The Effect of Using Quantum Teaching and Cooperative Integrated Reading and Composition Methods on the Ability to Write Descriptions of Elementary School Students

Pengaruh Penggunaan Metode Quantum Teaching dan Cooperative Integrated Reading and Composition terhadap Kemampuan Menulis Deskripsi Siswa Sekolah Dasar

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Abstract

This study aims to determine the effect of the quantum teaching and cooperative integrated reading and composition methods on students' ability to write descriptions. This research is a quasi-experimental research. The location of this research was SDN 261 Bilangporoa, Bulukumba district. Determining the subject of this study using simple random sampling technique with a total of 60 students. Data collection techniques used written tests. Data analysis in this study used the t test and ANOVA. The results of the study stated that from the third class, two experimental classes and one control class experienced an increase, but the experimental class improved better than the control class, where the posttest value of the quantum teaching experiment was 72.25, the integrated cooperative reading and composition experiment was 72.50 and the with conventional methods 66.40. For the inertial analysis results of the quantum teaching class using the independent t test a significance value of 0.017 was obtained and cooperative reading class and integrated composition were 0.013 and for the posttest ANOVA test results a significance value of 0.017 was obtained.

Keywords: quantum teaching; cooperative integrated reading and composition; description writing skills

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode quantum teaching dan cooperative integrated reading and composition terhadap kemampuan menulis deksripsi siswa. Penelitian ini merupakan penelitian quasi experiment. Tempat penelitian ini adalah SDN 261 Bilangporoa kabupaten Bulukumba. Penentuan subjek penelitian ini menggunakan teknik simple random sampling dengan jumlah keseluruhan 60 siswa. Teknik pengumpulan data menggunakan tes tertulis. Analisis data dalam penelitian ini menggunakan uji t dan anova. Hasil penelitian

menyatakan dari ketiga kelas, dua kelas eksperimen dan satu kelas kontrol mengalami peningkatan, namun kelas eskperimen meningkat lebih baik daripada kelas kontrol, dimana nilai posttest eskperimen quantum teaching yaitu 72,25, eskperimen cooperative integrated reading and composition yaitu 72,50 dan kelas dengan metode konvensional 66,40. Untuk hasil analisis ingerensial keas quantum teaching menggunakan uji t independen didapatkan nilai signifikansi sebesar 0,017 dan kelas cooperative integrated reading and composition yaitu 0,013 dan untuk hasil uji posttest anova didapatkan nilai signifikansi 0,017.

Kata Kunci: *Quantum teaching; cooperative integrated reading and composition; keterampilan menulis deskripsi*

Introduction

At the elementary school level, Indonesian language skills need to be taught as early as possible, students are invited to get to know various knowledge from various sources. This must be supported by students' abilities in terms of reading and writing as basic abilities so that they can follow the learning well, by writing one can also express thoughts and ideas to achieve these aims and objectives with learning support (Ali, 2021). Learning support in schools in this case is the way the teacher teaches writing, especially in descriptive writing material, by using effective methods. The learning method used by the teacher will influence student learning outcomes (Khotimah, 2017). Using learning methods cannot be done haphazardly. The use of the method must be adapted to the material, the characteristics of the students and the abilities of the users of the method. The use of appropriate methods in teaching writing will have a positive influence on students' writing outcomes, especially on the ability to write descriptions. The use of methods that must be in accordance with the teaching of writing so that students' ability to write descriptions increases (Suhardiana, 2019).

These writing skills need to be instilled in elementary school students, so that students have the ability to imagine stories well. Writing an essay is not only intended for appreciation and understanding, but has a sharpening effect on the sensitivity of children's feelings, reasoning, and sensitivity to human problems (Sanita, Marta, & Nurhaswinda, 2020). Writing consists of several types, one of which is writing a description. Description writing skills are skills by compiling descriptive text in written form that relates to an object in the form of a description (Aswan, Nurhayati, & Pammu, 2018). Description writing contains a detailed explanation or presentation of an object where other people can understand what the author is describing without having to know the object directly.

