Retelling Fantasy Story Text Learning with Creative Productive Model based on Learning Styles of Seventh Graders

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Article Info

Abstract

Retelling fantasy story text activity is productive language activity. Therefore, there is a need of appropriate learning model to students' learning styles. This research aims to explain effectiveness of retelling fantasy story text learning with creative productive model based on the seventh graders' learning styles. The used method in this research is quasi-experimental design with techniques of collecting data by using instruments of retelling fantasy story test, learning style test, and documentation. Normality test of the data used Kolmogorov-Smirnov. Homogeneity data test used Levene test. Hypothesis test used paired sample t-test. All test used SPSS 2.0 program test. The conclusion of this research showed that implementation of creative productive model was effective to use in the learning based on learning styles of the seventh graders. Retelling fantasy story learning used creative productive model was found to be more effective when it was implemented on intuitive learning style typed students than sensible learning style typed students. Theoretically, this research was expected to contribute in retelling fantasy story learning.

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INTRODUCTION

11Retelling fantasy story learning motivates students to express their imaginations, to broaden ideas, and to create visual images, and to transfer the already read story plot to create new stories with same characters and plots (Dunts, 2012:1). Fantasy story is a story in which its degree of truth is called into doubt. What is told in the story is not plausible, at least on several certain parts (Nurgiyantoro, 2010:297). 297. It is in line with Putrri (2018:6) that fantasy story needs knowledge about validity and vocabulary in addition to imagining skill or creative thought. Fantasy story is creative thought skill process.

Retelling fantasy story needs effective stimulus by appropriate learning model. The existence of such learning model could trigger students' mindsets. Learning method, according to Joyce (in Trianto, 2007:5), is a plan or pattern used as guideline to conduct learning in the classroom or tutorial. It also determines the learning instruments.

Learning model used in the learning, retelling fantasy story, was creative productive model. Creative productive learning model is a developed strategy by referring on various learning approaches which are assumed to be capable in improving teaching learning quality (Wena, 2014:139). This learning model is expected to challenge learners in producing something creative as understanding reflection of a problem or the reviewed topic.

There are several previous studies stating that creative productive model was effective in learning retelling fantasy story text. The previous studies were conducted by Mubaroq (2017), stating that creative productive model was more effective to teach short story writing learning; Then, Agustian (2012) stated that creative productive model was effective to use in creative writing; Huda (2019) stated that creative productive model was effective to use in creative writing.

The implementation of creative productive model on the previous studies were more effective than other learning models. Creative productive learning is a developed strategy by referring on various learning approaches which are assumed to be capable in improving teaching learning quality (Wena, 2014:139). Creative productive learning model implemented in retelling fantasy story text was not sufficient to find out its learning effectiveness. Therefore, there is a need to analyze learning style to facilitate in determining the effectiveness of the learning through creative productive model implementation. There were two learning styles analyzed: intuitive and sensing learning styles (Gufron, 2012:46).

Based on the explanation, there is a need to find the effectiveness of retelling fantasy story learning by creative productive model based on the seventh graders' learning styles. This research aims to explain effectiveness of retelling fantasy story text learning with creative productive model based on the seventh graders' learning styles.

METHOD

This research was quasi experimental research. On the experimental group, it was given creative productive model treatment. It was done to find out the effectiveness of retelling fantasy story learning by using creative productive based on the seventh graders' learning styles. There are three variables in this research: creative productive model as the independent variable, retelling fantasy story as dependent variable, and learning style as moderating variable.

The techniques of collecting data were done by test and non-test. The data analysis technique covered test and non-test analysis. The test analysis consisted of requirement tests: normality and homogeneity tests. Hypothesis test used *paired sample t-test.* The obtained data was in the form of initial test score, final test score, and learning style test results. Quantitative analysis was taken from retelling fantasy text skill test and learning style test.

RESULTS AND DISCUSSION

The effectiveness of retelling fantasy story by creative productive model could be seen from the learners' achievements. The implementation of the model consists of syntactic, reaction system, supportive system, and instructional impacts of creative productive model.

The effectiveness of retelling fantasy story by creative productive model was supported by learners' learning styles. It was done to let learners designing their own strategies so they would be easier to understand the learning based on their styles. The learning styles of the students taught by creative productive model are on Table 1.

Table 1. Creative Productive Class Learning Styles

Learning Style	Total
Sensing	18
Intuition	14
Total	32

Based on the table, the learners in experimental 2 class consisted of 32 persons. There were 14 sensing learning typed students and 18 intuitive learning style typed students. Creative productive learning model class was dominated by intuitive learning typed students. The initial test could be seen in diagram 1 as follows.
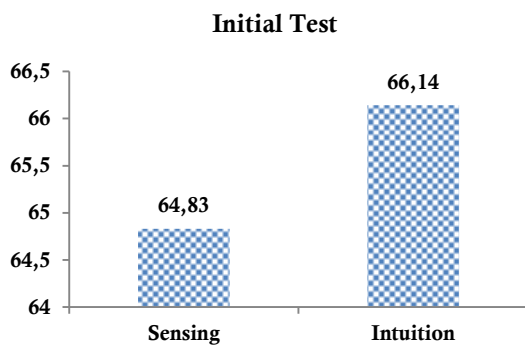
Initial Test

