

## Implementation of Quick on the Draw Strategy in Learning to Understand Description Text Information

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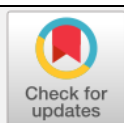
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### ABSTRACT

This classroom action research aimed to improve the seventh-grade students of SMP Negeri 4 Tondano (Public Middle School) in understanding the information of a descriptive text. This research was conducted in two cycles. The research subjects were 28 students of class VII-A. The results showed that implementing the Quick on the Draw strategy in learning to understand descriptive text information created a learning atmosphere that excites students. It allows all students to play active roles during the learning as the nine steps of Quick on the Draw place students as the subject. Students use their potentials to think independently, solve problems jointly, and obtain additional information not provided by the teachers. The final test results showed that from 28 students, 27 students (96.42%) scored above 75, and 1 student (3.58%) below the standard. The ability of students to understand classical descriptive text information was 83, beyond the Minimum Learning Mastery Standard.

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## 1. Introduction

The current digital era needs to be faced with adequate literacy skills because it cannot be denied that the rapid development of information provides positive and negative excesses for each individual (Aslan, 2019). Aribowo, as cited in Palupi (2020) stated that the speed of information sometimes causes the information circulating to be raw information that is not edited and verified. The positive excess of the rapid development of information in the current digital era (Setiawan, 2017) is a form of progress in science and technology that is increasing rapidly (Laksono, 2017), which makes it easy for every individual to find the information they need. However, the negative excess is that the digital era's development often makes individuals victims of hoaxes, especially among children.

The rapid development of information in the digital era has now become a necessity. Therefore, the best way to prepare children for the changes and developments of information is to equip them with literacy skills or read. Burns et al. (2009) state that reading is a vital skill in a literate society like today's society. The ability to read, write, and speak a spoken language is used for lifelong learning at home, work, and society (Suyono, as cited in Febriani, 2017). Therefore, reading is one of the four skills students must master in the language learning process, including Indonesian (Pusung et al., 2020). Moreover, in the cutting-edge learning of the 21st century, the learning paradigm shift from the classroom to the virtual space or what is also known as "cyber pedagogy" is very strong.

The use of internet technology, which can be a means to facilitate our work (Yuniar et al., 2020), cannot be separated from the teaching and learning process between students and teachers (Khafit et al., 2020). Learning in schools is the main activity in improving the quality of national education (Anzar, & Mardhatillah, 2018).

The utilization of internet technology as a source of learning for children is an absolute must because learning is no longer oriented to teachers or textbooks but is changing to web-based. Learning will be easier to implement through the internet, especially if it is associated with finding references, such as various journals or published research results (Setiyani, 2010). As one of the unlimited sources, the internet also provides various kinds of information. This thinking becomes a substantive argument for the mastery of reading skills among school children because the mastery of reading skills is also closely related to student achievement and is one of the keys to success for students following the learning process at school. Learning in schools is part of educational activities that will bring students to a better state (Anzar & Mardhatillah, 2018).

Learning reading skills has an important position, as one of the language skills that must be taught to students in Indonesian subjects. This is very argumentative because this skill has been taught since students were in elementary school. Through learning to read, Indonesian language teachers can help overcome students' difficulties in absorbing and finding information contained in the text. Learning difficulties experienced by students are usually seen with the emergence of student behaviour disorders, such as making noise in class and

disturbing their friends studying (Januarti et al., 2016). This is very basic because learning to read has a very strategic position in the learning process because mastering this skill is useful for learning Indonesian and all subjects. It can even become even more important because every aspect of life involves reading (Januarti et al., 2016).

This expectation is quite idealistic. However, in practice, learning to read in schools is often a fairly difficult activity for students to be less interested in learning to read. This difficulty increases if faced with learning to read texts whose contents have a high level of difficulty. Students find it difficult to understand the structure of the text and the overall content of the reading. Learning to read in the 2013 Curriculum, which emphasizes text-based learning, requires students to read various texts (Agustina, 2017). Mahsun (2014) emphasized the importance of students learning to read a variety of texts. By reading various texts, students will learn various useful knowledge for them to pursue higher education.

Students must study one type of text, especially at the junior high school level, is a descriptive genre text. The descriptive text describes something so that the reader can feel, see, hear, or experience as perceived by the five senses (Mahsun, 2014; Semi, as cited in Rahayu, 2017).

For learning to understand the information in the description text can take place well, it needs to be balanced with the sincerity and creativity of the teacher in teaching it. Teachers must guide and direct students on how to find important information in the descriptive text. Teachers creatively find solutions by implementing learning that can foster passion, creativity and challenge students to be fully involved in learning.