Writing descriptions also makes students' thinking wider. Students become more critical in thinking and creative in writing descriptions. Students select the right words and design their ideas and then express their ideas in a written description (Tyaningrum, Suryatin, & Purnamasari, 2022). Learning to write descriptions in learning Indonesian is to improve students' writing skills in conveying an idea or feeling indirectly (Angraeni, Lyesmaya, & Nurasiah, 2021). Writing is an active and productive activity that requires

a way of thinking that is expressed in writing, writing as a person's skill to express one's ideas, thoughts, knowledge, knowledge and experiences.

This problem is motivated by the teaching and learning process which tends to be monotonous and not conducive so that students are not interested in participating in learning. Learning that is less interesting and monotonous will find it difficult to get maximum learning results. Currently learning to write descriptions in elementary schools is still widely applied using conventional methods, namely learning that focuses on the lecture method so that it makes students bored and difficult to accept lessons. This causes student learning outcomes in writing descriptions to be low and needs to be improved (Rita & Izwar, 2014). The results of preliminary observations with the homeroom teacher of class V Elementary School found that students felt the activity of writing descriptions as difficult, boring, time-consuming and thought-consuming, lack of enthusiasm and motivation for students to practice writing, students did not know what to write because of difficulty starting to write it , fear of making a mistake as well as traditional/conventional learning techniques and not using innovative learning techniques are considered less varied so that many students feel bored (Sidabutar, 2021). This is supported by several studies conducted by several researchers in Indonesia which found that students are still relatively low because they are lazy to write and students are less skilled at writing essays (Saputri, Basri, & Arief, 2016; Somadayo, 2015; Suenti & Rasyid, 2020).

The right learning model is one of the Cooperative Integrated Reading And Composition (CIRC) learning models. The Cooperative Integrated Reading And Composition (CIRC) learning model is an integrated learning model for reading and writing, so this learning model is very appropriate to be implemented in Indonesian subjects to train reading and writing skills. The CIRC model is a special learning model for language subjects in order to read and discover main ideas, main ideas, or themes of a discourse (Aris, 2017). The Cooperative Integrated Reading and Composition learning model is a learning model that prioritizes the process of reading in finding main ideas or understanding problems in stories (Azizaturrohmi, Irfan, Hamdi, & Sururuddin, 2022). By applying the CIRC learning model it can provide interesting new solutions, images and atmosphere in the learning process so that students are able to understand new concepts (Dewi & Haryadi, 2022)

The stages in learning to use the CIRC type cooperative method in writing short stories include orientation, organization, exploration, publication, and reinforcement steps (Aris, 2017) In the orientation step, the teacher conducts apperception, gives knowledge about short story writing material, and informs the purpose of learning to write short stories. In the organizational step, the teacher divides students into heterogeneous groups, gives assignments to write short stories, and explains the mechanism of group learning. In the exploration step, students begin working on the task of making short stories in groups. Next, the publication step is the announcement of the results of the short stories which are made together. Finally, the Reinforcement Step, in which the teacher provides reinforcement regarding the material for writing short stories and evaluates the results of students' short stories (Wulandari, Maulidah, & Hardiana, 2021).

Quantum Teaching is the utilization of various kinds of interactions that exist, both within and around learning events, which transform students' natural abilities and talents into light that will benefit themselves and others (Silki, Witono, & Affandi, 2021). Quantum Teaching puts forward the freedom or needs of every human being, namely students. All students are treated the same from one student to another. Teachers do not pay attention or do not treat students in different ways, but treat them in a fair way.

Basically, effective learning is, of course, in which there are no distractions or obstacles when the learning process takes place. Effective learning will be created if there is two-way communication between students and students and between students and teachers or what is called two-way communication. Through Quantum Teaching, all obstacles and disruptions to the continuity of learning will not be found because activities such as grow, experience, name, demonstrate, and celebrate in the learning process take place when in class (Silki et al., 2021).

The quantum learning learning model is a learning renewal that fulfills all its differences and also includes all relationships, interactions and differences that optimize learning moments (M. M. Siahaan & Sianturi, 2021). The main goal of learning for quantum means increasing student participation through a constantly changing environment, increasing motivation and interest in learning, increasing memory and providing public awareness, increasing listening skills and improving behavior (K. W. A. Siahaan, Damanik, Tambunan, Simanjuntak, & Sihombing, 2021) .

