

## The Effectiveness of Learning to Write Narrative Text Using Problem Based Learning and Discovery Learning Based Learning on Parenting Pattern

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### Abstract

Learning to write narrative text needs to use an effective learning model so that learning becomes easier. Problem-based learning (PBL) and direct learning (DL) are two learning models that both have advantages in practicing writing skills. Besides, the factors of parenting patterns were considered as to have an important role in developing vocabulary which is also important in presenting the narrative. This study aims to analyze the effectiveness of the PBL and DL models in learning to write narrative text, as well as the interaction between the effectiveness of the PBL and DL models with parenting pattern. This type of research was experimental research with a quasi-experimental method. The instrument used to measure the effectiveness of the PBL and DL models is a test (pretest and posttest) and questionnaire instrument was used to classify the parenting styles of students. The data analysis technique used were the t test and ANOVA test. The results of the t-test showed that there was a difference in the average writing skills of students' narrative text with the PBL model and the DL model based on the type of parenting pattern and there was an interaction between the effectiveness of learning to write narrative text using PBL and DL models with parenting pattern. PBL models are effectively used in democratic parenting and permissive parenting pattern, while the DL model is effective for authoritarian parenting pattern. It can be concluded that PBL and DL models are effective for learning to write narrative text for certain parenting pattern.

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## INTRODUCTION

Learning to write is one of the lessons programs that is very important to be implemented starting from the elementary school level to higher education. To have good writing skills, one must have experience, time, and regular practice. One of the right places to start is at school by being included in the learning material. By having writing skills, students can develop their creativity well.

To develop students' writing skills, a teacher can use strategies, methods, models, media, and learning techniques so that the achievement of competencies that are expected to be achieved maximally. However, in fact learning to write narrative texts in elementary school are still found obstacles. These barriers are those of students, teachers, and even student learning environments. Barriers from teachers, there are still many teachers who only apply theories and only apply conventional strategy that is lecture. Teachers are also less concerned with students learning environment factors, such as parenting patterns. In addition to this, the focus of the assessment achieved by learners is only on cognitive aspects. As for the learning writing narrative the expected results are the skills of writing learners.

Barriers from learners, there are still many learners who are less happy about writing activities that are influenced by psychological factors and technical factors. Psychological factors relate to the feelings, motivations, and interests of learners that writing narrative text is difficult for them to prefer the work of a multiple choice or a short answer question. Multiple choice questions are a type of question where each item provides an answer and one of the options is correct, while the other is a distraction. A short answer question is a question in the form of an incomplete statement where students are encouraged to complete the statement with one word, one short formula sentence, or numbers. For students both types of questions are easier because the answers are not too long.

The barriers of this student learning environment relate to the patterns of parenting of their children. Some types of parenting patterns are less supportive in the learning process of writing

narrative. To address problems in learning to write narrative text, Problem Based Learning model was used. To determine its effectiveness, the model was compared with the discovery learning model. Both of these models are used because they both provide space for students to develop their creativity by being actively involved in learning.

Based on the results of discussions and facts about the low ability of students in writing narratives as well as potential efforts to support narrative skills training, the following issues have been given: (1) What is the impact of the implementation of the problem-based learning model on the students' ability to write narratives based on their parenting patterns? (2) What is the impact of implementing the discovery learning model on students' ability to write narrative based on parenting patterns? (3) How is the interaction between the effectiveness of learning to write narrative text using a problem-based learning model and a discovery learning model with parenting patterns?

The concept of writing used as a reference in this study is based on the results of research by Agustin & Zulaeha (2012), Zulaeha (2013), and Ningsih (2020). They have the same viewpoint that writing is an expressive and productive language skill both to express ideas, feelings, opinions and to communicate indirectly to others so that they should pay attention to the wording and selection of the appropriate diction to be understood by others.

The narrative text is the text that develops the idea of the notion by retelling an event or experience such as a short story and arranged chronologically or in both fiction and factual (Rohmadi, 2010:53, Pameera as quoted by Mahmudi, 2013, and Zainurrahman, 2013:106). The study aims to (1) analyze the effectiveness of learning to write narrative text in Problem Based Learning model based on parenting pattern at 5th grade of primary school students, (2) analyze the effectiveness of learning to write narrative text in Discovery Learning Model based on parenting pattern at 5th grade of primary school students, and (3) analyzing the interaction between the effectiveness of learning to write narrative text using a problem-based learning model and a

discovery learning model with parenting pattern at 5th grade of primary school student.

