

THE EFFECTIVENESS OF INTEGRATING WRITE AROUND MODEL AND SURAH AL QALAM VALUE IN TEACHING

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ABSTRACT—This research is a type of experimental research that aims to describe the influence of applying the write around type of cooperative learning model in learning to write short stories in class XI students of SMA 1 Polewali. The population of this study was the XI grade students of Polewali 1 High School and the sample of this study was taken by random sampling consisting of two classes. One class was made a control class, namely students of class XI IBB 2 who were taught not to use the cooperative learning model type write around and one class as the experimental class, namely students of class XI IBB 1 who were taught using the write around type cooperative learning model. The results of the research data were analyzed using the SPSS 21 for windows program. The results of the descriptive analysis provided information that the ability of the control group students in the initial test produced an average score of 60.00 in the less category, and in the final test 63.10 was still in the category less, the standard deviation in the final test was 8.243 while the experimental group students using the write around cooperative learning model on the initial test had an average score of 63.85 in the less category, and the final test produced an average score of 75.91 of which were in the capable category with a standard deviation in the final test 7.145. Inferential statistical analysis obtained a value of t count = 6.607 > t table = 2.00, then the t count falls in the rejection area H_0 . This means that hypothetical H_1 is accepted. Then the conclusion is that the application of the write around type cooperative learning model influences the ability to write short stories of class XI students in IBB 1, Polewali 1 High School.

Keywords— Cooperative type write around, writing short stories.

I. INTRODUCTION

Language has a very significant role and cannot be separated from communication activities. In Indonesia, language in education is also one of the fields taught in schools, namely Indonesian. Indonesian language learning includes four language skills, namely listening, speaking, reading and writing skills. The four skills are acquired gradually according to the stages of development, are interrelated, and influence each other.

One aspect of language skills is writing. Writing is a language skill that is used to communicate indirectly with other people. Writing is one of the most complex language skills. Writing skills are said to be complex because the use of linguistic aspects such as words, diction, and sentence structure needs to be arranged effectively. Spelling and punctuation must be applied correctly. Writing activities also play an important role in expressing one's imagination so that with writing activities, a person is able to express ideas and thoughts in a logical and systematic frame of mind.

Writing is a language skill that is used to communicate indirectly. Writing, as a language activity, cannot be separated from other language activities such as listening, reading, and speaking which provide valuable input for writing activities. Writing has great benefits for human life, especially for students. When writing, students are required to think about expressing ideas in writing based on their knowledge and experience. These activities require seriousness to proceed, organize, and consider critically the ideas that will be put in writing. Seeing the many benefits that students will get in learning to write, writing activities should be an activity that students are interested in. However, the reality in some schools shows that writing is still a difficult activity for students.

Referring to the 2013 curriculum, Indonesian language learning also demands the importance of writing skills. In the 2013 curriculum, Indonesian language learning is mostly focused on text or referred to as text-based learning. Students are required to be able to produce and use texts according to their social goals and functions. In this way, text learning is not only taught as knowledge, but text is also a source of self-actualization of students in the socio-cultural context of academics.

One of the competencies to be achieved by learning Indonesian in the 2013 curriculum is that students are able to compose a short story text with Basic Competence (4.9) "Constructing a short story by paying attention to the elements of short story building". Short stories are literary works that focus on one character in one situation (Suherli *et al.* 2017: 149).

Based on the observations of class XI students at State High Senior School 1 Polewali, there are still many students who have difficulty in compiling their ideas into a written text, especially short stories. Students also have difficulty in starting and ending essays. This is indicated by the existence of students' scores that are below the Minimum Completeness Criteria (KKM) set by the school, which is 70. The problem with writing skills is caused by: (1) students' learning interest is still relatively low in Indonesian language lessons; (2) students still have difficulty in developing problem topics; and (3) if given group assignments, especially writing, there are still many students who are passive and only a few dominate, for example in a group consisting of 4 people only one or two people are active in this writing activity; and (4) the dependence of students on answers from *Google*. Then, the problems faced by teachers are: (1) teachers have difficulty in arousing students' interest in writing; and (2) teachers find it difficult to determine the active learning model used in the learning process.

Thus, it is necessary for a teacher to apply a learning model that can increase students' understanding, interest, and creativity in learning Indonesian, especially writing short stories. The learning model has various types, one of which is the cooperative learning model. The cooperative learning model also has many types, one of which is the *write around* type.

The *write around* type cooperative learning model is a group learning model with all students in one group having to take turns giving their ideas which are outlined in writing so that it will become a complete essay and students can draw conclusions from the essays they made together with their friends. According to Warsono & Hariyanto (2017: 226) the *write around* learning model can

encourage students to think quickly and analytically in a group, and answer an *open-ended question*.

