

The Effectiveness of Learning Using Short Story Writing Multiliteracy Model with Public Service Advertising Media Based on The Learning Types of Senior High School Students

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Abstract

Short story writing skills require the creativity of students. Students are required to be able to think creatively and be able to develop their imagination to produce interesting short stories. This study aims to determine the effectiveness of short story writing learning using multiliteracy models with public service advertising media based on the type of learning of senior high school students. The research design used was a quasi-experimental population of senior high school class XI students in the academic year 2019/2020. The research sample was taken using a purposive sampling technique. Data were collected using short story writing test techniques, non-tests conducted by observation, interviews, and documentation. Data were analyzed using the average similarity test (T-test) and analysis of variance (ANOVA). The results of this study can prove the effectiveness of the use of multi literation models with public service advertising media on learning to write short stories based on the learning type of senior high school students. The results of this study provide theoretical and practical advantages. Theoretically, this research can provide alternative theories of the use of innovative learning models that fit the needs of 21st -century students. The significance of this research for educators is the theory of innovative short story writing learning based on the type of student learning by using a multiliteracy model that utilizes public service advertising media.

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INTRODUCTION

The needs that must be met for learning today, educators must choose innovative learning by utilizing technology and in accordance with the 21st century. The role of technology is to support educators in designing learning activities in different contexts and facilitate monitoring of the learning process (Marenzi and Deirdre, 2013). The development of the 21st century must be accompanied by changing more modern ways of learning by introducing technological developments so that they are expected to facilitate learning and produce quality graduates (Sumintono, 2017).

The thing that can improve the quality of learning is used innovative learning models and under the needs of today's students. The use of innovative and effective learning models and in accordance with developments in the 21st century must be done (Dewi and Zulaeha, 2016). The learning model is structured to direct learning, through the teacher helping students to get information, ideas, value skills, ways of thinking and expressing themselves well (Prawiradilaga, 2007). The ability of educators in mastering the material, structure, concepts and scientific mindset that supports subjects, conveying learning material creatively, utilizing information technology, and communication to develop themselves is important.

Writing skills are productive and expressive skills (Sa'adah and Doyin, 2019). Writing activities can increase the intelligence of writers, develop the power of initiative and creativity, foster courage and encourage willingness, and the ability to gather information (Suparno in Zulaeha, 2016).

Writing skills one of them is writing short stories. Short stories are relatively short stories in the form of prose. This genre has a single effect, characters, *plots*, and *settings* are limited, not diverse and not complex (Sumardjo and Saini in Nurhayati, 2015). Writing short stories requires student creativity. Creativity is a way of appreciating ourselves to a problem in a variety of ways that come spontaneously which are the result of our thinking (Zulaeha, 2008). Creativity

can be developed through habituation in conveying ideas so that it becomes an interesting short story.

Composing short text stories in writing can train students to dare to express themselves, develop understanding and the ability to use language (Rahman and Zulaeha, 2015). Therefore we need models and learning media so that students are more motivated in writing activities, namely multiliteration models. The multiliteration model is a learning model that optimizes multiliteration skills (21st-century competence) in creating better learning situations (Abidin, 2015).

Multiliteracy model research has been conducted by Abidin et al. (2017) states that the MID-based literacy learning model is proven to significantly contribute to improving students' literacy skills. Meanwhile, Crowder, et al. (2013) explains that involving students in multiliteracy provides some valuable insights as literacy learning and teaching and how to reorder literacy pedagogies in 21st-century classrooms.

The media used in this research is public service announcements. Public service announcements are advertisements used to convey information, invite or educate audiences where the ultimate goal is not economic benefits, but social benefits. The social benefits include the emergence of changes in knowledge, attitudes awareness and behavioral changes to the advertised problem which are all very important for the quality of life of the community itself (Pujiyanto, 2013).