**METHOD**

This research was conducted using the experimental quasi (pseudo) design. Experimental quasi was used to test the influence of one or more variables against other variables. This study does not use a control class, but rather compares the class with the PBL model to the class with the DL model. Experimentation class I was given learning to write narratives using Model Problem Based Learning based on parent’s pattern for three meetings. The II experimental class was given learning to write narratives using the Discovery learning Model based on parents' patterns for three meetings. The samples in this study were e students of class V SD Negeri Godo 03 and SD Negeri Godo 02. There were three types of variables used in this study, namely independent variables, dependent variables, and moderator variables. Independent variables in this study were Problem Based Learning Model and Discovery Learning Model and dependent variable was the skills of learners in writing narrative text, while moderator variable was parenting pattern.

The data collection techniques used in this study were test and non test techniques. Test

techniques used to measure the writing skills of narrative text in the form of test descriptions, while non test technique was used to determine the tendency of foster learners. Data analysis techniques used were prerequisite tests (validity test, reliability, level of difficulty, distinguish power, normality test, homogeneity test), t-Test : Paired Two Sample for Means, and two-way ANOVA test.

This t test is used to test hypothesis 1 and hypothesis 2, which is to determine the effectiveness of the Problem Based Learning model and the Discovery Learning model based on parenting pattern. Two-way ANOVA test was used to test hypothesis 3, namely the interaction between the effectiveness of learning to write narrative text using a problem-based learning model and a discovery learning model with parenting pattern.

**RESULTS AND DISCUSSION**

To find out the parenting styles of students, a questionnaire instrument was used as a measuring tool. The objective of this grouping is to find out the types of who will be given a learning model treatment. Based on the parenting pattern questionnaire filled out by students, the results are in Table 1.

**Table 1** Parenting Pattern of Problem Based Learning and Discovery Learning Classroom

No.	Parenting Pattern	Problem Based Learning			Discovery learning		
		N	Percentage (%)	Criteria	N	Percentage (%)	Criteria
1	Authoritarian	9	86.67	High	9	85.56	High
2	Permissive	5	71.25	High	5	82.50	High
3	Democratic	17	87.50	High	16	83.53	High
Total		31			30		

Before being given treatment with model Problem Based Learning and Model Discovery Learning, students were given preliminary test tests (pretest) and final Test tests (posttest). The results

of the analysis of the initial and final test scores wrote the narrative text of both experimental classes presented in Table 2.

**Table 2** Average Pretest and Posttest Model PBL and Model DL

Learning Model	N	Mean	
		Pretest	Posttest
Problem Based Learning	31	50.10	86.97
Discovery learning	30	47.60	82.96

Based on Table 2 it can be explained that there is a difference in the writing skills of the student narrative texts on both classes of experiments seen from the average pretest and the average posttest. It can be seen that the results of students scores on posttest, this class has reached the minimum criteria ( $86.97 > 75$ ). Based on the results of pretest and posttest there is an increase in the writing skills of text of students after obtaining treatment with the PBL model. As it is known to write narrative text is one activity that requires the creativity of students. In accordance with the opinion of Rahman & Zulaeha (2015) which stated

that the writing of short story text is a creative process, which creates something (short stories) that has not existed. Problem Based Learning is one of the models that can ~~hone~~ pursue the creativity of learners in thinking. This statement is in line with the statements of Susilo et al. (2013), Maryatul (2016), Kiptiyah et al. (2016), and Sari et al. (2018) who explain that Problem Based Learning Model is effective for enhancing creativity of students. This finding is strengthened the results of statistical testing with the t-test as presented in Table 3.

**Table 3** T-Test Summary: Paired Two Sample for Means

Description	Results
t Stat	24.16
P(T<=t) one-tail	0.00
t Critical one-tail	1.69
P(T<=t) two-tail	0.00
t Critical two-tail	2.04

Table 3 shows the value P value of  $< \text{Alpha } 5\%$  ( $0.00 < 0.05$ ) then  $H_0$  accepted and  $H_a$  rejected. That is, learning to write narrative text using the Model Problem Based Learning based on parenting pattern is effective in students at 5<sup>th</sup> grade of primary school students. Then the classical learning mastery test was carried out. The total number of students in experimental class I was 31, all of whom exceeded the minimum criteria of 75. From the calculation results, it was found that 100% of students exceeded the minimum criteria of 75 with an average of 86.97 in the very good category. Based on the explanation above, because the aspect of effectiveness has been fulfilled, it can be said that learning to write narrative text with Model Problem Based Learning is effective in class V. Thus, the Model is very well used and applied by

teachers in the school as a form of learning variation.