The teacher plays an important role as a model and facilitator in creating activity in the learning process. Therefore, of course, an appropriate learning model is needed to apply Indonesian language learning so that it becomes fun learning so that the achievement of Competency Standards (SK) for Indonesian language subjects can be achieved. Competency Standards (SK) for Indonesian subjects, especially reading material, namely being able to read and understand short texts by reading fluently (audibly) a few simple sentences and reading poetry (Agusalim, 2021: 42). So as to stimulate the student's brain which has a positive impact on students' critical thinking, creative, and responsive to the material presented, making students sincere in undergoing the learning process. In this regard, teachers/educators must also apply learning innovations. Innovation is the result of a new discovery or the development of an existing creative idea.

Some previous research results show that the CIRC method has a positive effect on students' reading skills (Mukhlas, Ngatman, & Budi, 2017; Wartem, 2019) and student learning outcomes (Halim, 2020; Nurzayyana, Danyati, & Akmalia, 2020; Wartem, 2019). Research using Quantum Teaching also has a positive effect on student learning outcomes (Siregar, 2020; Yolanda & Reinita, 2019). Researchers are interested in knowing the effect of the Quantum Teaching and CIRC methods on the description writing skills of fifth grade elementary school students. Departing from the background of the problems that have been described, and seeing the advantages of the two methods, the researcher is interested in conducting research on the effect of using the quantum teaching method and cooperative learning and composition on the ability to write descriptions of fifth grade students at SDN 261 Bilangporoa, Bulukumba Regency.

Method

This study uses a quantitative approach with a quasi-experimental type. The research design used a nonequivalent control group pretest-posttest design with two experimental groups and a control group. The first experimental group used the quantum teaching method and the second experimental group used the cooperative integrated reading and composition method. While the control group used conventional methods. The subjects of this study were 60 students in grade 5 elementary school, divided into the following details: a) 20 students in the 1st quantum teaching experiment

class, 20 students in the 2nd experimental class of cooperative integrated reading and composition, c) 20 students in the control class. Data collection techniques using tests, observation, and documentation. The data analysis technique used is descriptive and inferential data analysis. The type of test used is a written test, the form of the test is writing a descriptive essay with 3 questions. The assessment aspects of writing descriptive essays can be seen in table 1.

Table 1 *The results of the pretest ability to write descriptions*

Rated aspect
The contents of the ideas conveyed
Organization
Grammar structure
Style: structure and diction
Spelling and punctuation

Result

Test Writing Ability Description of Students on Pretest

Data from the test results of writing student descriptions in the experimental class 1 using the quantum teaching method, the experimental class 2 using CIRC and the control class using conventional learning was carried out with two tests, namely the pretest and posttest. Data from the pretest were analyzed using SPSS 25. Data on test results are presented in table 2.

Table 2 *The results of the pretest ability to write descriptions*

Descriptive statistics	Experiment Class 1	Experiment Class 2	Control Class
	Pretest	Pretest	Pretest
Mean	66,1	66,4	64,4
N	20	20	20
Standar Deviation	9,08	8,64	8,31
Minimum	44	45	50
Maximum	84	81	84
Sum	1323	1329	1289

Based on the results of Table 2, it can be said that the initial ability to write descriptions of the students in the experimental class and the control class is almost equivalent when viewed from the average score obtained by the three class groups. Data from students' initial ability test results are then entered into the categorization table to

see the categories of students' score acquisition at the pretest stage which can be seen in table 3.

Table 3 *distribution and percentage of students' ability to write descriptions on the pretest*

Student Score	Category	Experiment Class 1 Frequency	%	Experiment Class 2 Frequency	%	Control Class Frequency	%
83-92	Very High	1	5%	-	-	1	5%
73-82	High	3	15%	5	25%	1	5%
63-72	Medium	10	50%	8	40%	10	50%
53-62	Low	5	25%	6	30%	6	30%
43-52	Very Low	1	5%	1	5%	2	10%
Total		20	100%	20	100%	20	100%

Based on table 3, the average score of students' ability to write descriptions in the pretest class Experiment 1 using the quantum teaching method is in the medium category, namely 66.1. In the experimental class 2 using CIRC the average score was also in the medium category, namely 66.4. The average score of the control class is in the moderate category, namely 64.4.

Writing Ability Test of Students' Descriptions on the Posttest

The results of descriptive statistics on the ability to write student descriptions on the posttest both in the experimental class 1 using the quantum teaching method, the experimental class 2 using CIRC, and the control class can be seen in table 4 below.

