

The Effectiveness of Narrative Writing Text Learning by Using Direct Instructional Models and ARIAS Models Based on Learning Styles for VII Grade Junior High School Students

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Abstract

The purpose of this research is to examine the effectiveness of learning to present the creative ideas in the form of narrative text using direct instruction models and ARIAS models based on learning styles of students of class VII junior high school. So far, the learning process of writing is still theoretical, emphasizing aspects of knowledge and understanding only, the teacher in using the learning model is still less than optimal, while the aspect of practice has not gotten the teacher's attention. The results of this research can prove the effectiveness of the use of direct instruction models and ARIAS models for students who are visual and auditory learning styles so that their learning outcomes are optimal. The method used in this research is quasi-experimental. Research data collection techniques using test instruments of narrative text writing skills, learning style tests, and observations. Normality test using Kolmogorov Smirnov test on SPSS 16 program, a test of Levene test homogeneity, and hypothesis testing with 2x2 variant analysis. The conclusions of the results of this research are (1) the use of direct instruction models is more effective for students who have an auditory learning style and the use of the ARIAS model is more effective for students who have a visual learning style, (2) narrative text writing skills of students who have auditory learning styles are different from students' narrative text writing skills who have a visual learning style, (3) learning models and learning styles of students influence the writing skills of narrative text of VII grade junior high school students.

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INTRODUCTION

Indonesia is currently experiencing writing crisis in education. In fact, learning to write at the primary level is one of the vital foundations and primary needs of every student (Widyamarta, and Sudiati, 2004 in Lestari, Mulyani, and Subyantoro, 2016). Writing learning needs to be developed because it can train critical thinking skills (Faozan, and Wagiran, 2016; Karnengsih, 2016).

This writing skill will not come automatically but must practice regularly. Students need to master the linguistic structure, micro-language skills, such as the use of punctuation, writing rules, diction, preparation of sentences with the correct structure, until the preparation of paragraphs (Alwasilah, 2000; Wijayanti, 1992).

The learning model is basically structured to direct learning, by means of the teacher helping students to obtain information, ideas, skills, values, ways of thinking and expressing themselves well (Prawiradilaga, 2007). This teaching model is a plan or pattern that can be used to determine teaching and learning processes, design learning materials, and guide learning in other classes and settings (Joyce, and Weil, 2000). Learning is not teacher-centered but learning is centered on democratic students, or the original is produced by students (Chan, 2002 in Sokhipah, Subyantoro, and Mardikantoro, 2016).

A direct instruction model was chosen because this model was effective in teaching students explicit concepts and skills. ARIAS learning model is used because this model aims to increase interest and motivation so that students feel the learning activities they follow have value, are useful, and are useful for their lives. Students' excitement and enthusiasm will certainly have an impact on the success of learning because students will follow learning happily, without compulsion, and full of awareness (Febrian, Wagiran, , and Utami, 2016; Juel, 1988).

Sudarminah (2007) conduct research in his thesis entitled "Keefektifan Pembelajaran Menulis dengan Model Pengembangan Gambar

dan Pengembangan Kata Kunci dalam Kalimat untuk Siswa SMP Kelas I". Sudarminah's research equation with this research is that both research narrative text writing skills. The difference is in the learning model used.

Setyaningsih (2010) has conducted a research entitled "Peningkatan Keterampilan Menulis Cerpen Mahasiswa Jurusan Bahasa dan Sastra Indonesia dengan Model Sinektiks yang Dikembangkan". The research conducted by Setyaningsih is a classroom action research, while this research is an experimental research.

Pujianto, Nuryatin, and Subyantoro (2015) conduct research entitled "Keefektifan Pembelajaran Keterampilan Menulis Cerpen dengan Model Investigasi Kelompok dan Model STAD Berdasarkan Tipe Kepribadian Peserta Didik Kelas VII". The equation of this research with Pujianto's one is both of the research about narrative text writing skills. The difference is in the learning model used.

The purpose of this research is to examine the effectiveness of learning narrative text writing using the Direct Instruction Model and ARIAS Model based on the learning style of grade VII junior high school students, determining which models are more effective in learning to present creative ideas in the form of narrative texts based on learning styles in seventh grade junior high school students.

This research is expected to contribute to the insight of educational knowledge, especially about learning models to improve narrative writing skills in students who have an auditory learning style and students who have a visual learning style, adding new insights that can be used as further research references for the development of language skills, especially narrative writing skills.

METHODS

This research uses a quasi-experimental research design. The treatment is given to two groups that will be used as the research sample, namely in the form of Direct Instruction learning model and ARIAS learning model. This design has a control group but does not fully function to

control external variables that affect the implementation of the experiment.