In the Discovery learning class, before being given treatment with the Discovery Learning Model, the average score obtained was 47.60 with the less category. Therefore, if you look at the average pretest results of students, this class has not reached the minimum criteria, namely  $47.60 < 75$  and after being given treatment the average ability of students has reached the minimum criteria, namely  $82.97 > 75$ . All students in experimental class II exceeded the minimum criteria of 75. Based on the results of the pretest and posttest, there was an increase in the students' narrative text writing skills after receiving treatment with Discovery Learning. As is well known, writing narrative text is one of the activities that requires a critical

mindset in composing it. Discovery learning model is a model that can improve students' critical thinking skills.

This statement is in accordance with research of Rahamatikaet et al. (2016), Wati et al.

(2019), Nurma'ardiet et al. (2020), and Putra et al. (2020) who argue that learning using Discovery Learning Model can improve students' critical thinking skills. This is reinforced by the results of statistical tests with the t test on Table 4.

**Table 4.** t-Test Summary: Paired Two Sample for Means

Description	Results
t Stat	21.31
P(T<=t) one-tail	0.00
t Critical one-tail	1.69
P(T<=t) two-tail	0.00
t Critical two-tail	2.04

Based on Table 4 show, it is obtained that the P value < alpha 5% (0.00 < 0.05) then H<sub>0</sub> is accepted and Ha is rejected. That is, learning to write narrative text using the Discovery learning model based on parenting pattern is effective at 5<sup>th</sup> grade of primary school students.

Then the classical learning mastery test was carried out. The total number of students in experimental class II was 30, all of whom exceeded the minimum criteria of 75. From the calculation results, it was found that 100% of students exceeded the minimum criteria of 75 with an average of 82.97 in the good category. Based on the explanation above, because the aspect of effectiveness has been fulfilled, it can be said that learning to write narrative text with Discovery Learning Model is effective in class V. Thus, the Model is very well used and applied by teachers in the school as a form of learning variation.

Based on the results of hypothesis testing regarding the interaction between the effectiveness of learning to write narrative text using the Problem Based Learning Model and the Discovery Learning Model with parenting pattern, it is known that there is an interaction between the effectiveness of learning to write narrative text using the Problem Based Learning Model and the Discovery Learning Model with parenting pattern.

This is shown in the two-way ANOVA test results, namely 0.0026 < 0.05, so H<sub>0</sub> is rejected and Ha is accepted. That is, there is an interaction between the effectiveness of learning to write

narrative text using the Problem Based Learning Model and the Discovery Learning Model with the parents pattern.

This shows that the parenting pattern also affects the effectiveness of implementing a learning model. Although if viewed as a whole, the learning model, both Problem Based Learning and Discovery learning, is more influential on the increase in writing narrative text skills of students than before being given treatment with this model. This is indicated by the absence of a value below the minimum criteria after receiving treatment. Classical learning completeness reaches the level of 100%, that is, all of them exceed the minimum criteria. However, it will be more effective if the students' parent pattern is adjusted to the learning model to be applied. Because parents pattern also affect student achievement. This is in accordance with the statements of Azizah (2017) and Ihdafiyah et al. (2017) which state that parenting has a positive influence on student learning achievement. So, one of the factors that contribute to the successful achievement of student learning is parents pattern.

In order for the maximum learning outcomes of students, besides using a learning model, one must pay attention to the parenting pattern of students as well. The results of the interaction of the effectiveness of learning to write narrative text using the Problem Based Learning Model and Discovery learning with parenting styles as seen in Figure 1.