The Quick on the Draw learning strategy is one strategy that can foster students' passion and creativity in learning. This strategy emphasizes dynamic activities through teamwork and speed of completing tasks (Ginnis, 2008). Furthermore, Ginnis stated several elements in Quick on the Draw learning activities, namely individual work, group work, moving, speaking, listening, reading, writing, and seeing.

This research is directed to describe the implementation of the Quick on the Draw strategy as an effort to improve the ability of junior high school students to understand the content of the descriptive text.

## **2. Research Methodology**

This study uses a Classroom Action Research (CAR) design. The design in question attempts to combine research procedures with substantive action, an action taken in the discipline of inquiry, to understand what is happening in the process of improvement and change (Arikunto & Suhardjono, 2015). This design is used as an effort to improve the quality of learning, both process and results. Implementation of the Quick on the Draw strategy through CAR is expected to provide solutions to problems faced by students in learning to read descriptive text. Implementing the Quick on the Draw strategy to overcome students' problems in learning to read descriptive texts was carried out through a series of activities, which included planning, implementation, observation, and reflection on actions carried out for two cycles.

This research location is in SMP Negeri 4 Tondano (Public Middle School), while the subjects are Class VII-A students, totalling 28 students. The state of the research subject is heterogeneous. This research was conducted in the Odd Semester, Academic Year 2019/2020. This research is collaborative with the Indonesian class teacher of SMA Negeri 4 Tondano.

To obtain the expected results, implementing the Quick on the Draw strategy is divided into three activities: planning, implementing and reflecting on actions. At the planning stage,

identified problems experienced by students in learning. Then analyze the basic competencies and learning objectives, design learning materials, and select reading materials for students. Next, a Learning Implementation Plan (LIP) and student worksheets are prepared.

When implementing the action, the teacher carries out the learning, while the researcher acts as an observer. The learning carried out follows the nine steps of the Quick on the Draw strategy as designed in the lesson plans, which are elaborated into three main stages: preparation, core, and closing.

The first step is preparation, which aims to condition students to participate in learning, deliver basic competencies and learning objectives, and explain the benefits of mastering the basic competencies being studied. At the core stage, with the activity steps, divide groups, where each group consists of three people marked with different colours in the form of pieces of coloured paper placed on the table as group identity. In the next step, materials and descriptive texts are distributed for students to read. Students read the text for ten minutes, using a silent reading technique.

The next step is a competition where each group takes a question written on a piece of coloured paper. Questions are brought to the group for discussion, and the answers are written on a piece of paper. The other students in the group bring the group's answers to the teacher in the next step. The teacher quickly checks the answers that have been submitted and make corrections. If an inappropriate answer is found, the group working on it takes the work and corrects it according to the teacher's notes/corrections. Then, the winner's announcement, the group with the fastest work and the correct answer, is declared the winner. This is done to foster students' enthusiasm for learning where their efforts are rewarded.

The next step is to discuss all the questions that have been done to strengthen further students' understanding of the reading contents. The last step is an individual test that aims to measure students' understanding of the reading content.

Data collection techniques used are observation, interviews, and tests. Observations were made to observe the learning process from beginning to end. Interviews were conducted to obtain information about the responses and students' experiences using the Quick on the Draw strategy. The test was conducted to measure the students' ability to understand the contents of the reading. The form of the test used is a written test in the form of description questions.

### **3. Results and Discussion**

The description of the research results is sorted based on each cycle of action for two cycles, which includes the planning, action and observation stages, and reflection. Various things need to be prepared and implemented at the planning stage before the action is carried out. The learning process is described using the Quick on the Draw strategy at the action and observation stage, consisting of nine steps. The results of observations of teacher and student activities during learning are described. At the reflection stage, the evaluation results in each cycle are described, along with the weaknesses that need to be improved.

Cycle I begins with planning. According to the plan, learning to understand the information in the descriptive text with the Quick on the Draw strategy was carried out in two meetings with a time allocation of 3 x 40 minutes for each meeting. The meeting schedule follows the learning schedule set by the school. Cycle I learning uses one lesson plan for two meetings, with the Basic Competence "Understanding the information in the descriptive text related to an object or place". The nine steps of Quick on the Draw learning are described in three main stages, namely preparation, core activity, and closing, to improve students' ability to understand the descriptive text. The descriptive text given to students is entitled "Lake



Tondano", quoted from "Wikipedia Indonesian, Free Encyclopedia". This text was deliberately chosen because students know the existence of Lake Tondano. Furthermore, assessment instruments and observation formats were also prepared.

