Efforts To Improve Students' Learning Outcomes in Indonesian Language for Descriptive Text Material Using The "Guessing Style" Learning Method SDN 17 North Rantau Labuhan Batu

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ABSTRACT

This study aims to determine the effect of the " Guess Style" learning method on students' learning outcomes using descriptive text materials. The research method used was quasi-experimental with a pre-test and post-test design in two groups: the experimental class, which used the " Guess Style" method, and the control class, which applied conventional learning methods. The research questions in this study are as follows: (1) Does the " Guess Style" learning method significantly affect students' learning outcomes in descriptive text material? (2) How significant is the difference in learning outcomes between students who use the " Guess Style" method and those who use conventional learning methods? This study was conducted at SDN 17 Rantau Utara, Labuhan Batu Regency, North Sumatra, during the 2025-2026 academic year. The results showed that before the treatment, the experimental class had an average pre-test score of 69.2, with a maximum score of 75 and a minimum score of 55, whereas the control class had an average pre-test score of 69.72, with a maximum score of 77 and a minimum score of 61. After the treatment, the experimental class's average post-test score increased to 80.2, with a maximum score of 95 and a minimum score of 70. Meanwhile, the control class obtained an average post-test score of 75.4, with a maximum score of 85 and minimum score of 68. The percentage of students achieving the "Excellent" category (80-100) in the experimental class increased to 52%, while in the control class, it was only 24%. Hypothesis testing using a t-test showed that tcount = 2.668 was greater than ttable = 1.677 at a significance level of 0.05, leading to the rejection of H_0 and acceptance of H_a. This proves that the " Guess Style" method has a significant effect on improving students' learning outcomes compared to conventional methods. It can be concluded that the " Tebak Gaya" learning method is more effective in enhancing students' understanding of descriptive text material, as well as increasing their active participation and interest in learning the Indonesian language.

Keywords: Guess Style, Learning Outcomes, Descriptive Text, Active Learning, Experiment

I. INTRODUCTION

Education plays a crucial role in a nation's progress. Quality good education will produce source power quality human beings, who, in the end, will contribute to national development. In this context, Indonesian as a national language and language introduction in education plays a very important role. The ability to speak good Indonesians, including the ability to understand and write text descriptions, is the basic capital for students to achieve success in various fields (Gomarteli & Khokhobashvili, 2025).

Descriptive text, as one of the materials taught in Indonesian eye lessons, is important in developing students' ability to describe objects, places, or incidents in detail and clearly. Ability is very useful in everyday life, good in communication, and in developing critical and creative abilities.

However, the reality on the ground shows that students often experience difficulty learning text descriptions. Difficulty This can be caused by various factors, including

a) Lack of Conceptual Understanding: Students may not yet fully understand the concept of descriptive text, its characteristics, structure, and the linguistic elements used.

b) Limited Vocabulary: Limited vocabulary can hinder students from describing an object or event in detail and clearly.

c) Difficulty in Expressing Ideas: Students may have difficulty expressing ideas or thoughts in descriptive writing.

d) Fewer Interesting Learning Methods: Learning methods that are monotonous and less engaging for students can reduce learning motivation and, ultimately, affect learning outcomes.

Besides the factors mentioned previously, difficulties students in learning text descriptions can also be affected by the lack of variation in the use of learning media. Andriani (2025) stated that " the use of diverse learning media can help students understand material lessons more easily and interestingly ". In context learning text description, the use of media, such as images, videos, or even visits to the object to be described, can help students enrich their experience and vocabulary they (Andriani et al., 2025).

Furthermore, Solihin et al. (2025) highlighted the importance of teachers in creating an atmosphere conducive to enjoyable learning. Creative and innovative teachers will be capable of selecting and applying method-appropriate learning with the characteristics of students and materials lessons. The method of " Guess the Style" learning is an example method that can create an atmosphere of active, interactive, and fun learning (Wildan Solihin et al., 2025).

The Guess Style" method does not only practice the ability of students to describe something object, but also develops their ability to think critically and creatively. In the" guessing " activity, students wre asked to analyze the information provided, identify characteristic features important from objects, and connect them with the knowledge they have. In a way, this process does not think of a critical student (Hartati et al., 2025).

In addition, the " Guess Style" method can also be used to stimulate creative students to speak. They will try to look for the right and most effective words to describe something object, so that their ability to use Indonesian is increasing.