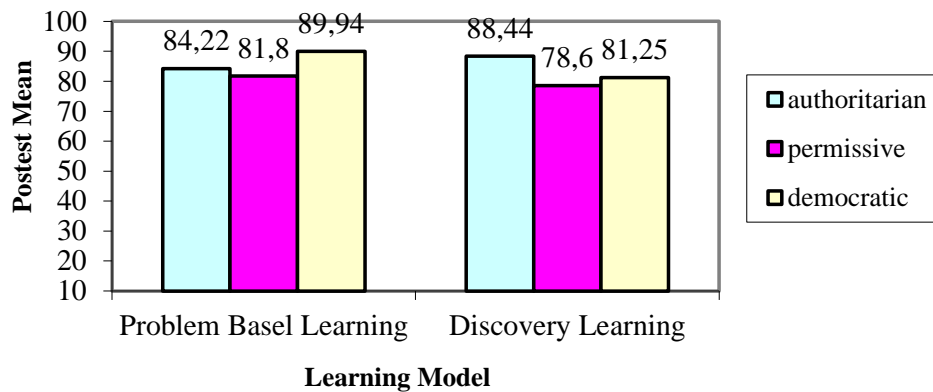


Figure 1. Interaction of Learning Model Effectiveness and Parenting Patterns

In the experimental class I learning with the Problem Based Learning Model, students with democratic and permissive parenting tend to dominate in the class, both in activities and in writing narrative text skills. During the learning

process they are more active than the authoritarian parenting. The following is an example of a permissive and democratic parenting pattern posttest in the Problem Based Learning class.

1. Hari yang paling aku syka adalah hari minggu. Aku bisa bermain sebeka hari. aku tidak perlu bangun pagi untuk sekolah. Biasanya aku bangun jam 9. Lalu mandi sarapan dan bermain. Biasanya jika jam 12 ~~aku~~ aku belum pulang ibu mencariku. Kemudian kita makan bersama. Setelah itu aku bermain lagi dengan Foni, taja, dan dia. kami main polisi-polisiran. Setelah sore kita pulang mandi.

2. Aku belajar setiap hari. jika aku capek aku memith istirahat. kadang ibu bantu aku mengerjakan tugas. aku lebih sering belajar sendiri. jika kelupaan, biasanya ayahnya aku diturukun bu guru.

Figure 2. Permissive Parenting Post-Test Results

1. Hari ini adalah hari Minggu. Aku bersama keluargaku melakukan kegiatan bersih-bersih rumah. Minggu ini jadwalku adalah membantu ibu mencuci baju. Ayah membersihkan pekarangan rumah, kak Devi menyapu, dan kak Dian mencuci piring. Kami memulainya pukul 07.00. Sebelum memulai bersih-bersih rumah aku dan kakaku membantu ibu menyiapkan sarapan. Kemudian kami sarapan bersama. Aku sangat senang setiap hari Minggu selalu membersihkan rumah. Ayah, Ibu, kak Devi, dan kak Dian selalu mengajarku untuk membersihkan rumah dengan baik.

2. Aku dan orang tuaku memiliki peraturan dalam melakukan belajar. Senin sampai Sabtu jam tujuh sampai setengah sembilan adalah jadwal belajarku. Ibu selalu menemani dan mengajarku ketika aku tidak bisa. Ibu tidak pernah marah ketika aku tidak bisa mengerjakan tugas, namun aku diminta membaca buku yang ditunjukkan ibu. Ibuku sangat baik aku senang belajar dengan ibu. Tugas yang sulit menjadi sangat mudah ketika belajar bersama ibu.

Figure 3. Democratic Parenting Post-Test Results

Figures 2 and 3 are the results of posttests for narrative text writing skills based on permissive and democratic parenting. The

contents of the text written by students are according to the theme given by the teacher, namely activities at home with parents. Based on the results of the assessment with indicators

of content quality, content organization, sentence structure, and neatness, permissive parenting students scored 82, while democratic parenting students scored 86. Both of these students scored above the minimum completeness criteria set with good and very good category.

After the final test was carried out, the mean score of democratic parenting was higher than authoritarian and permissive parenting, namely 89.94 > 81.25. This is because they are used to doing their activities independently and responsibly. As the characteristics of the Problem Based Learning Model, it is a model that is implemented by giving a problem to students. So when democratic parenting are given a problem, they will try to solve it independently and responsibly. Iswatiningtyas & Pascari (2012) and David et al. (2014) argue that democratic parenting shapes children to become more independent individuals, namely having responsibility for themselves and not depending on others in doing a job or tasks and making decisions and have initiative, are willing to try new things, are not afraid of failure, are able to overcome and solve problems even without the help of others. This situation can be seen clearly in democratic parenting. During the completion of the assignment given by the teacher, they look independent and responsible for completing it. During group activities, they often look like group leaders who coordinate their friends. This activity also occurs in students of democratic parenting class discovery learning.