In groups, students have responsibility for their respective groups based on the similarity of tasks according to their abilities so that students do not become passive and dominate. The *write around* type cooperative learning model makes each group member required to participate in expressing their ideas in writing in turns. In groups, students will learn to pay attention to their friends pouring their ideas or thoughts into writing so that students are provoked to participate in expressing their ideas or thoughts. The *write around* type of cooperative learning model has the characteristics of all students continuing the sentences previously written by group friends based on each predetermined theme in turn so that it becomes a complete essay. After all students in the group have completed their writing, together in each group make conclusions from the essays that have been made.

The advantage of the *write around* type cooperative learning model according to Kurniasih (2016: 110) is that each group is responsible for providing ideas to continue the main sentence given by the teacher. With a lot of ideas from each group member will increase the knowledge of each group member. In addition, the arrangement of sequential writing turns in the discussion is the main characteristic of the *write around* type cooperative learning model; if students are orderly in order to give their ideas, the writing will be coherent as well.

From the problems described previously, the authors took the initiative to propose a solution by applying the title "The Effect of Applying the *Write Around* Cooperative Learning Model on Students' Writing Ability to Write Integrated Short Stories in Al-Qur'an Surah Al Qalam."

RESEARCH METHODS

The type of research used in this research is experimental research which is the most comprehensive quantitative research approach, in the sense that it fulfills all the requirements to test causal relationships. Experimental research can also be defined as an object study, systematic and controlled to predict or control phenomena. Therefore, the purpose of this research is to examine the causal relationship.

Researchers deliberately evoke the emergence of an event or situation; then investigated as a result. In other words, experimentation is a way to find a causal relationship between two factors that are intentionally caused by researchers by eliminating or reducing or eliminating other disturbing factors. Thus, a causal relationship may not be a final view of reality, but a beneficial designation of cause and effect under the same circumstances. Davis (Emzir, 2017: 63).

This design used two groups, one of which was given experimental treatment and another group was not given control treatment. The two groups were considered equal in all relevant aspects and the difference was only in the treatment.

The research design used in this study was "*Pretest-Posttest Control Group Design*" by comparing the *pretest* and *posttest* scores of the first group that was treated (experimental class) and the second group that did not receive treatment (control class).

In this research design, *pretest* and *posttest* were conducted, both experimental class and control class. The function of the control class is as a comparison class to find out whether there is a difference between the class that is given *treatment* and the class that is not given *treatment*.

This research was conducted at State High Senior School 1 Polewali, Polewali Mandar Regency in the 2018/2019 academic year in class XI odd semester (one) from November 2018 to December 2018.

RESEARCH RESULTS AND DISCUSSION

Based on descriptive statistical data analysis using a computerized system of SPSS (*Statistical Package and Social Sciences*) version 21.0 for windows using *Descriptive Statistics Frequencies*, the results of the students' short story writing ability scores in the control class (XI IBB 2), namely the class with the number of students 29 people have an average score of 60 with a median score of 60 and the most achieved score by students is 60. The standard deviation is 8,523 with a minimum and maximum score range of 28 and a minimum score of 43 from the lowest possible score which is 0 and the maximum score is 71 from the highest possible score that is 100. Based on the results of learning to write short stories for class XI IBB 2 State High Senior School 1 Polewali, it can be concluded that the results of learning to write short stories obtained by students in class XI IBB 2 State High Senior School 1 Polewali are that some students (11 people with a percentage of 37.9%) got the category very low, while 13 students with a percentage of 44.7% are in low category, and only 1 student (with a percentage of 17.2%) who got a high category score.

The results of the scores for the ability to write short stories of students in the experimental class (XI IBB 1), namely the class with 34 students having an average score of 63.85 with a median value of 63 and the highest score achieved by students was 54. The standard deviation is 7.435 with a minimum and maximum score range of 26 and a minimum score of 54 from the lowest possible score of 0 and a maximum score of 80 from the highest possible score of 100. Based on the results of learning to write short stories for class XI IBB 1 State High Senior School 1 Polewali, it can be concluded that the results of learning to write short stories obtained by students of class XI IBB 1 State High Senior School 1 Polewali, there are still some students (9 people with a percentage of 26.4%) who get a very low category, while 18 students with a percentage of 52.9% got a low category and 7 students with a percentage of 20.6% who get high category score.

To test the normality of the data group is determined by SPSS version 21 using test *Kolmogorov-Smirnov* using significant rate $\alpha = 0.05$. Calculation of the normality test of the *pre-test* and *post-test results* of the control group using the SPSS 21 program.