This study is also relevant to the theory of Multiple Intelligences. Theory states that every individual has diverse types of intelligence, and that one of the most important forms of intelligence is intelligence linguistics. The " Guess Style" method can accommodate various types of intelligence students, including intelligence, linguistic, visual-spatial, and kinesthetic (Wang et al., 2025).

Thus, this is expected to make a significant contribution to the effort to increase quality learning of Indonesian, in particular text descriptions. Research results This expected can become a reference for teachers in selecting and applying methods for effective and innovative learning, so that it can increase the results of study students and ultimately increase quality education in Indonesia.

This is in line with Juang's opinion that " teaching Indonesian at school still dominated by methods insufficient lecture varied, so that students become passive and less motivated in learning ". This is also supported by research showing that " the use of method innovative and creative learning can increase motivation and results Study student " (Kurniawan, 2025)(Saini, 2025).

One potential method for learning to overcome the above problems is the" Guess the Style" learning method, which involves guessing an object or figure based on the style or given characteristics. The " Guess Style" method can practice students for more careful observation and understanding of the characteristics of objects as well as develop abilities that are critical and creative.

In addition, the " Guess Style" method can also be used to create an atmosphere of fun and interactive learning, so that students are more motivated to learn. This is in accordance with the principle of fun learning as stated by Nisa'Sirait & Daulay (2024) that " fun learning " will make student feel No burdened and forced For learn, so that they brave ask, try, and express opinion" (Nisa'Sirait & Daulay, 2024).

This study is also relevant to the theory of study constructivism, which emphasizes the role of active students in building their own knowledge. The " Guess Style" method provides students with the opportunity to actively participate in the learning process, so they can build a deeper understanding of material text descriptions.

Based on the description above, it can be concluded that problem learning text description for students in class V SDN 17 Rantau Utara must be quickly overcome. The use method " Guess the Style" learning as one of the alternative solutions expected can increase results in material text description.

Therefore, this study aims to examine the effectiveness of the use method of " Guess the Style" learning results in an increase in the Study Indonesian language material text description to students in Class V of SDN 17 Rantau Utara Regency Labuhan Batu year 2025-2026 learning

II. METHODS

A. *Research Design*

Design study This use approach quantitative with type study experiment quasi - experimental research experiejnt aim For know connection because consequence between variables with do manipulation variables free. In study this, the manipulation that is done is implementation method " Guess the Style" learning in groups experiment.

Study design: control group pre-test post-test. This design involved two groups, namely the experimental group given treatment (method " Guess the Style" learning) and a control group that was not given treatment. Second group given pre-test for measure results Study beginning, then group experiment given treatment, and finally second group given post-test for measure results Study after treatment.

As for the design study This depicted in the table following.

Table 1. Control Group Pre-test Post-test Pattern

Class	Pre-test	Treatment	Post-test
Experiment	O1	X	O2
Control	O1	-	O2

B. *Research Variables*

Variables free in study: This is 'Guess the Style' learning method. The " Guess the Style" method is learning that involves activity guessing something object or figure based on style or the characteristics given. In context learning text description, students are given instructions or descriptions short about objects, and they must guess the meaning of the object what is meant.

Variables bound in study: This is the result of the Indonesian language text description. Learning outcomes are changed behavior in demand students who can measure cognitive (knowledge), affective (attitude), and psychomotor (skills) after following the learning process. Measurement results Study in Study: This will be done through a written test (pre-test and post-test) that contains questions about knowledge and understanding students about text description, and evaluation of ability students in write text description.

C. *Population*

A study naturally owns units called units of analysis that can be in the form of people, companies, etc. This unit of analysis is often called the population. With Thus, what is meant by population is a generalization area consisting of on object or subjects who have quality and characteristics certain conditions determined by researchers For studied and then withdrawn conclusion (Sugiyono, 2017).

As for the population in the study, this is all over student fifth grade at SDN 17 Rantau Utara Regency Labuhan Batu with a total of 50 students from two classes.

The sample is part of the number and characteristics of the population (Sugiyono, 2012:118). To understand others, the sample is part or representative of the population being studied. From the definition, we can understand that which is meant with sample in A study is a number of subject study certain things taken from population as his representative with big the amount customized with needs and desires writer with condition truly represent population.

As for the basis for taking the sample. Arikunto (2016) stated that if the number of subjects is not enough out of 100 people, then all are taken, so that study is in the form of a study population. If the subject larger, it is taken between 10-15% or 20-25% or more (Arikunto, 2016).

Because of its population not enough out of 100 students, the samples used were all over student class V, namely, a total of 50 students, consisting of two classes, where class VA was used as class VB controls and classes as class experiment.