Students during learning have high enthusiasm, are independent and responsible. However, after the final test was carried out, the average score obtained was higher in the

Problem Based Learning class. In addition, in the Discovery Learning class, the average value obtained by democratic parenting was lower than that of authoritarian parenting. Therefore, democratic parenting are more effectively given the Problem Based Learning Model treatment than the Discovery Learning Model.

Students with permissive parenting in the experimental class I had a higher average score than the experimental class II, namely 81.80 > 78.60 in the good category. Students with permissive parenting in the Problem Based Learning class still want to take part in learning even though they look less active. They tend to be passive when groups solve problems given by teachers. Different with Discovery learning class students. They tend to play themselves and are quite difficult to control during groups. When in the library, the students of the permissive parenting play their own.

They are very happy when the teacher gives freedom in the library to find learning resources. However, students with this parenting style do not seek learning resources as directed by the teacher. They choose to play, and choose books at will, even though it has nothing to do with learning. Therefore, in learning to write this narrative text, the students of the permissive parenting are more effectively given the Problem Based Learning Model treatment than the Discovery Learning Model.

Meanwhile, the use of the Discovery Learning Model in the experimental class II is more effective for students with authoritarian parenting with an average ratio of 88.44 > 84.22. The following is an example of a authoritarian parenting pattern posttest in the Discovery Learning class.

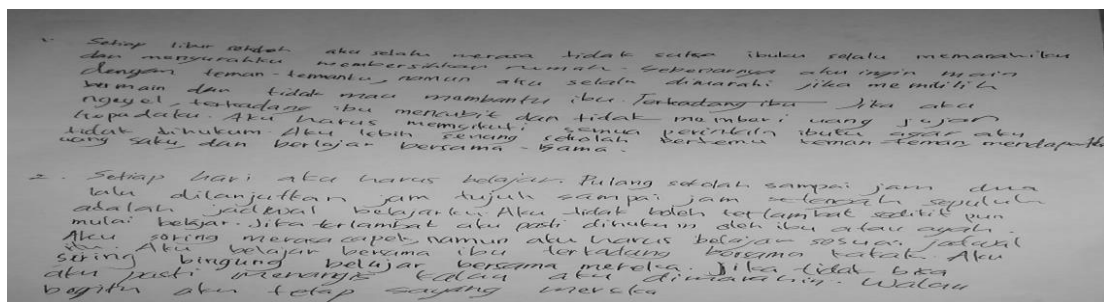


Figure 4. Authoritarian Parenting Post-Test Results

Figure 4 is the posttest of narrative text writing skills based on authoritarian parenting in the Discovery Learning class. The contents of the text written by students are according to the theme given by the teacher, namely activities at home with parents. Based on the results of the assessment with indicators of content quality, content organization, sentence structure, and neatness, permissive parenting students scored 89 above the minimum completeness criteria set in the very good category.

Students of the type of authoritarian parenting are more dominant in the Discovery Learning class both the activity and the ability to write narrative text. This is because they get the freedom to express themselves which they rarely get at home. Students are not limited in developing their ideas, instead they provide freedom of expression. This is in line with the opinion of Arbayah (2013) On the purpose of learning according to the humanistic theory which states the learning process is considered successful if the students understand the environment and themselves. The learning process carried out by students must try to gradually be able to achieve self-actualization as well as possible.

One of the successes of this self-actualization can be realized by the freedom to express the creativity of students. As in this learning, students are given freedom during the learning process to express their creativity in writing narrative text and look for learning resources directed by the teacher in the library. Students look very happy and have high enthusiasm. When the final test was carried out, students of the authoritarian a parenting received the highest average score compared to permissive and democratic parenting. Therefore, the students of the authoritarian parenting are more effectively given the Discovery Learning Model treatment than the Problem Based Learning Model.

## CONCLUSION

Based on the results of this study, it was concluded that learning to write narrative text

using the Problem Based Learning Model based on parenting pattern is effective at 5th grade of primary school students. Learning to write narrative text using the Discovery learning model based on parenting pattern is effective at 5th grade of primary school students. There is an interaction of learning to write narrative text using Problem Based Learning and Discovery Learning models with parenting pattern. Learning to write narrative text that was given the problem-based learning model treatment was better for students with democratic and permissive parenting compared to authoritarian parenting. The skills of writing narrative text that were given the Discovery Learning Model treatment were better for students with authoritarian parenting compared to democratic and permissive parenting.

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