

THE EFFECT OF COURSE REVIEW HORAY COOPERATIVE LEARNING MODEL WITH WORD CARD MEDIA ON DESCRIPTIVE TEXT WRITING SKILLS

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Article Info	Abstract
<p>Article History:</p> <p>Accepted March 2025</p> <p>Revised February 2025</p> <p>Approved January 2025</p>	<p>A teacher plays an important role in improving students' knowledge and skills. Knowledge is a collection of information, facts, and understanding from experience, education, or research. Knowledge can be theoretical or practical and covers various fields, such as natural sciences, social sciences, humanities, and technology. An indicator of success in teaching is the effectiveness of learning, including in Indonesian subjects. Indonesian subject learning increases students' interest in writing. The Course Review Horay (CRH) model effectively increases student motivation and learning outcomes. This research analyzes the influence of CRH with word card media on the descriptive text writing skills of 2nd-grade elementary school students. The method used was quantitative, with a quasi-experimental design (Quasi-Experimental Research) using a post-test-only control design, involving 54 students in 2nd grade of classes A and C. Maximum control class 71, minimum 25; experiment maximum 83, minimum 25. Analysis shows that the average descriptive text writing skill of CRH students without word cards is 45.63, showing the impact of the CRH model with word cards in the SDN Margorejo 1/403 Surabaya class.</p> <p>Keywords: Course Review Horay; Word Cards; Learning</p>

A. Introduction

A teacher's role is to enhance students' knowledge and skills. Teaching activities require structured planning to improve students' abilities effectively. It presents a challenge that teachers must address. Factors influencing the learning process include students' interest in learning, motivation, readiness, and the provision of stimuli.

According to Jamaludin (2023), education is fundamental to enhancing and perfecting the learning process. In education, the primary function is to enable individuals to acquire, understand, and apply the knowledge they learn. Through education, individuals gain theoretical knowledge and practical skills that support intellectual and character development. Education also shapes critical thinking, fosters creativity, and prepares individuals to face challenges in various aspects of life.

Oktapyanto (in Lail et al., 2024) stated that in developing knowledge, teachers must select appropriate learning models from experts' options before delivering lessons to achieve learning objectives. According to Widyaningrum & Rahmanumeta (2019), choosing the right strategy for learning activities is challenging because creating innovative learning requires planned and unique efforts compared to existing methods.

One measure of successful teaching is student achievement in Indonesian language learning, which supports students' interest in writing skills. Language skills consist of four components: listening, speaking, reading, and writing. All of these skills are interconnected (Istova & Hartati, 2016). According to Rinawati (2020), writing skills are essential and must be taught.

Among the various types of writing skills, this study focuses on descriptive text writing because students often struggle to express their thoughts. It is consistent with Siregar (2023), who stated that writing is an activity of producing written works with specific structures. Many individuals can verbally express their thoughts but find it challenging to convey them in writing. It indicates that writing skills

require understanding grammar, sentence structure, and the ability to organize ideas systematically to make them understandable to readers.

Descriptive writing describes events, objects, characters, and places in detail and clearly, allowing readers to visualize what is being described. According to Purwanti (in Umam & Firdausa, 2022), using clear and detailed language, the descriptive text explains or illustrates an object, event, or situation.

Students' writing skills at SDN Margorejo 1/403 Surabaya still need improvement. The lack of variety in teaching media can hinder the development of their writing skills, especially in the visual-motor coordination aspect, which is crucial for recognizing and writing letters correctly.

According to Sani (2019), an engaging teaching approach incorporates entertainment elements in its implementation. Innovative teaching methods are essential for enhancing students' understanding and academic performance. To achieve learning objectives effectively, teachers must use teaching aids that support optimal material delivery.

Educational media significantly increase motivation and provide credible information (Sukmanasa et al., 2017). Using media in teaching makes learning more engaging, such as using word cards. According to Lisfatkandayani et al. (2022), word cards are visual-based learning media that can enhance students' memory of specific concepts, making learning more interesting and interactive. This method also suits elementary school students' characteristics, making it applicable to various learning models.

Although word cards are widely used, their application in teaching still needs improvement. According to research by Antari (2019), the Course Review Horay (CRH) model, which utilizes picture media, has proven effective in improving science learning outcomes.

B. Methods

This research was conducted at SDN Margorejo 1/403, Wonocolo District, Surabaya, East Java, focusing on 2nd-grade students. The research used a descriptive quantitative approach with a quasi-experimental post-test-only control

design to obtain accurate and objective data. This design was chosen to measure the effectiveness of the Course Review Horay (CRH) learning model in improving descriptive text writing skills among 2nd-grade elementary students.

Table 1
Post-Test-Only Control Group Design Scheme

Group	Treatment	Post-test
R1	X	O2
R2	-	O4

Description

- R1 : Experiment class
R2 : Control class
X : The treatment given (Course Review Horay model assisted by word card media)
O2 : Post-test to measure descriptive text writing skills after the treatment
O4 : Post-test to measure descriptive text writing skills without the treatment

Quantitative data were analyzed statistically to describe and compare the results between the two groups. Primary data in this research were obtained from the final test results of 2nd-grade students at SDN Margorejo 1/403 Surabaya, divided into three classes: IIA, IIB, and IIC, with 81 students. The sampling technique used was purposive sampling, based on interviews with the class teachers. The sample of this research consisted of 54 students from two classes (II A and II C).