D. *Data Collection Technique*

Data analysis is a method used to analyze data obtained from the research results. According to Sugiyono (2017:147), quantitative data analysis is the process of organizing and interpreting numerical data for get valid conclusion. Based on the descriptive quantitative method, the author will take the numerical data, collect data that has been there, and perform data analysis after the data are collected.

After the data were collected from the field, they were analyzed using SPSS 20. To analyze the data, researchers will conduct normality and homogeneity tests. After it was known results from the test, then researchers conduct data analysis tests with using the t-test to know influence method " Guess the Style" learning towards results Study students on the material text description.

III. RESULTS AND DISCUSSION

A. *Research Result*

SDN 17 Rantau Utara, which is located on Jalan Bina Raga, Kelurahan Siringo-ringo, Rantau Utara District, Regency Labuhan Batu, North Sumatra, is a school the foundation of the country that was founded based on Decree Number 18 of 2018 on October 29, 2018.

Since its founding, SDN 17 Rantau Utara has committed to improving quality education. This is reflected in various activities carried out, such as giving present to student achieve For motivating Spirit Study them. On June 20, 2020, the head of School Alfiana Pd., gave a package present to students to achieve a moment distribution report card, with the hope of pushing Spirit to learn and become a motivation for students.

In addition, SDN 17 Rantau Utara is also active in various activities and has YouTube channels featuring various educational videos and school profiles.

With a wide land are of 3,676 m² and the source electricity from PLN, This Keep will make an effort to provide adequate facilities to support the learning process teaching. Although detailed information about history beginning establishment school This limited, commitment to SDN 17 Rantau Utara Dalam increase quality education in the North Rantau region is good appreciated.

Validity test is used to measure legitimacy or whether it is valid or not something instrument research. A grain question is said to be valid if the mark r count is $\geq$ r table. With the use of as many as 25 students and level significance $\alpha = 0.05$, an rtable of 0.396.

Based on the results analysis using SPSS 20, we obtained question item number one, two, three, four, six, eight, nine, ten, two 12, and fifteen own r count $\geq$ r table = 0.396 with $\alpha = 0.05$. While items number five, seven, eleven, three 12, and four 12 have r count $\leq$ r table = 0.396 with $\alpha = 0.05$. With this, the questions numbered one, two, three, four, six, eight, nine, ten, two twelve, and fifteen were declared valid and could be used in research, whereas question number five, seven, eleven, three 12, and four were invalid so that they were not used in the study.

Reliability test used for the knowledge consistency instrument in the measurement results. Testing reliability was performed using the Cronbach's alpha method using SPSS 20. The calculation results showed that the Cronbach's alpha value obtained was 0.524. Because the value is larger from the r table ($0.524 \geq 0.396$), the instrument is reliable.

Before start learning, researchers conduct a pre-test on two class sample to know ability beginning student in understand material text description. The average pre-test score of class control and class experiment analyzed for see equality beginning ability student.

In class control (class VA), consisting of 25 students, learning was done using the usual lecture method applied by teachers. During the learning process, students listen to the material presented, answer questions, and ask If There parts that have not been understood. Although a number of students follow learning with okay, there are still fewer students who are concentrated and less active in participating.

In class experiments (VB class), which also consisted of 25 students, learning was performed using the " Guess Style" method in a fun learning approach. Teachers first formerly convey material about text description, and then invite students to sing together using related songs with material. The students were then divided into five groups, each consisting of five students. Each group takes turns proceeding to the front to play the" Guess the Style" game, where one student gives a clue with style, and members other guess-related words with text description. If group No can answer, they must sing songs that have been previously taught.

During learning with the" Guess the Style" method, students saw themselves as more active, enthusiastic, and confident in participating. They were not disinclined to ask and interact with friends to understand the material. After learning was completed, a post-test was given to the second class to evaluate the effectiveness of the method used. The post-test results were compared to determine whether the " Guess Style" method influenced the improvement in results.

A pre-test was conducted before learning for knowledge ability. This pre-test was given to the class control (VA) and the class experiment (VB). After the pre-test was conducted, the results analyzed for see equality beginning ability student before given treatment learning with different methods.

Based on the pre-test results, the average score for class control and class experiment were analyzed to determine whether there was a significant difference between the two before treatment. This pre-test data become the basis for comparing post-test results for use in the effectiveness of the" Guess Style" method in increasing the results.