Test criteria:

Reject H_0 if the value of $p - value < \alpha$

Based on the results of data analysis using the *Kolmogorov-Smirnov Normality Test* analysis, the results obtained for the *pre-test* scores (significance level) and *post-test*. So, it can be concluded that to receive or data from a normal population, so the normality test is met. The results of the normality analysis for the *pre-test* and *post-test* can be seen in the following table.

One-Sample Kolmogorov-Smirnov Test			
		<i>Pre-test</i>	<i>Post-t-test</i>
N		29	29
Normal Parameters ^{a,b}	mean	60.0	63.10
	Std. Deviation	8.52	8.243
Most Extreme Difference s	Absolute	.139	.142
	Positive	.098	.093
	negative	-.139	-.142
Kolmogorov-Smirnov Z		.746	.765
asympt. Sig. (2-tailed)		.633	.602
Data Source: SPSS 21 Data Processing Results, 2019.			

Based on the above table calculation results analysis at the significant level $\alpha = 0.05$ In the test *Komogorov-Smirnov* obtained significance level = 0.633 for the data *pre-test* and 0.602 for the data *post-test*. It is because the analysis data on the *pre-test* and *post-test* data have a significance value of more than 0.05 ($0.633 > 0.05$) and ($0.602 > 0.05$), then H_0 is accepted and H_1 is rejected, which is the *pre-test* data is normally distributed so that it can be said that the test scores in the control group, namely class XI IBB 2 State High Senior School 1 Polewali on the initial and final tests were normally distributed.

The calculation of the normality test of the *pre-test* and *post-test results* of the experimental group, namely:

Based on the results analyzed using the *Kolmogorov-Smirnov normality test* result is calculated to *pre-test* the value of $p - value > \alpha$ that $0,527 > \alpha$ (level of significance $\alpha = 0,05$) and *post-test* $0,469 > \alpha$. So it can be concluded to accept H_0 or the data comes from a normal population. So the normality test is met. The results of the normality analysis for the *pre-test* and *post-test* can be seen in the following table:

One-Sample Kolmogorov-Smirnov Test			
		<i>Pre-Test</i>	<i>Post-Test</i>
N		34	34
Normal Parameters ^{a,b}	mean	63.85	75.91
	Std. Deviation	7.435	7.145
Most Extreme Difference s	Absolute	.139	.145
	Positive	.139	.145
	negative	-.093	-.128
Kolmogorov-Smirnov Z		.811	.848
asym. Sig. (2-tailed)		.527	.469
Data Source: SPSS 21 Data Processing Results, 2019.			

Based on the above table calculation results analysis at the significant level $\alpha = 0.05$ In the test *Komogorov-Smirnov* obtained significance level = 0.527 for the data *pre-test* and 0.469 for the data *post-test*. Because the analysis data on the *pre-test* and *post-test* data have a significance value of more than 0.05 ($0.527 > 0.05$) and ($0.469 > 0.05$), then H_0 is accepted and H_1 is rejected, which is the *pre-test* data is normally distributed so that it can be said that the test scores in the experimental group, namely class XI IBB 1 State High Senior School 1 Polewali on the initial and final tests were normally distributed.

Based on the results of data analysis using the *Test of Homogeneity of Variance* test, the results obtained for the value of $p - value > \alpha$ namely $0,530 > 0,05$, so it can be concluded to accept H_0 which means that the variance of the two populations is *homogeneous*. So, the *homogeneity* test is met. In such circumstances, *hypothesis* testing can be carried out

(the variance of the two data groups is *homogeneous*). The results of the *homogeneity* test analysis are presented in the following table:

Test of Homogeneity of Variances			
Pre-test			
Levene Statistics	df 1	df 2	Sig.
.398	1	61	.530

Data Source: SPSS 21, 2019 Data Processing Results.

Based on the results of data analysis with a significance level obtained $0.530 > 0.05$ then H_0 is received and H_1 rejected the same meaning each sample variance (*homogeneous*). This shows that the data from the *pre-test* results of the students for the two treatment groups came from a *homogeneous* population or it can be concluded that the variants of the two data groups, namely the experimental class and the control class, are the same or *homogeneous*.

Test of Homogeneity of Variances			
Post-test			
Levene Statist ics	df1	df 2	Sig.
1.044	1	61	.311

Data Source: SPSS 21 Data Processing Results, 2019.

Based on the results of data analysis with a significance level obtained $0.311 > 0.05$ then H_0 is received and H_1 rejected the same meaning each sample variance (*homogeneous*). This shows that the data on the *post-test* results of the students for the two treatment groups came from a *homogeneous* population or it can be concluded that the variants of the two data groups, namely the experimental class and the control class, are the same or *homogeneous*.

In the analysis of hypothesis testing, the formulation of statistical hypotheses in the form of sentences used are:

H_0 : There is no effect of applying the *write around* type of cooperative learning model in writing short stories for students of class XI IBB 1 State High Senior School 1 Polewali.