Table 4 *The results of the posttest ability to write descriptions*

Descriptive statistics	Experiment Class 1 Posttest	Experiment Class 2 Posttest	Control Class Posttest
Mean	72,2	72,5	66,4
N	20	20	20
Standar Deviation	7,29	7,26	7,52
Minimum	59	53	51
Maximum	90	84	82
Sum	1445	1450	1328

Table 4 shows that the ability to write descriptions of experimental class students is higher than the ability to write descriptions of control class students. This means that the application of learning using the quantum teaching and CIRC methods is better than the application of learning with conventional methods. Data from the posttest results of

the ability to write student descriptions are then entered into the categorization table. To see the categories of student score acquisition at the posttest stage which can be seen in table 5.

Table 5 *Distribution and percentage of students' ability to write descriptions on the posttest*

Student Score	Category	Experiment Class 1		Experiment Class 2		Control Class	
		Frequency	%	Frequency	%	Frequency	%
83-92	Very High	2	10%	2	10%	-	-
73-82	High	9	45%	9	45%	2	10%
63-72	Medium	7	35%	8	40%	13	65%
53-62	Low	2	10%	1	5%	4	20%
43-52	Very Low	-	-	-	-	1	55
	Total	20	100%	20	100%	20	100%

Based on table 5, the average score of the ability to write student descriptions in the posttest class Experiment 1 using the quantum teaching method is in the high category, namely 72.2. In the experimental class 2 using CIRC the average score was also in the medium category, namely 72.5. The average score of the control class is in the moderate category, namely 66.4.

Uji Homogenitas

Homogeneity test was carried out to find out whether the X and Y variables were homogeneous. The basis for decision making is that if the significant value is > 0.05 then the data is homogeneous. While the data is not homogeneous if the value is <0.05. The test results data are presented in table 6.

Table 6 *Homogeneity test results*

	Levene Statistic	df1	df2	Sig.
Based on Mean	.012	2	57	.988
Based on Median	.019	2	57	.982
Based on Median and with adjusted df	.019	2	56.362	.982
Based on trimmed mean	.004	2	57	.996

From the table above it can be seen that the significance result is 0.988. By making a decision on a significance value of ≥ 0.05, it can be concluded that, based on the results of the equality test, the ability to write descriptions of students in each group before being given treatment is the same.

Normality Test

Before testing the hypothesis, a normality test is first carried out which aims to see whether the data is normally distributed or not. In this test, the researcher used the Kolmogorov-Smirnov normality test technique at a significant level of 0.05 with the help of SPSS 25. The results of the normality test are shown in table 7.

Table 7 *Normality Test Result*

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		120
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.45343482
Most Extreme Differences	Absolute	.070
	Positive	.050
	Negative	-.070
Test Statistic		.070
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From the table above, it can be seen that the results show a significance value of 0.200, which is ≥ 0.05. So it can be concluded that based on the results of the normality test the ability to write descriptions of students is normally distributed.

Hypothesis testing

Testing hypotheses 1 and 2 was carried out through the Independent t-test. While testing hypothesis 3 was carried out using the ANOVA test. The first test was to determine the effect of the quantum teaching method on students' ability to write descriptions, and the second test was to determine the effect of the cooperative integrated reading and composition method on students' ability to write descriptions. The third test was to determine the effect of the quantum teaching and cooperative integrated reading and composition methods on students' ability to write descriptions. The test results can be seen in table 8, table 9 and table 10.

Table 8 *Hypothesis Test Results 1*

		Levene's Test for Equality of Variances				
**Independent Sample t-test**					
		F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**
Quantum Teaching	Equal variances assumed	.089	.767	2.498	38	.017
	Equal variances not assumed			2.498	37.963	.017

Table 9 *Hypothesis Test Results 2*

		Levene's Test for Equality of Variances				
**Independent Sample t-test**					
		F	**Sig.**	**T**	**Df**	**Sig. (2-tailed)**
CIRC	Equal variances assumed	.047	.829	2.609	38	.013
	Equal variances not assumed			2.609	37.955	.013

Table 10 *Hypothesis Test Results 3*

ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	476.633	2	238.317	4.400	.017
Within Groups	3087.550	57	54.168		
Total	3564.183	59			

In table 8 it can be seen that the sig. shows 0.767 (F sig. ≥ 0.05) which means that the variance of the data is assumed to be the same. With these assumptions fulfilled, the t-test (independent t-test) can be performed and the results can be seen in the sig column. (2-tailed). In this column the t test (independent t-test) shows a value of 0.017. When faced with decision-making criteria, this value is less than 0.05 (0.017 ≤ 0.05). So, Ho is rejected and Ha is accepted.