It is known that the average value of the second-class obtained students in the pre-test did not Far different namely 69.72 for class control and 69.2 for class experiment. From the mark maximum class control, 77 and class experiment 75, minimum class value control 61, and class experiment 55. In addition, if seen from the KKM that has been determined to be 73, then from the two classes mentioned in the class control, there are 14 students categorized as not yet complete, and in the class experiment there are 17 students categorized as not yet complete. This proves that in the pre-test conducted in the second class, the Still Lots categorized students as not yet complete.

Table 1. Frequency and Percentage of Pre-Test Results for Control Class and Experimental Class Based on Learning Outcome Indicators

Symbols Number	Predicate Letter	Frequency VA	Percentage VB
80-100	A	Very good	0
70-79	B	Good	12
60-69	C	Enough	13
50-59	D	Not enough	0
0-49	E	Fail	0
Amount			25

Based on the table above, it can be seen that from the second class, 48% of students were in the good category. In the class experiment, 48% of students in category enough and 4% of students in category less, while in class control, there were 52% of students in category enough. Thus, it can be concluded that good class control and class experiments on this pre-test ability student are still less and more categorized students are not yet complete.

In the learning process in class control, students listened to the material presented by the researcher. The learning process class controls this, and the teacher is more dominant in providing material learning, so that students are not sufficiently active in the learning process. In the class experiment, during the learning process, students were more enthusiastic and active.

Based on the above table, it can be seen that the average value of the second class obtained through different learning processes obtained sufficient results. The average class value in the experiment was larger than that of the class control namely $80.2 \geq 75.4$. Then, If seen from minimum and maximum values, class experiment gets mark maximum more big than class control, namely, $95 \geq 85$. In fact, the class control had a minimum value of 68, which was lower than the class experiment of 70.

If seen from the KKM that has been determined to be 73, then of the 25 students in each class there are nine students in class control and five students in class categorized experiments not yet achieve KKM. Thus, the number of students who had completed their studies in the learning process in class control was 16 students, and in the class experiment there were 20 students.

Based on the post-test results, it can be concluded that the learning process affected the results of the study students. This is based on the learning process. If a class lots actively and always students pay attentionto , then the possibility of a big student will more easily understand material learning.

Based on the second post-test results class, we obtained frequency and percentage from class control and experiment based on the indicator results study as follows:

Table 2. Frequency and Percentage of Post-Test Results of Control Class and Experimental Class Based on Learning Outcome Indicators

Number Symbols	Predicate	Control Class Frequency	Experimental Class Frequency	Percentage of Control Class	Percentage of Experimental Class
80-100	A (Very Good)	6	13	24%	52%
70-79	B (Good)	16	12	64%	48%
60-69	C (Enough)	3	0	12%	0%
50-59	D (Less)	0	0	0%	0%
0-49	E (Fail)	0	0	0%	0%
Amount		25	25	100%	100%

Based on the table above, it can be seen that in class control, there were six students who received a very good predicate (score 80-100), while in the classroom experiment, there were as many as 13 students. This proves that students with very good predicates in this post-test more often in the class experiment than in the class control. In the predicate good (score 70-79), there were 16 students in the class control and 12 students in the class experiment. Although the predicate good student class controlled more often, in class control there were three students who entered the category enough, while in class experiment No there were students who fell into the category Enough.

Based on the post-test from the second class, it can be said that the results of this post-test show that the class experiment experienced significant improvement in sufficient value, while class control also experienced immprovement, although not enough maximum. This is clearly seen with the improvement results in the study students.

Based on pre-test and post-test results that have been done in class control (VA), can seen change mark between pre-test and post-test. Change results Study: This happens after the learning process is carried out.

Table 3. Frequency Distribution of Expository Writing Scores

No	Class Interval	Frequency	Percentage
1	60 – 65	18	30.00%
2	70 – 75	26	43.33%
3	80 – 85	10	16.67%
4	90 – 95	6	10.00%
	Amount	60	100.00%

Based on the table following, we can see change results. Study students in class control after the learning process was carried out. The minimum value initially 61 increased to 68 after the learning process. In addition, the previous maximum score was 77, and it was 85 in the post-test. The average score of the students also increased from 69.72 to 75.4.

In class experiments that use the " Guess the Style" method, changes significantly. The minimum value increased from 55 to 70 after learning. Meanwhile, the previous maximum score was 75, increasing to 95 in the post-test. The average score of the students also increased from 69.2 to 80.2.