In addition to the use of learning models and appropriate learning media, educators also need to pay attention to the type of learning of students. There are three types of student learning, auditory learning types, visual learning types, and kinesthetic learning types (Walter Barbed and Raymond Swassing in Hosnan, 2016). Recognizing the type of learning students do not necessarily make students smarter but by recognizing the type of learning, educators can determine ways of learning that are effective and fun (Mubarq and Subyantoro, 2017).

Based on the above explanation the effectiveness of learning to write short stories

using multiliteracy models with public service advertising media based on the type of learning of senior high school students needs to be known and proven by research. The purpose of this study was to determine the effectiveness of short story writing learning using multiliteracy models with public service advertising media based on the learning type of class XI students. The significance of this study was to add the theory of the use of innovative learning models that fit the needs of 21st-century students.

METHODS

The method used in this research is quasi-experimental. The population in this study was the short story writing skills of senior high school class XI students in the academic year 2019/2020 in the Kendal Regency. Sampling in this study used a *purposive sampling* technique. The sample in this study was the short story writing skills of students of class XI IPA of SMA N 2 Sukorejo in the academic year 2019/2020. The variables in this study include short story writing skills as the dependent variable, multiliteracy learning model with public service advertising media as the independent variable, and the type of student learning as a moderator variable.

Data collection techniques used in this study were the test and non-test techniques. The data analysis technique used in this study was the average similarity test (t-test) and subsequently using variance analysis (ANOVA).

RESULTS AND DISCUSSION

The effectiveness of learning to write short stories using public service advertising media based on the type of learning in the experimental class can be seen from the learning process by applying elements of multiliteracy learning models with media public service advertisements during learning and can be seen from the learning outcomes of students after learning. The effectiveness of the multiliteracy model with

public service advertising media in learning to write short stories can be known through the stages of learning that are carried out as a whole.

Learning to write short stories using public service advertising media is supported by the type of auditory, visual and kinesthetic learning that can be seen in table 1.

Table 1. Summary of Written Test Results of Students Experimental Classes (Multiliteracy Model with Public Service Advertising) by The Type of Learning

Calibration	Preliminary test			Post-test		
	A	V	K	A	V	K
Learning type						
Low score	78	80	70	94	94	82
High score	60	60	60	76	82	76
Average	71.8	68.7	64.8	83.8	87.7	78.4

Based on the above table, the pretest of the experimental class of students with auditory learning type obtained the highest value of 78 while the lowest value of 60. In students with visual learning type obtained the highest value of 80 with the lowest value of 60. In students with kinesthetic learning type obtained the highest value of 70 while the lowest value of 60. The average value obtained on the pretest for students was 71.8 with the type of auditory learning, 68.7 with the type of visual learning and 64.8 with the type of kinesthetic learning.

In the final test (posttest), the experimental class after being treated using a multiliteracy model with public service advertisement media on students with auditory learning type obtained the highest score of 94 while the lowest score was 76, in the type of visual learning the highest score was 94 and the lowest score was 82, and in the highest type of kinesthetic learning type is the lowest 76. The average obtained at the end of the test was 83.8 in the auditory learning type, 87.7 in the visual learning type and 78.4 in the kinesthetic learning type. Thus the average value of students with the type of visual learning on the final test using the media public service advertisements increased the most significantly.

Table 2. Description of Preliminary Test Results Multiliteracy Model with Public Service Advertising Class Media

Value interval	Category	Frequency	Percentage (%)	Average
85-100	Very good	0	0	69.2
74-84	Good	8	26.67	
60-73	Enough	22	73.33	
0-59	Low	0	0	
Total		30	100	Enough

Based on table 2, there are 22 students in the moderate category with a percentage of 73.33% and 8 students in the good category with a percentage of 26.67%. The average value in the class of public service advertising media can be concluded that the value of students is still in the medium category that is 69.2. After knowing the

results of the initial test, students are treated as much as 4 meetings using a multiliteracy model with public service advertising media. Furthermore, students are given the final test to determine the ability to write short stories. The following final test results can be seen in table 3.