In table 9 it can be seen that the sig. shows 0.829 (F sig. ≥ 0.05) which means that the variance of the data is assumed to be the same. With these assumptions fulfilled, the t-test (independent t-test) can be performed and the results can be seen in the sig column. (2-tailed). In this column the t test (independent t-test) shows a value of 0.013. When faced with decision-making criteria, this value is less than 0.05 (0.013 ≤ 0.05). So, Ho is rejected and Ha is accepted

In table 10, the prerequisite test has been fulfilled, so that in the table above, the results can be seen in the "sig" column. In this column it shows that the significance value

is 0.017. This value is smaller than the decision making criteria (0.017 <0.05). Based on these results, Ho is rejected and Ha is accepted. So it can be concluded that the quantum teaching and CIRC methods have an effect on students' ability to write descriptions.

Discussion

Based on the results of the study it was found that the quantum teaching and CIRC methods had an effect on students' description writing skills. The results of research on quantum teaching have had a positive and significant effect on several previous studies on students' writing skills (Listiawati, Selirowangi, & Lestari, 2017; Setyarini & Mulyono, 2018). The results of this study are in line with several previous studies which showed that the CIRC method had a positive and significant effect on students' description writing skills (Anita, 2020; Sari, 2017; Suratiah & Suroso, 2018).

The quantum teaching method focuses more on fun interactions and lively learning as the main aspects of learning. So that this method is clearly different from conventional methods commonly used by teachers (Zaroha, Firman, & Desyandri, 2019). Second, this method does not only focus on fun learning interactions, but also applies learning that has constructive characteristics (Nursalam, HS, & Jusmawati, 2021). Third, with this method the teacher and students together change the previously monotonous learning space to become more creative (Cahyaningrum, AD, & Asyhari, 2019). One of them is by attaching various accessories and student works to the walls or class information boards. Fourth, the use of the reward and punishment system as part of the principles of quantum learning also has a positive effect, quantum teaching is able to stimulate learning motivation in students (Wote, Sasingan, & Kitong, 2020). Students feel challenged to always do and give their best in every effort. Some of these reasons are the keys to being able to make the average score of the ability to write descriptions of students using the quantum teaching method increase and can be said to have a positive and significant influence on the ability to write descriptions of fifth grade elementary school students.

The positive and significant influence of the integrated cooperative reading and composition method is due to several reasons. First, the cooperative integrated reading and composition method is a method that empowers students to be actively involved in learning (Hendi Ristanto, Zubaidah, Amin, & Rohman, 2018). With this makes learning

more meaningful for students. Second, the cooperative integrated reading and composition method is a method that focuses on collaboration or cooperativeness (Mubarok & Sofiana, 2017). The CIRC learning process also provides opportunities for groups to share or discuss the results of their analysis. This activity allows students to exchange their knowledge. Third, the use of the integrated cooperative reading and composition method in the learning process emphasizes students to train them to be actively involved in the learning process through reading, discussing, looking for main concepts and rewriting them along with opinions and reflections (Gupta & Ahuja, 2014). When compared with the conventional method, it is clear that the cooperative integrated reading and composition method has a positive and significant effect on the ability to write descriptions of fifth grade elementary school students.

Based on the research results obtained and supported by previous relevant research results, the quantum teaching and Cooperative Integrated Reading and Composition methods are recommended methods in learning, especially learning Indonesian, which aims to improve skills in writing descriptions. But of course in its application the teacher must adjust to the characteristics of students and the needs of learning so that it takes place effectively and efficiently.

Conclusion

Based on the results of the study, it can be concluded that the quantum teaching method and Cooperative Integrated Reading Composition are able to have a positive influence on the descriptive writing skills of fifth grade elementary school students. Both of these methods are suitable to be applied because they make students active, able to stimulate students to acquire new knowledge, be cooperative, and complete their assignments well.

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