The 1st class experimental was treated the Direct Instruction Model, while in the 2nd class experimental treated the ARIAS Model. The researcher then compared the group of subjects who were treated. The comparison is intended to investigate the effects of inter-treatment and measurable results. Thus it can be clearly seen the influence of the Direct Instruction Model and the ARIAS Model on students who have auditory learning styles and students who have visual learning styles on narrative text writing skills.

This type of research is experimental and the type of data obtained is in the form of numbers, so the analysis used is a statistical analysis which uses SPSS (Statistical Package for Social Sciences) version 16.0 for windows. This research is aimed not only to examine the effect of the Direct Instruction Model and ARIAS Model learning on learning styles and writing narrative texts but also to examine the relationship between learning styles and writing narrative texts. To examine the effect of Direct Learning Model and ARIAS Model learning on learning styles and writing narrative texts, quantitative descriptive techniques were used.

The collected data is the value of assignment test writing the first narrative text (pre-test) and second assignment test (post-test). The aim is to compare the two values by asking questions whether there are significant differences between the two values. Testing the difference in value is only done on the average of the two values.

Data analysis used is descriptive qualitative, based on the results of questionnaires and observations. Quantitative analysis is taken from the ability test of students in writing narrative texts. This research is also to examine the uses of the teaching-learning Model which uses the direct instruction and the ARIAS Model in improving the writing narration skills, also to examine the relationship between the learning method with the writing skills based on the problem formulation that has been done by ANOVA (Analysis of Variance).

RESULTS AND DISCUSSION

The pre-test was carried out in the experimental 1st level before being treated with the Direct Instruction Model, the result obtained was the highest score of 82, the lowest score was 58, and the average was 70.06. There were no students in very good category, 14 students (46.67%) who were in good category, and 16 students (53.33%) who were in the poor category. The number of experimental 1st level respondents with direct instruction model treatment was 30 students and the aspects assessed were six aspects including completeness of information, a sequence of events, flow structure, word selection, write sentences and spelling.

Post-test after getting the Direct Instructions Model treatment. The results of the posttest were obtained the highest score data of 91, the lowest score of 66, and the average value of 77.03. There were 14 students (46.67%) who were in very good category, 5 students (16.67%) who were in good category, and 11 students (36.67%) who were in poor category.

Pre-test conducted in the experimental 2nd level before being treated with ARIAS Model, the results obtained were the highest score 83, the lowest score was 58, and the average was 69.03. There were no students in very good category, 13 students (43.33%) who were in good category, and 17 students (56.67%) who were in poor category. The number of experimental class 2 respondents with ARIAS Model treatment was 30 students and the aspects assessed were six aspects including completeness of information, a sequence of events, flow structure, word selection, write sentences and spelling.

Post-test after receiving ARIAS Model treatment. The results of the posttest were obtained the highest score data of 91, the lowest score of 70, and the average value of 78.43. There are 15 students (50%) who are in very good category, 14 students (46.67%) who are in good category, and 1 student (3.33%) who are in poor category.

The normal test data for the final test of the experimental 1st level and experimental class 2 were conducted by researchers using SPSS. In the

experimental 1st level with the treatment of the Direct Instruction Model the researcher used data normality testing by using a sample group that had an auditory learning style of 15 students and students who had 15 visual learning styles.

In the experimental 2nd level with ARIAS Model treatment researchers used data normality testing by using a sample group that had an auditory learning style with as many as 15 students and students who had 15 visual learning styles. Testing normality using the Kolmogorov-Smirnov Test. The test results of Kolmogorov-Smirnov show that the significant level of calculation obtained is equal to 0.992; 0.575; 0,386; and $0.536 > 0.05$. This means that the data is declared normal and has fulfilled the assumption of normality.

The results of the Levene's Test show that the significant level obtained is $0.133 > 0.05$. It means that the data is declared homogeneous so that different tests can be done.

Students who have an auditory learning style are treated by the Direct Instruction Model (A_1B_1) showing a score range between 78 to 91 with an average value of 85.47 and a standard deviation of 3.378. The score distribution obtained by the respondents is as follows. Respondents who got a score above the average of 8 respondents or 5.33% and respondents who scored below the average of 7 respondents or 46.67%.

Students who have an auditory learning style are treated by the ARIAS Model (A_2B_1) showing a range of scores between 70 and 75 with an average score of 72.73 and a standard deviation of 1.580. The score distribution obtained by the respondents is as follows: respondents who get a score above the average of 10 respondents or 66.67% and respondents who score below the average of 5 respondents or 33.33%.

Students who have visual learning styles were treated by the ARIAS Model (A_2B_2) showing a score range between 82 and 91 with an average score of 84.67 and a standard deviation of 2.225. The score distribution obtained by the respondents is as follows: the respondents who got a score above the average of 7 respondents or

46.67% and the respondents who scored below the average of 8 respondents or 53.33%.