Table 3. Description of Final Test Results Multiliteracy Model with Public Service Advertising Class Media

Value interval	Category	Frequency	Percentage (%)	Average
85-100	Very good	24	80	84.73
74-84	Good	6	20	
60-73	Enough	0	0	
0-59	Low	0	0	
Total		30	100	Very good

Based on table 3, there were 6 students in the good category with a percentage of 20% and 24 students in the very good category with a percentage of 80%. The average value at the final test class media public service ads can be

concluded that the value of students in the excellent category is 84.73. The next step is to conduct a normality test which can be seen in table 4.

Table 4. Normality Test Initial Test and Final Test Multiliteracy Model with Public Service Advertising Class Media

Calibration	Asymp. sig	sig.	Information
Pretest public service advertising	0.501	0.05	Normally distributed data
Posttest advertising community service media	0.204	0.05	Normally distributed data

Testing the normality of the initial test data and the final test for the media class of public service advertisements, researchers used the SPSS program to make it more efficient in calculating normalcy data. In the *One-Sample Kolmogorof-Smirnof* Test normality test, the initial significance value was $0.501 > 0.05$ and the initial

significance value was $0.204 > 0.05$. Based on the significant value it can be concluded that the initial and final test data of the multiliteracy model treatment group with public service advertisement media are classified into normally distributed data. The next step is the homogeneity test which can be seen in table 5.

Table 5. Homogeneity Test Results for Multiliteracy Model with Public Service Class Media Test of Homogeneity of Variance

	Levene statistic	df ₁	df ₂	Sig.
Based on mean	.764	1	58	.386
Based on median	.692	1	58	.409
Based on median and with adjusted df	.692	1	55.914	.409
Based on trimmed mean	.706	1	58	.404

Table 5 shows the results of the Lavene's *Test of Equity of Error or homogeneity test of variant data*. Homogeneous data variant if the Sig. > 0.05. Data in the table shows the value of Sig. 0.386 and $0.000 < 0.05$ which means that the data variant is homogeneous or the variant is the same or there is no difference.

After the prerequisite test, the hypothesis test is conducted. Hypothesis testing is done by one way ANOVA test. ANOVA test was conducted to determine the effectiveness of learning to write short stories with public service advertising media based on the type of student learning. ANOVA test can be seen in table 6.

Table 6. Comparative Test Result One Way Anova

	Sum of squares	df	Mean square	F	Sig.
Between groups	334.173	2	167.087	9.605	.001
Within groups	469.694	27	17.396		
Total	803.867	29			

Based on table 6 can be seen in the sig column. shows $0.001 < 0.05$. So it means that there are significant differences in average learning outcomes in public service advertising media classes with auditory, visual and

kinesthetic learning types. These results indicate a significant average difference between various types of learning. Then the next step is to carry out further tests which can be seen in table 7.

Table 7. Advance Test Result LSD

(I) TB2	(J) TB2	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
1	2	-3.896*	1.680	.028	-7.34	-.45
	3	5.418*	2.250	.023	.80	10.03
2	1	3.896*	1.680	.028	.45	7.34
	3	9.314*	2.173	.000	4.86	13.77
3	1	-5.418*	2.250	.023	-10.03	-.80
	2	-9.314*	2.173	.000	-13.77	-4.86

*. The mean difference is significant at the 0.05 level.

Based on the table above, the comparison between auditory learning types and visual types has a sig value. $0.028 < 0.05$, then the results there are significant differences in the average learning outcomes between treatments. A comparison between types of auditory learning with kinesthetic has a result of $0.023 < 0.05$, then the result there is a significant difference in average

learning outcomes between treatments. Furthermore, the comparison between types of visual learning with kinesthetic has a result of $0,000 < 0.05$, then the result there is a significant difference in average learning outcomes between treatments. The next step is a descriptive test to conclude the best type of learning that can be seen in table 8.