This descriptive statistical analysis aims to provide an overview (description) of the data so that the data presented is easier for readers to understand. Descriptive statistics explain the various characteristics of the data. The results of the descriptive analysis are shown in the following table

Table 4. Descriptive Analysis Results

	N	Minimum	Maximum	Mean	Standard Deviation
Experiment Pretest	25	55.00	75.00	69.2000	4.83908
Posttest Control	25	68.00	85.00	75.4000	5.14782
Pretest Control	25	61.00	77.00	69.7200	5.37370
Experiment Posttest	25	70.00	95.00	80.2000	7.37677
Valid N (listwise)	25				

Based on the descriptive analysis results above, it can be seen that the pre-test in the experimental class obtained the highest score of 75, with the lowest score of 55 and an average of 69.2. Meanwhile, the post-test experimental class obtained the highest score of 95 and the lowest score was 70, with an average of 80.2. Based on the table below, it can also be seen that the control class obtained the highest pre-test score of 77, and the lowest score was 61, with an average of 69.72. The highest and lowest post-test scores were 85 and 68, respectively, with an average of 75.4.

A normality test was used to determine whether the data from the control and experimental classes were normally distributed. The normality test is an absolute requirement before conducting parametric statistical analysis. The normality test was performed using the SPSS 20 software, with the test criteria being if the significance value was <0.05.
$\geq \alpha = 0.05$, the data are normally distributed, and if the significance value $\leq \alpha = 0.05$, the data are not normally distributed. The results of the normality test are presented in the following table:

Table 5. Normality Test Analysis Results

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Experiment Pre-Test	0.165	25	0.079	0.899	25	0.017
Post Test Experiment	0.120	25	0.200*	0.945	25	0.195
Pre-Test Control	0.169	25	0.063	0.926	25	0.072
Post Test Control	0.199	25	0.012	0.931	25	0.091

Based on the testing criteria, if the significance value was ≥ 0.05, the data were normally distributed. The significance value of the pre-test of the experimental class was sig. $0.079 \geq \alpha = 0.05$, and the significance value of the pre-test of the control class was $0.063 \geq \alpha = 0.05$, which means that the initial data or pre-test of the control and experimental classes are normally distributed.

The final data or post-test of the experimental class obtained a significance value of 0.200, while the post-test of the control class obtained a significance value of 0.200. significance of 0.012. Based on the testing criteria, if the significance value was $\geq \alpha = 0.05$, the data were normally distributed. The post-test significance value of the experimental class was $0.200 \geq \alpha = 0.05$, and the post-test significance value of the control class was

$0.012 \geq \alpha = 0.05$, which means that the final data or post-test of the experimental and control classes were normally distributed. Subsequently, a homogeneity test was performed.

A homogeneity test was conducted to determine the homogeneity of the two samples, namely the experimental and control classes. The two classes that were tested as research samples were first tested for homogeneity to determine whether the two classes were homogeneous. The homogeneity test was conducted using SPSS 20 software with the testing criteria that if the homogeneity test results showed that $P \geq \alpha = 5\%$ or probability $\geq \alpha = 0.05$, then the data were homogeneous. The results of the initial data homogeneity test calculation (pre-test) are presented in the following table:

Table 6. the Pre-test Data Homogeneity Test Analysis

Student Learning Outcomes	Levene Statistics	df1	df2	Sig.
Based on Mean	1,856	1	48	.179
Based on Median	1,691	1	48	.200
Based on Median and with adjusted df	1,691	1	46,338	.200
Based on trimmed mean	1,808	1	48	.185

Based on the results of the initial data homogeneity test (pre-test) using SPSS 20, it can be seen that the significance value of the data is 0.179, this shows that the significance value obtained is more than 0.05 or a sig value of $0.179 \geq 0.05$, which means that the initial data (pre-test) is homogeneous. Therefore, it can be concluded that the pre-test of the experimental and control classes are the same. The results of the final data homogeneity test (post-test) are shown in the following table.

Table 7. Post-test Data Homogeneity Analysis

Student Learning Outcomes	Levene Statistics	df1	df2	Sig.
Based on Mean	4,050	1	48	.050
Based on Median	3,407	1	48	.071
Based on Median and with adjusted df	3,407	1	47,975	.071
Based on trimmed mean	4,034	1	48	.050

Based on the results of the homogeneity test on the final data (post-test) using SPSS 20, it can be seen that the significance value obtained is 0.050, this shows that the significance value obtained is more than 0.05 or a sig value of $0.050 \geq 0.05$, which means that the final data (post-test) is homogeneous. Therefore it can be concluded that the post-test data of the experimental and control group were the same. Next, we conducted a hypothesis test.