In the implementation of the action, the first meeting begins with the preparation stage. In the preparatory or preliminary learning stage, the five initial steps of the Quick on the Draw strategy are described. At the beginning of learning, the teacher focuses on conditioning students to have motivation and enthusiasm to learn. The teacher tries to open the lesson by relaxing, asking about the situation and joking with the students to create a pleasant atmosphere. Next, the teacher conveys the basic competencies and learning objectives. The teacher writes down the basic competencies and learning objectives on the blackboard. To ensure that students have understood the basics and learning objectives, the teacher asks several students questions. From their answers, it appears that students already understand the basic competencies and learning objectives. The teacher tries to explain the benefits obtained by students mastering the basic competencies being studied to focus students' attention. This is done so that students know the benefits of learning these basic competencies for their lives.

The next activity at the preparatory stage is apperception. The teacher seeks to build students' understanding of the learning material, linking the knowledge possessed by students with the learning material. The teacher asks students questions about their knowledge and experience about an object or place they have visited. For example, the teacher asks three people in turn to tell the memorable places they have visited. The teacher can do apperception well so that students' schemata related to descriptive text can be activated.

The core stage begins with the first step of the Quick on the Draw strategy, which is to prepare a set of questions as a step. A set of questions prepared by the teacher will be distributed to each group. Each question is written on a piece of paper that has been coloured. The teacher explains that several questions in the paper are coloured, and each group will take the questions according to the colour of the group identity. For example, the red group will take a question written on a red sheet of paper. The teacher explains that the prepared questions aim to reveal the information contained in the reading text.

The second step is the core stage. This stage divides groups, where each group consists of three people. The teacher divides the group heterogeneously in terms of academic ability and gender – the number of groups formed in nine groups. According to the teacher's arrangement, each group occupied a position marked with a different colour in the form of coloured paper placed on the table. Thus, group naming is based on identity colour.

The third step, the distribution of the material in the form of a Student Worksheet, contains a description of the material about the meaning of a descriptive text, the characteristics of descriptive text, and the description text structure. Students are directed first to discuss the description of the material related to the descriptive text. The teacher asks students if there are students who do not understand the description of the description text material to ask the teacher. Then, after all, students understand the description of the descriptive text material. The teacher directs the students to read an example of a descriptive text entitled "Lake Tondano" for ten minutes, using a silent reading technique. This reading technique aims so that students can understand the contents of the reading in-depth.

The fourth step is a speed race to answer questions. The purpose of the competition is to test each group's understanding of the content of the text "Lake Tondano". Each group takes a question written on a piece of coloured paper. Each group sends one member to take a question written on colour paper, and the colour taken according to the colour of the group identity. The teacher gave the signal, "Start!". The group envoys ran to the teacher's desk, looking for pieces

of paper according to the colour of their group. The activity was fun. The coloured sheets containing the questions were brought by the delegates to the group to work on, and the answers were written on a piece of paper. Nine questions are worked on where each group works on one question. The Red Group answered the question, "What is the position of Lake Tondano?". The white group worked on the question "What types of fish are found in Lake Tondano?", the yellow group worked on the question "How is Lake Tondano's beauty?", and the green group worked on the question "How wide and in the Lake Tondano?". The purple group answered the question, "What is the history of Lake Tondano?". The chocolate group answered the question, "What are the names of the places that surround Lake Tondano?". The blue group answered the question, "What are the names of tourist attractions around Lake Tondano?" Jingga's group answered the question, "What makes Lake Tondano so famous?". Maron's group answered the question, "What should be done to keep Lake Tondano beautiful?".

The fifth step is submitting group answers. There is a change of roles, students who submit answers from different groups from those sent to take questions. The answer is left to the teacher. The teacher quickly checks the answers that have been submitted and make corrections. The students seemed very enthusiastic in submitting the answers that each group had done, asking the teacher to check the work results under the envoy immediately. Group answers that do not match the questions and are incomplete are asked to be brought back to the group and reworked according to corrections and teacher requests.

The second meeting continued the activities of the first meeting, namely the sixth, seventh, eighth, and ninth steps of the Quick on the Draw strategy. The teacher opens the lesson as it was done at the first meeting. The teacher reminded students that learning at the second meeting was a continuation of the first meeting. The teacher checks the students' memories of what they have learned at the first meeting. It appears that each student remembers well the material for learning activities at the first meeting. In this sixth step, students re-enter the corrected answer. The messenger brings back the corrected answer to the teacher. The teacher checks the results of the group's work and finds all the answers according to the questions. The time given to groups that are longer and done at home makes the results of their work after the question.