Various assessments were conducted to measure the CRH learning model's effectiveness. First, the writing skills assessment focused on content, details, sentence structure, and word choice in the descriptive texts produced by the students. Second, student engagement observation monitored how actively students participated in group discussions, responded to questions, and collaborated with classmates. Additionally, learning outcome tests were conducted through post-tests in the form of essay questions to measure the improvement in writing skills after implementing the CRH model.

As stated below, the research used percentages to provide a clearer picture of students' writing abilities.

Table 2
Level of Material Mastery

Score %	Learning Outcomes Category
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
1-20	Very Poor

Learning outcome data will be analyzed using statistical techniques, including normality tests, homogeneity tests, and t-tests, to compare learning outcomes between the experimental and control classes.

Finally, reflection and evaluation will be conducted to gather student feedback about their learning experiences. By combining these various assessment methods, the research aims to obtain a comprehensive overview of the effectiveness of the CRH learning model in enhancing writing skills, student engagement, and overall learning outcomes.

C. Result and Discussions

This research presents the impact of the Course Review Horay (CRH) model, supported by word card media, on 2nd-grade students' ability to write descriptive texts through descriptive and inferential statistical analysis. The research compares post-test results between the control and experimental classes and conducts normality tests, homogeneity tests, and hypothesis tests.

The research findings rely on the post-test completed by the students. Researchers administered one post-test question after the learning activity. A total of 54 students from both classes participated in the research. The descriptive analysis of post-test scores for 2nd-grade students of Class A at SDN Margorejo 1/403 Surabaya in both experimental and control classes is presented below.

Table 3
Categories of Descriptive Text Writing Skill Scores in the Control Class
(Post-Test)

No	Interval	Category	Frequency	Percentage
1.	81 – 100	Very Good	0	0%
2.	61 – 80	Good	3	11%
3.	41 – 60	Fair	16	59%
4.	21 – 40	Poor	8	30%
5.	1 – 20	Very Poor	0	0%
Total			27	100%

Based on the data in Table 3, the test results given to the 2nd-grade students of Class A at SDN Margorejo 1/403 Surabaya indicate that the descriptive text writing skills of students who received treatment using the CRH learning model are in the “fair” category. The percentage of 59% shows that 16 students out of the total participants were involved in the research. The CRH model positively impacted students’ writing skills, although there is room for improvement to achieve more optimal results. The effectiveness of this model can be further evaluated by considering other factors, such as the use of additional learning media, the frequency of writing practice, and active student engagement during the learning process.

This final test assessed the impact of applying the CRH learning model supported by word card media on developing descriptive text writing skills among 2nd-grade students. The final evaluation results indicate a significant score difference across each measured aspect.

Table 4
Categories of Descriptive Text Writing Skill Scores in the Experiment Class
(Post-Test)

No	Interval	Category	Frequency	Percentage
1.	81 – 100	Very Good	1	4%
2.	61 – 80	Good	11	41%
3.	41 – 60	Fair	10	37%
4.	21 – 40	Poor	5	19%
5.	1 – 20	Very Poor	0	0%
Total			27	100%

Based on Table 4, 41% (11 students) of the 2nd-grade students at SDN Margorejo 1/403 Surabaya who received treatment through the CRH learning model supported by word card media were classified into the good category.

Next, this research will test the normality of the data using SPSS version 21.0, and the detailed results will be presented in Table 5.

Table 5
Normality Test of Post-test Scores for Experimental and Control Classes using Shapiro-Wilk

Class		Kolmogrov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Result	Control Class	.140	27	.186	.959	27	.350
	Experiment Class	.134	27	.200	.970	27	.607

The results of the Shapiro-Wilk test confirm that the data is typically distributed, showing significance (sig) scores of 0.607 for the experimental class and 0.350 for the control class, which are greater than the 0.05 limit, indicating a normal distribution.

The data homogeneity test was conducted using Levene's Test with the help of SPSS version 21.0, as shown in Table 6 below.

Table 6
Homogeneity Test of Post-Test Scores (Test of Homogeneity of Variances)

Post-test Result			
Levene Statistic	df1	df2	Sig.
2.715	1	52	.105

Based on the homogeneity test results, Levene's Statistic shows that the data is homogeneous, as indicated in Table 4.4, which shows a significance score of >0.105 . This conclusion is based on the testing criterion: the data is homogeneous if the significance score is >0.05 .

This research tested the validity of the hypothesis by using inferential analysis with a t-test calculated in SPSS version 21.0.