H_1 : There is an effect of applying the *write around* type of cooperative learning model in writing short stories for students of class XI IBB 1 State High Senior School 1 Polewali.

Decision criteria:

The result of t_{count} is compared with t_{table} . If the value of t is greater than the value t_{table} then H_1 received and H_0 is rejected. This means that the research hypothesis is accepted. The results of testing the hypothesis analysis are in the following table:

Independent Samples Test						
		<i>Levene's Test for Equality of Variances</i>		<i>t-test</i>		
		F	Sig.	T	df	Sig. (2-tailed)
Score	<i>Equal variances assumed</i>	1.044	.311	6.607	61	,000
	<i>Equal variances not assumed</i>			6.532	55.905	,000

Based on the results in the analysis in Table 4.43, it can be obtained that $t_{count} = 6.607$ and the results of t_{table} are $0.05: 2 = 0.025$

$$T_{table} = \left(1 - \frac{\alpha}{2}\right) n - 2$$

Is known:

$$n = 63 \text{ people} \quad \text{the number of students} \\ = 0.05$$

Solution:

$$T_{table} = \left(1 - \frac{0.05}{2}\right) 63 - 2$$

$$T_{table} = (1 - 0.025) 61$$

$$T_{table} = (0.975) 61$$

$$\text{So, } T_{table} = (2.00)$$

Because $t_{count} = 6.607 > t_{table} = 2.00$ then the t_{count} falls in the rejection region of H_0 . This means that the hypothesis H_1 is accepted.

The results were amazing. The respondents were surprised at the quality of their writing and understanding of the value of Surah Qalam and were delighted with the results. They finally liked to tell stories and the value of Surah al Qalam motivated to increase their literacy skill. They constantly wanted to share their work with colleagues.

From the time it was first presented, they adored in writing storytelling. They were pleased to relate a narrative that interested them, they were enthusiastic to speak actively with another person. Real-life dialog activities, including understanding checks, a conversation pause to seek for clarity and circumcision took place spontaneously in class. Students began to ask and provide each other information in learning. Some participants, who couldn't function well in a group, became narrators. Many of the respondents who had previously had little success got success in performing for others.

It was amazing to see students communicate and enjoy doing so. Many of the motivated kids spent a long time working on their stories. Students noted that their vocabulary throughout storytelling experiences gave them a common language that facilitated dialogue. They also said that, by creating and performing stories and folklore, they learnt about narrative, narration, dialogue, characters, setting and point of view that they acquired many concepts by listening, storytelling and writing. Storytelling led to the making of the story. For other groups of students, students created small groups of storytellers to produce and perform their own stories for other groups of students. In reality, the collective folklore of the stories that emerged from the students' actions expanded. The results of this study empirically support the value of incorporating narrative in the curriculum. Maybe the most important pedagogical implication is that every language instructor can make use of storytelling in classrooms

CONCLUSION

Based on the results of data analysis that has been obtained in the study, it can be concluded that the use of the *write around* type of cooperative learning model can affect the ability to write short stories for students of class XI IBB 1, State High Senior School 1 Polewali by better understanding the contents of short stories. This is evidenced by looking at the average score achieved by class XI IBB 2 students who act as control groups in the initial test is 60.00 and the final test is 63.10. Meanwhile, the average score achieved by students of class XI IBB 1 who acted as the experimental group in the initial test was 63.85 and the final test was 75.91 after the *write around* cooperative learning model

was applied. The results of the descriptive statistical analysis showed that the experimental class was better than the control class after both *pre-test* and *post-test*. Likewise inferential statistical analysis concluded that the hypothesis H_1 is accepted by the $t_{count} = 6607$ bigger than $t_{table} = 2.00$. So that the inferential statistical test was obtained that the *write around* cooperative learning model had a significant effect.

So, the application of the *write around* cooperative learning model has an effect on the ability to write short stories for students in class XI IBB 1, State High Senior School 1 Polewali.

SUGGESTION

Based on the results of the study, both based on data acquisition and the authors obtained, it can be put forward some suggestions that can be useful for readers and for the authors themselves. As the end of writing, the author conveys the following suggestions:

1. Students should have the habit of reading literary books so that their ability to write short stories can be further improved and moreover, read a lot of the work of domestic writers as motivation to create their own works.
2. Teachers should be able to improve students' reading habits by increasing the mandatory hours of visiting the library.
3. The school should be able to apply this type of *write around* cooperative learning model in schools.
4. Parents should be able to give examples to children in terms of reading habits so that they can form a reading culture or at least tell a lot of local literature to foster a sense of love for local literature.

Thus the conclusions and suggestions that can be conveyed may be useful for writers in particular and for readers in general.

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