The seventh step, the announcement of the winner. In this step, the teacher will announce the winner of the competition. The teacher says that the group that works the fastest and has the correct answer is declared the winner. The teacher said that all groups had done the given task well. Teacher appreciation for students is carried out to maintain students' enthusiasm and enthusiasm for participating in learning. The teacher's efforts to make students' enthusiasm for learning do not subside because their efforts are appreciated.

The eighth step discusses all the questions that have been done. The teacher carries out this activity to strengthen students' understanding of the information in the descriptive text "Lake Tondano" studied. Questions are discussed one by one by involving students through brainstorming. The teacher did not only lecture but involved students in explaining the answers to each question. The seven questions that the soul does can be discussed thoroughly, thus further strengthening students' understanding of the reading contents.

In the ninth step, an individual test was carried out to test students' understanding of the reading contents individually. The teacher gives a written test in the form of a description question. There are five questions that students do, which are used as indicators of students' ability to understand the information in reading texts, namely (1) a description of the location of Lake Tondano, (2) a description of the beauty of Lake Tondano, (3) a description of flora and

fauna in Lake Tondano, (4 ) a description of the name of the area around Lake Tondano, and (5) a historical description of the occurrence of the Lake Tondano. These five indicators are presented in 5 items to make it easier for students to work on them. For each item, the score range is (1-4). The indicator of completeness of learning outcomes is 75. If students get a score of 75 and above, it means they are complete and vice versa. If they get a score of 74 and below, it means that they have not finished.

The results of the research carried out in the first cycle showed that based on the test results obtained from 28 seventh grade students of SMP Negeri 4 Tondano, as many as 24 people (85.71%) scored above 75, which means complete, while 4 students (14.29%) has not been completed. The average value of students' ability to understand descriptive text information is 78. Although classically, the average student's ability has met the Minimum Completeness Criteria or *Kriteria Ketuntasan Minimal* (KKM), further improvements are needed. All students reach the KKM, and classically, students' abilities can be improved again, so that needs more research in cycle II.

From the reflection results, there were weaknesses found in the first cycle, namely the presentation of learning materials conventionally, without appropriate IT media. Likewise, in the re-discussion of the questions that each group worked on. Then, there are still students who are not fully serious about participating in learning. In terms of results, there are still four people who have not achieved completeness, according to the KKM. Classical student abilities need to be improved again.

In cycle II, implementing the Quick on the Draw learning strategy focuses on strengthening and improving actions in cycle I. For planning, basic competencies and learning objectives such as cycle I and lesson plans have similarities for the two meetings. What is different is the reading text given to students. The reading text will be replaced by considering the difficulty level for grade VII junior high school students. The reading text is composed by the teacher entitled "SMP Negeri 4 Tondano, *Kebanggaan*ku". The assessment instrument uses description test questions and the same observation format as cycle I. The nine-step Quick on the Draw learning implementation is described in three main stages: preparation, core, and closing. In cycle II, the implementation of learning is supported by laptop and LCD learning media using the Microsoft PowerPoint application.

The first meeting begins with preparation. The teacher greets the students, asking them to be grateful for God's blessings that give them health and learning opportunities. The teacher points to a student praying to open the lesson. The teacher tries to build the joy of learning by telling a funny story, thus making the learning atmosphere so relaxed. The teacher repeats conveying the basic competencies and learning objectives and makes sure students still remember them. It appears that students still remember the basic competencies and learning objectives. The teacher continues to direct students' understanding of the reading content they will read but has not submitted the reading title. Teachers ask questions about the state of their school, starting from the school's identity, the school's position, the state of the building, and the teacher's whereabouts. Students can answer all the teacher's questions well.

This stage carries out the first step of the Quick on the Draw strategy: to prepare a set of questions consisting of eight items. These eight questions have been prepared and written on different coloured papers. The questions prepared are intended to allow the teacher for students to explore the content of the reading. These questions will be distributed to each group to be answered quickly. The second step is to divide the group. The division of groups is no longer carried out following the division of groups in cycle I, and the number of groups remains the same. This time the identity colour of the group is changed. In the third step, the teacher

distributes Student Worksheet again, containing a description of the material and reading text. Students read the description of the material and read the reading text entitled "The School I'm Proud of", followed by the fourth step, namely the speed race to answer questions. The group sends one member to take the questions written on the colour paper and the colour taken according to the colour of the group identity. The group delegates ran to the teacher's desk when the teacher said to start. The messenger takes a piece of paper and brings it to the group. The activity was fun. A coloured sheet containing the questions under the delegates to the group to work on, the answers are written on a piece of paper. In the fifth step, the envoy returns the group's answers to the teacher. The teacher quickly checks the answers that have been submitted and make corrections. The teacher asks the sincerity of each group to do the task according to the teacher's advice. Because the learning time was up, the teacher asked each group to do the assignments given at home. The teacher asks the reading text to be read again. The purpose of the assignment is given so that students do it better and deepen the reading content.