Table 7
Results of Independent Samples t-Test on Descriptive Text Writing Skills

Post-test Result	Levene's Test for Equality of Variance					t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. error	95% Interval of the Difference	Confidence
									Lower	Upper
	Equal Variances	2.715	.105	-	52	.010	-9.852	3.700	-17.276	-2.428
Post-test Result	Assumed Equal Variances			2.663						
	Not Assumed Equal Variances			-	48.79	.010	-9.852	3.700	-17.288	2.416

Based on Table 7, the testing criteria used are as follows: if the sig. (2-tailed) score >0.05 , there is no effect; however, if the sig. (2-tailed) score <0.05 , then there is an effect. According to the results in Table 7, the score of the sig. (2-tailed) is <0.05 , with a score of $0.010 < 0.05$.

Table 8
Group Statistics

	Class	N	Mean	Std. Deviation	Error Mean
Post-test Result	Control Class	2745	.6311	.722	2.256
	Experiment Class	2745	.4815	.238	2.932

Based on Table 8, this research involved 54 student respondents, consisting of 27 students in the experimental class and 27 in the control class.

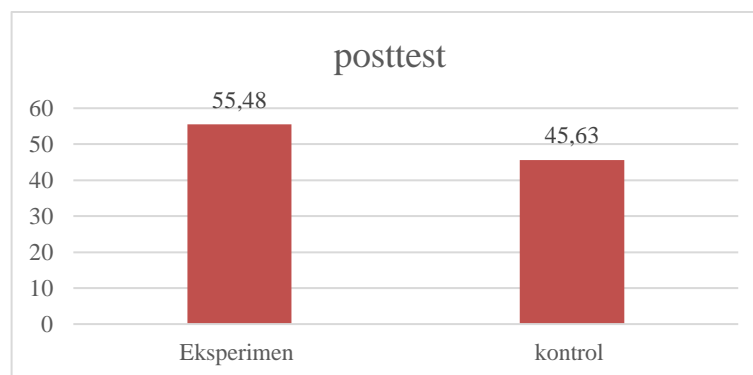


Figure 1. The Average Post-Test Scores of Experimental and Control Classes

The observation results showed that using the CRH learning model supported by word card media activated and motivated students during the learning process.

It helped them differentiate between the letters b, p, and d captured their attention, and enabled them to find information independently, leading to effective learning and categorization as good. The difference in post-test results between the experimental and control classes demonstrated the impact of the cooperative learning model type CRH on students' descriptive text writing skills. This finding aligns with Yunitasari (2018), who showed that the cooperative learning model type CRH supported by Prezi media could improve student learning outcomes.

The descriptive analysis revealed that the control class post-test scores had a maximum score of 71 and a minimum of 25. Meanwhile, in the experimental class, the post-test scores showed a maximum score of 83 and a minimum of 25. The data analysis showed that the average descriptive text writing skill score for students using the CRH model without word card media was 45.63. In contrast, the average score for students who received the CRH model with word card media increased to 55.48. This data indicates that the post-test results in the experimental class were higher than in the control class, showing improved writing skills after the treatment.

The normality test results showed that the data were normally distributed, with a significance value of 0.350 for the experimental and 0.607 for the control classes, both greater than 0.05. These findings are consistent with Endahwati (2022), who found normally distributed data despite using different learning media.

The homogeneity test on the experimental class data showed homogeneity with a significance score greater than 0.105. This finding is consistent with Yuliawati (2020), who found homogenous data despite learning media and material differences.

The statistical test results showed a significance (2-tailed) score of 0.010, indicating that sig. (2-tailed) <0.05. This result shows a significant difference in descriptive text writing skills between the group receiving the treatment and those not. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. It means that using the CRH learning model supported by word card media influenced the improvement of descriptive text writing skills of 2nd-grade students at SDN Margorejo 1/403 Surabaya.

Other studies that support this finding are Yuliawati (2020), which found that implementing the CRH model supported by puzzle media in learning improved students' teamwork skills, with a t-test sig result of $0.000 < 0.05$ and a t-count of $-6.064 < t\text{-table of } -1.684$. Meanwhile, Endahwati (2022) found that using puzzle media in descriptive text writing yielded a t-test sig result of $0.002 < 0.05$. Additionally, Nisa (2023) found that using picture cards in early writing skills showed a significance score of $0.000 < 0.05$, indicating a significant improvement in students' writing skills.

On the other hand, Halimah (2021) found that using the CRH model supported by Napier teaching aids in multiplication material also improved learning outcomes, with students' understanding increasing from 43.75% to 68.75% after the treatment.

D. Conclusions

The Course Review Horay (CRH) model, assisted by word card media, positively impacted descriptive text writing skills in 2nd Grade at SDN Margorejo 1/403 Surabaya. The calculation results showed a sig. (2-tailed) score of 0.010, which means sig. (2-tailed) < 0.05 . Therefore, this research proved that implementing the CRH model with word card media positively affected learning outcomes.

This finding suggests teachers should continue developing and adapting engaging teaching methods to enhance students' learning motivation. Applying the CRH model to other topics or higher educational levels and exploring combinations with other teaching models to optimize student learning outcomes is recommended. Teachers can also expand the application of this model by utilizing digital technology as a supporting medium to enhance the effectiveness and attractiveness of the learning process.

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