Students who have a visual learning style are treated by the Direct Instruction Model (A_1B_2) showing the score between 66 and 74 with an average value of 69.20 and a standard deviation of 2.274. The score distribution obtained by the respondents is as follows: respondents who get a score above the average of 5 respondents or 33.33% and respondents who score below the average of 10 respondents or 66.67%.

Explanation of the results of the research hypothesis test as follows.

(1) Hypothesis 1: There is a difference for students who have auditory learning styles who are treated with the Direct Instruction Model better than students who have an auditory learning style who are treated with the ARIAS Model.

The results of calculations using SPSS obtained the value of $F_{\text{value}} = 494.476 > F_{\text{table}} = 4.01$ with a significance level of $0.000 < 0.005$. This means that H_a is accepted with H_0 rejected.

(2) Hypothesis 2: There is a difference for students who have visual learning styles who are treated with the ARIAS Model, better than students who have visual learning styles that are treated with the Direct Instruction Model.

The results of calculations using SPSS obtained the value of $F_{\text{value}} = 12.289 > F_{\text{table}} = 4.1$ with a significance level of $0.001 < 0.005$. This means that H_a is accepted and H_0 is rejected.

(3) Hypothesis 3: There is an interaction between learning styles and learning models on students' writing skills in narrative text.

The results of calculations using SPSS obtained $F_{\text{value}} = 5.062 > F_{\text{table}} = 4.01$ with a significance level of $0.028 < 0.05$. This means that H_a is accepted and H_0 is rejected, thus there is an interaction between learning styles and learning models on students' writing skills in narrative text.

Differences in Auditory Learning Style and Visual Narrative Text Writing Skills

Testing of learning styles is carried out by Bahasa Indonesia Teachers, and assisted by practitioners in SMP Negeri 5 Brebes. The purpose of testing is to meet the demands of the research, namely grouping research subjects into groups that have auditory learning styles, and groups that have a visual learning style.

Measurements are imposed on research subjects, namely, grade VII students of SMP Negeri 5 Brebes. Based on the measurement results, two groups of research subjects were obtained, namely (1) group 1 consisting of 30 students. 15 have an auditory learning style and 15 students have a visual learning style set as an experimental group 1, (2) Group 2 consists of 30 students. 15 has an auditory learning style and 15 students have a visual learning style set as an experimental group 2.

The results showed that the value of $F_{\text{value}} = 494.476 > F_{\text{table}} = 4.01$ with a significance level of $0.000 < 0.005$. Thus there are differences in auditory and visual learning styles towards narrative writing skills. Students who have an auditory learning style with the Direct Instruction Model treatment are better at writing narratives than students who have an auditory learning style with the ARIAS Model treatment. Students who have a visual learning style with the ARIAS Model treatment are better at writing narratives than students who have visual learning styles with the Direct Instructions Model treatment.

This is in accordance with the opinion of Chatib, 2010; DePorter, 2010 which states that one of the characteristics of the auditory learning style is learning by listening and remembering what is discussed/heard rather than being seen. One of the stages of the Direct Instruction learning model is the presentation by the teacher, making it easier for students with auditory learning styles to understand the teacher's explanation.

According to characteristics of the visual learning styles according to Chatib, 2010; DePorter, 2010 that is thinking of using images in their brain and learning faster using visual displays, such as diagrams, illustrated textbooks,

and videos. One of the stages in the ARIAS model is interest or attracting and maintaining student interest/attention by the teacher by showing a video or picture that supports learning to write narrative texts so that it is easier for students with visual learning styles to understand the teacher's explanation.

An interaction between Learning Style and Learning Model on Student's Narrative Text Writing Skills

Based on the explanation above, it can be seen that narrative text writing skills for students who have auditory learning styles who are treated with the Direct Instruction Model get better results than narrative text writing skills for students who have an auditory learning style that is treated with the ARIAS Model. While the narrative text writing skills for students who have visual learning styles are treated with the ARIAS Model, get better results than the skills of narrative text writing in students who have a visual learning style that is treated with the Direct Instruction Model.

The writing skill of narrative text for students is able to be developed by paying attention to learning styles by using learning models. This is in accordance with the opinion of Boostrom (2011) that a teacher needs to know the learning style of students because it will be able to help the teacher in developing students' abilities and knowledge of the material they learn. The results of the research have been done by noting that $F_{\text{value}} = 5.062 > F_{\text{table}} = 4.01$ with a level of significance $0.028 < 0.0005$. This shows that there is an interaction between learning styles and learning models on students' narrative writing skills.

CONCLUSION

Based on the results of the research and discussion can be put forward some conclusions as follows: (1) there are differences in narrative writing skills between students with auditory learning styles and visual learning styles, (2) the direct instruction model effectively improves the narrative writing skills of seventh-grade junior

high school students who have an auditory learning style and the ARIAS model effectively improves the narrative writing skills of seventh-grade junior high school students who have a visual learning style, (3) there is an interaction between the learning model and the learning style of students.

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