Table 8. Hypothesis Testing Results Using SPSS 20

Student Learning Outcomes	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	Lower	Upper
Equal variances assumed	4,050	.050	2,668	48	.010	4.80000	1.79307	1.18272	8.41728
Equal variances not assumed	4,050	.050	2,668	42,894	.011	4.80000	1.79307	1.17156	8.42844

B. Discussions

Based on previous research that has been done, it is known that from two classes, namely class control and class experiments, at each test results in different results. This means that knowledge students between pre-test and post-test are visibly different, good from class control and class experiments, which is proven with results learning gained students. This happens Because Of course, knowledge students will increase after the given material learning.

From the results of the research, we can see that before the learning process, researchers conducted a pre-test for knowledge ability beginning from the second class, from the pre-test that has been done, known that the average class pre-test results control and class experiment No Far different, where the average pre-test score of the class control was 69.72 while the class average grade experiment was 69.2.

After conducting a pre-test in both classes, the learning process was performed with different treatments. In class control, researchers use method lectures and question answers, while in class experiments, in the learning process, researchers use the method of" Guess the Style" learning. In the learning process, the atmosphere fun learning is put forward, including participation of active students inside class (Rahmawati et al., 2024).

After the second class, the learning process was conducted using different methods, and there was a significant difference in the post-test given. The control class had an average value of 75.4 while the class experiment had an average score of 80.2.

Based on the above explanation, we can prove that the improvement results occur after the learning process is carried out. In addition that, in study This seen that results learning gained after the learning process from second class the experience different improvements. In class experiment happen improvement from 69.2 to 80.2, or in other words, the initial 48% of students enter in category Good Then increase to 52% of students who are included in very good category. With a maximum of 95, on this post-test, in the class experiment, only five students were declared incomplete.

Class control also experienced improvement; however, no more big from class experiments, namely with a pre-test average of 69.72, which is still there are 48% of students who entered the category Good with 14 students in the category Not yet finished. After the learning process, the average value increased to 75.4 with a mark maximum of 85, where 24% of students entered the very good category, 64% in the good category, and 12% in the enough, with Still there are 9 students who have not complete.

Based on the pre-test and post-test results from the second class, we can prove that there is a significant influence in the use method of " Guess the Style" learning (Yuliana & Antoni, 2024). In this study, the researcher used a t-test tp determine the influence of the method. In the test hypothesis using the t-test, the data used are student post-test results of class experiments, and previous control classes have experience a learning process with different treatments. Based on the results of data processing using SPSS 20, a mark t count of = 2.668 was obtained. Then, with a significance level of 0.05, a t-table of 1,677 was obtained.

Based on matter said, t count $\geq$ t table, namely 2.668 $\geq$ 1.677, Ho is rejected and Ha is accepted. Thus, it can be concluded that in this study, there is a significant influence between the use method " Guess the Style" learning and results learning Indonesian on the material text description in class V SDN 17 Rantau Utara Regency Labuhan Batu Year 2025-2026 Learning.

IV. CONCLUSIONS

Based on the data analysis from the discussion that has been done, it can be concluded that the use method " Guess the Style" learning has an effect on the results of the study on the material text description. This is shown by the results acquisition testing hypothesis using the t-test, namely, with level significant 0.05, then obtained mark t count = 2.668 more big from t table = 1.677. In addition, as seen from results of class post-test calculation experiments that use the method " Guess the Style" learning, the known average value of 80.2, which indicates that this is higher compared to the class control with an average value of 75.4. Thus, the method of" Guess the Style" learning is proven to be more effective in increasing students' understanding of material text descriptions compared to conventional methods. With the use method of" Guess the Style" learning, students become more enthusiastic and more enthusiastic in the learning process. Method This gives students the opportunity to study while playing so that they can easily understand the concepts taught. In addition, this method can also create an atmosphere of fun and interactive learning, which can reduce the number of saturation students in the study. Moreover, the method of " Guess the Style" learning also trains social students in skills such as work togetherness, communication, and courage in conveying opinions. Students not only sued for understanding material but also learning work in groups as well as value opinion friends. With Thus, the method This No only increase results Study academic student but also develop skills very important social in life daily. With results obtained from study this, can concluded that implementation method " Guess the Style" learning provides impact positive to improvement results Study student Class V of SDN 17 Rantau Utara Regency Labuhan Batu in material text description. Therefore, this can be a solution for teachers to create more effective, fun, and interactive learning.

Funding Statement

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or analyzed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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