Table 8. Descriptif Test Result

	N	Mean	Std. deviation	Std. error	95% confidence interval for mean		Min	Max
					Lower bound	Upper bound		
1	11	83.82	5.400	1.628	80.19	87.45	76	94
2	14	87.71	3.496	.934	85.70	89.73	82	94
3	5	78.40	2.191	.980	75.68	81.12	76	82
Total	30	84.73	5.265	.961	82.77	86.70	76	94

Based on the descriptive test results in table 8, the following conclusions can be drawn:

1. Types of auditory learning with the type of visual learning there are significant differences

and based on descriptive tables the type of visual learning is higher.

2. Auditory learning types with kinesthetic learning types there are significant differences

and based on descriptive tables, the higher auditory learning types.

3. Types of visual learning with kinesthetic learning types there are significant differences and based on descriptive tables the type of visual learning is higher.

Based on these data it can be concluded that the learning of short story writing using multiliteracy models with public service advertising media is more effectively done on visual learning type students.

The use of multiliteracy models with public service advertising media in the learning process can arouse curiosity, interest, motivation, and stimulation in the teaching and learning process. Therefore, the multiliteracy model with public service advertising media can be used appropriately, actually helping and facilitating the teaching and learning process so that learning outcomes can be optimized.

Based on the discussion that has been explained, learning to write short stories using multiliteracy models with public service advertising media is effectively applied to students with auditory, visual and kinesthetic learning types. Determination of effectiveness is 1) there is a significant difference between the initial test and the student's final test on the ability to write short stories using a multiliteracy model with public service advertising media with a significance of the t-test is 0,000; 2) the average grade obtained after applying the multiliteracy model with public service advertising media increased from 69.20 to 84.73; 3) the average value of the class in auditory, visual and kinesthetic learning types obtained after the application of the multiliteracy model with public service advertising media has increased.

The results of this study are relevant to research conducted by Paziuk (2013) in an international journal entitled *Communicating with Multimodalities and Multiliteracies*. The results revealed that the results obtained were more leverage because each student had a different background. Educators will apply multiliteracy. This learning activity is proven to be more effective in providing understanding to students because educators consider various types of

students such as visual or kinesthetic in understanding a text.

The results of this study are also relevant to Halloway and Gouthro's (2013) research in an international journal entitled *Preparing Teachers to Become Lifelong Learners: Exploring The Use of Fiction to Develop Multiliteracies and Critical Thinking*. The results of the study explained the application of multiliteracy learning with fiction media can explore students' abilities and develop them so that students can think critically.

Relevant research was also carried out by Rifai and Setyaningsih (2019) entitled "The Effectiveness of Digital Multiliteracy Models and Creative-Productive Models in Learning to Write Fantasy Story Texts". The results revealed that digital multiliteracy is the development of multiliteracy learning models. Digital multiliteracy models are more effectively applied in learning to write fantasy text. Students are made easier in the process of writing, easy to find ideas, develop ideas, and develop their imagination.

CONCLUSION

Based on the results of research and discussion it can be concluded that the use of multiliteracy models with public service advertising media on learning to write short stories based on auditory, visual and kinesthetic learning types of high school students is effective as evidenced by the difference in the average value of 69.20 on the initial test to 84, 73 at the final test. The pretest test of the experimental class the average value obtained on the initial test for students was 71.8 with the type of auditory learning, 68.7 with the type of visual learning and 64.8 with the type of kinesthetic learning. At the final test (posttest), the average obtained at the end of the test was 83.8 in the auditory learning type, 87.7 in the visual learning type and 78.4 in the kinesthetic learning type. Thus learning to write short stories using a multiliteracy model with public service advertising media is effectively used for students of the type of visual learning.

Suggestions are given to further research related to the use of learning type variables and the use of multiliteracy models with other learning media on the basic competencies of short story writing.

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