The second meeting begins again by preparing students to go directly to the core activity, namely the sixth step as a continuation of the activities of the first meeting. The messenger brings back the corrected answer to the teacher. The teacher checks the answers for each group. After checking all the results of the group's work, proceed to the seventh step, the announcement of the winners. The teacher announces that all groups are winners. The teacher gives awards to all groups that have worked well. All students get gifts from the teacher. It seemed that all the students were happy with the award given by the teacher.

In the eighth step, the teacher discusses all the questions that have been done. The teacher uses the LCD to discuss in more depth all the questions given. The results of the discussion are presented using the PowerPoint application. The presentation process is interspersed with questions and answers between the teacher and students. The teacher tries to make all students understand the material presented, especially paying attention to the four students who in the first cycle have not achieved completeness. The teacher asked the four students to answer questions related to deepening the content of the reading. After an in-depth discussion, the teacher asked the students to prepare to take the test individually. In cycle II, the test was carried out in writing, where students worked on five questions to indicate the student's ability to understand the text information "My school is proud of me". Questions as a measure of student ability, namely (1) describe the position of the school, (2) describe the state of the schoolyard, (3) describe the state of the building, (4) describe the state of the school garden, and (5) describe the state of the library.

The results of the second cycle test showed that of the 28 seventh grade students of SMP Negeri 4 Tondano, as many as 27 people (96.42%) scored above 75, only one student (3.58%) had not finished. The ability of students to understand descriptive text information classically is 83, which is beyond the KKM. Student learning outcomes have increased, as shown in **Table 1** below.

**Table 1. Improved Student Ability**

Completeness	Cycle I	Cycle II	Improvement
Individual Completeness	85,71%	96,42%	10,71%
Classical Average	78	83	5



The study results indicate that the implementation of the Quick on the Draw strategy in learning to understand the information in the description text creates a learning atmosphere that excites students, thus providing opportunities for all students to play an active role during the learning process. Implementing the Quick on the Draw strategy, which consists of nine steps, puts the students as subjects. Students find and construct knowledge that is realized in learning to understand the information in the descriptive text. The nine steps of learning the Quick on the Draw strategy can narrow opportunities for students to use time ineffectively during learning. Students can think independently and jointly solve problems and find information learned where the teacher does not provide information through information transfer. This finding is in line with Ginnis (2008, p. 163) that the objectives designed in Quick on the Draw learning for students involve thinking, emotional intelligence, independence, interdependence, multiple sensations, and articulation.

Implementing the Quick on the Draw strategy in learning to read texts emphasizes the importance of working in teams in small groups. In practice, the activities built during learning also show the uniqueness of learning with a cooperative approach. Think together, work together, and find the right together to emphasize the principles of learning the Quick on the Draw strategy, which is the same as cooperative learning. The benefits of joint learning are positively correlated with increasing student achievement; as emphasized by Slavin (2005), there is a strong basic theory to predict that cooperative learning methods that use group goals and individual responsibility will improve student achievement.

The superiority of using the Quick on the Draw strategy in learning to read descriptive texts can be seen from the learning outcomes achieved by students. The final test results in the second cycle showed that of the 28 seventh grade students of SMP Negeri 4 Tondano, as many as 27 people (96.42%) scored above 75, only one student (3.58%) had not finished. The ability of students to understand descriptive text information classically is 83, which is beyond the KKM. Student learning outcomes have increased. It can be emphasized that implementing the Quick on the Draw strategy can improve the ability of class VII students of SMP Negeri 4 Tondano to understand the information in the descriptive text.

#### **4. Conclusion**

Based on the results of the study, it can be concluded that the implementation of the Quick on the Draw strategy in learning to understand descriptive text information creates a learning atmosphere that excites students. It provides opportunities for all students to play an active role during learning because the nine Quick on the Draw steps places students as the learning subject. The nine steps of learning the Quick on the Draw strategy narrow opportunities for students to use time ineffectively during learning. Students use the potential to think independently and jointly solve problems and find information that is learned, which is not given by the teacher through the transfer of information. The final test results showed that of the 28 seventh grade students of SMP Negeri 4 Tondano, as many as 27 people (96.42%) scored above 75, only one student (3.58%) had not finished. The ability of students to understand descriptive text information classically is 83, which is beyond the KKM. Thus, implementing the Quick on the Draw strategy can improve students' ability to understand the information in the descriptive text.

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The authors have declared no potential conflicts of interest concerning the study, authorship, and/or publication of this article.

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