application in 2020. In this pre-experimental study, only one class was used and CPR was the method used in the treatment after the pre-test administration. The study was conducted in three stages, namely pretest, treatment, and post-test. The results of the comparison between the initial test and the final test scores will be used as a report to determine the effectiveness of the method used. The instrument was used to measure the initial and final grades based on the 13th curriculum used at the primary school level in the form of pre-test and post-test. In categorizing the results of student scores, a rubric to write descriptions is used as a reference for assessing the results of student work after the implementation of the experiment. Data were analyzed in the pre-test and post-test to compare the effectiveness of the methods used. The results of data analysis are then used as a reference for drawing conclusions in the study.

Result

Students' writing skills in the pre-test and post-test

To describe the results of the comparison of the data in this study, the writer gave the test twice to students. First, a pre-test is given before the trial. Second, the post-test was given after the trial. The results of the students' ability to write descriptions whose indicators of knowledge, integration, and unity in the pre-test and post-test are presented in the table below:

Table 1: *Frequency and Percentage of Students' Writing Ability at MIN 6 Cilacap*

No	Category	Score	Pre- Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Very good	86-100	2	5	3	7.5
2	Good	71-85	4	10	15	37.5
3	Average	56-70	29	72.5	22	55
4	Bad	41-55	5	12.5	0	0
5	Very bad	≤ 40	0	0	0	0
	TOTAL		40	100	40	100

Based on table 1 above, the pretest shows that there are 0 (0%) of 40 students who are classified as very bad scores, 5 (12.5%) are classified as bad scores, 29 (72.5%) are classified as average scores, 4 (10)%) classified as a good score and 2 (5%) classified as a very good score. From these results, it can be concluded that the students' writing ability in terms of achievement is moderate. Based on table 1 above, the post-test shows that there are no students who are classified as very bad and bad, 22 (55%) are classified as average scores, 15 (37.5%) are classified as good scores, 3 (7.5%) are classified as very good scores. From these results, it can be concluded that the students' writing ability in terms of learning outcomes is good.

1. *Average Value and Standard Deviation*

The following table shows the distribution of the mean and standard deviation in the pre-test and post-test.

Table 2: *Mean scores and standard deviation of students' pre-test and post-test*

Component	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Description writing	65.3	5.3	72.8	8.4

The results of data analysis from the pre-test and post-test of students' writing skills are in the table above. The mean score on the pre-test was 65.3 and the standard deviation was 5.3 and the mean score on the post-test was 72.8 and the standard deviation was 8.4.

Achievement in pre-test and post-test

The following table shows the achievements in the pre-test and post-test

Table 3: *Student pre-test and post-test achievement*

Component	Pre-test	Post-test	Achievement (%)
Description writing	2612	2915	$\frac{2915-2612}{2612} X100 = 11.60\%$

Table 3 shows that the pre-test is 2612 and the post-test is 2915, the score is 0f post-test> pre-test. From pre-test to post-test it can reach 11.60%.

2. Significance test

To determine the level of significance of the pre-test and post-test, the researcher used t-test analysis at a significance level (p) = 0.05 with degrees of freedom (df) = N-1, where N = the number of subjects (40 students) then the t-table value is 2.022. statistical t-test, independent sample analysis was applied. The following table shows the results of the t-test calculation:

Table 4: *t-test and t-value table of student learning outcomes*

Component	t-test value	t-table value
Description writing	7.9	2.022

Table 4 above shows that the t-test value is greater than the t-table (2.022> 7.9). It can be said that the null hypothesis (H_0) application of the Calibrated Peer Review method in writing cannot stimulate students' abilities and alternative hypotheses. while (H_1) the application of the Calibrated Peer Review Method in writing can stimulate students' abilities. This means that there is an achievement in students' writing ability before and after the Calibrated Peer Review method is applied in class VI MIN 6 Cilacap.

Discussion

The use of the Calibrated Peer Review (CPR) method in stimulating students' writing skills to write descriptions has been implemented in Indonesian language learning in class VI MIN 6 Cilacap. This method is implemented to assist students in

writing descriptive texts and to make learning fun. The right method will also provide the right solution for students, especially in Indonesian subjects. Learning using the Calibrated Peer Review MIN 6 Cilacap method shows an increase in learning outcomes. On the frequency and percentage of students' writing ability in the pretest giving, there were 5 students who were in the poor category, while those who had an average score of 29, there were four who were categorized as good and there were 2 students who were categorized as very good. But significantly the CPR method provides a significant improvement. After the treatment implementation, students were again tested by post-test. At the data analysis result stage, there were no more students who were in the poor category, which means that all the students were at the average level. Students categorized as an average score of 22 students or reduced to 55% where at the pretest as much as 72%. Meanwhile, the number of students in the good category significantly becomes 15 students or around 37.5%. while the very good category became 3 students or 7.5%. This shows that the CPR method is quite significant in improving students' results in writing descriptions. In line with the results of this study, (Astriani, 2017) suggests that appropriate methods and media assistance will have a good influence on the ability to write descriptions of students in elementary schools.

The student's score before using the Calibrated Peer Review method was 65.3 which was classified as moderate and after using the Calibrated Peer Review Method the student's score was 72.8 which was classified as good. So, the score achievement using the Calibrated Peer Review method is 11.60%. The results of trials using the method with online learning show that there is a good effect on this method. The CPR method has contributed to the improvement of students' description writing skills at MIN 6 Cilacap.

In the t-test, the CPR method shows that the t-table is greater than the t-table. This shows the effectiveness of the methods implemented in learning Indonesian, especially the material for writing descriptions. Value of 2.022> 7.9 is an indicator of target achievement which is expected to help students improve their ability to write descriptions.

The CPR method has a good effect on students in learning to write descriptions. Initial weaknesses of students such as expressing ideas and ideas can be overcome

through this method with good assistance from the teacher. Students are more creative in working and working together so that there is positive interaction to share information in writing. Students' skills in writing descriptions have improved and have been able to formulate various ideas and ideas through the CPR method. Effective learning steps using the CPR method have made a good contribution to Indonesian language lessons at MIN 6 Cilacap. The results of the method trial were considered successful because students could write independently by cooperating in expressing ideas and ideas.

The trial process was carried out with the concept of learning to determine the effectiveness of the CPR method in learning to write descriptions in MIN6 Cilacap. The CPR method is considered successful in improving students' writing skills. The implementation of the CPR method has a good effect on student scores in learning Indonesian, especially in descriptive writing skills. Writing descriptions is one of the materials taught for the elementary school / MIN group as an effort to develop student skills. With group collaboration, students provide input to the results of other students' work so that good communication is built (Harefa, 2020). In accordance with research conducted by (Eliyanti et al., 2020) and (Sulaiman, 2017) that the appropriate method will have an influence on student learning outcomes. The results of work reviewed by other students or other groups will be a reflection for students to improve the writing that has been made (Kusnida et al., 2015). This method has a positive effect because it has contributed to improving the writing skills of students at MIN 6 Cilacap.

Conclusion

The use of the Calibrated Peer Review method in learning to write descriptions in class VI MIN 6 Cilacap has a good impact. Students experience an increase in their ability to learn and cooperate in class. The comparison results of pre-test and post-test showed a significant difference where the initial mean score of the students was 65.3 and the final average score increased to 72.8. Thus the CPR method has a significant effect on the ability to write descriptions in students. Thus the implementation of learning using the CPR method has a positive effect on students' description writing skills. Students experience an increase in learning outcomes.

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