Diagram 1. Initial Test Average of Creative - Productive Class Students

Based on the diagram, it could be seen that the creative - productive class students' average

learning outcomes were under the minimum passing grade (MPG). The initial test average score of sensing learning typed students was 64.83 while the intuitive learning typed students obtained 66.14. Therefore, it could be concluded that the students' scores were >75 and had not achieved the minimum passing grade. The final test could be seen in diagram 2 as follows.
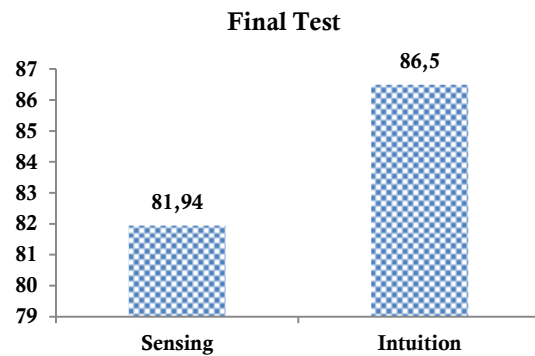
Final Test

Diagram 2. Final Test Average of Creative - Productive Class based on the Students' Learning Styles

Based on the diagram, it could be seen that the final test of creative-productive class students, both the sensing and intuitive learning style typed students, showed differences. The average of sensing typed students was 81.94 while the intuitive typed students obtained 86.50. The scores showed there were significant differences. It meant the learners had reached minimum passing grade criteria (MPG). The final test based on learning styles could be seen on Table 2.

Table 2. Creative Productive Class Final Test Results

Group Statistics

	Learning Style	N =	Mean	Std. Deviation	Std. Error Mean
Scores	Sensing	18	81.94	4.929	1.162
	Intuition	14	86.50	7.003	1.872

Then, requirement test consisted of normality and homogeneity tests. The normality test could be seenon Table3.

Table 3. Initial and Final Test Normality of Creative Productive Class

Control Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Learners' Outcomes	Initial Test	0.154	32	052	948	32	127
	Final Test	097	32	.200[*]	967	32	.421

Lilliefors Significance Correction

Based on the table, Kolmogorov-Smirnov on the initial test of creative - productive class, it shows that sig score was 0.052 > 0.05 and sig of the final test was 0.200 > 0.05. Based on the significance, it could be concluded the sample was normally distributed. Then, the homogeneity test result could be seen on Table 4.

Table 4. Creative Productive Class Homogeneity Test
Test of Homogeneity of Variances
INITIAL TEST

LEVENE STATISTIC	DF1	DF2	SIG.
.056	1	30	.814

Based on the initial data test of creative productive class, it shows Sig score 0.814 > 0.05. It indicated that the variances of the initial test data of the class was homogeneous. After conducting the requirement test, then hypothesis tests by *one sample* test and *independent sample t-test,* were done. *One sample* test was conducted to find out effectiveness of retelling fantasy story learning as seen on Table 5.

Table 5. *One Sample* Test
One-Sample Test

	Test Value = 75					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sensing	5.978	17	.000	6.944	4.49	9.40
Intuition	6.145	13	.000	11.500	7.46	15.54

Based on the table, the effectiveness of the learning found on sensing typed student was t_{count} 5.978 and t_{table} was obtained with df = 17, Sig 5% = 1.740. Therefore $t_{count} > t_{table}$ or 5.978 > 1.740. Thus, H_o was denied and Hi was accepted. Meanwhile, the intuitive typed students obtained $t_{count} > t_{table}$ or 6.145 > 1.771. Thus, H_o was denied and Hi was accepted. It showed that the average improvement of intuitive typed students were higher than the passing grade. Then, *independent t-test* was conducted to find out effectiveness compassion of retelling fantasy story learning of both learning typed students.

Table 6. *Independent T-test* Results of Creative - Productive Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	2.803	.104	-2.160	30	.039	-4.556	2.109	-8.862	.249
	Equal variances not assumed			-2.068	22.404	.050	-4.556	2.203	-9.119	.008

Based on the output of *independent t-test,* it shows that creative - productive class data on sensing and intuitive typed students were homogeneous. It was proved by checking the result column of the output Sig score 0.104 > 0.05. Thus, both of them were categorized homogeneous.

Independent t-test was conducted because the data was homogeneous. On the last line of *independent t-test* output, there was *equal variance assumed* table and *equal variances not assumed* table. Based on the result of *independent t-test,* the t score with Sig $0.039 < 0.05$. Thus, H_0 was denied and Hi was accepted.

Based on the test, this research proved that creative productive model was effective to be implemented on retelling fantasy story learning.

Research about learning style was ever conducted by Kusnida (2015). Her findings showed that audio-visual media on writing short story lesson based on learning style was effective to be implemented on audio-visual typed students.

Zulaeha (2017) found that writing exposition text lesson by using CIRC model based on learning style was effective for visual students than kinesthetic students.

Yuliannurunnisa, et al (2018) found Sig score was $0.000 < 0.0005$, meaning there was difference in writing narrative text skill of typing and auditory learning typed students.

Hakim (2018) disclosed similar statement. Based on ANOVA test on learning style, it showed that Sig score = $0.047 < 0.05$. Thus, H_0 was denied and H_1 was accepted. It meant there was difference found based on learning styles.

Limitation

The researcher realized that this research is still limited in the promotion. The limitations were the existence of influential variable toward the learning outcomes in retelling fantasy story lesson. The variable was tendency of each learner with different learning styles, motivations, personalities, and other influential factors of learning outcomes.

CONCLUSION

Retelling fantasy story text learning with creative productive model based on learning style was effective for creative-productive group. It was based on the differences of pre- and post-learning outcome averages of the students after being intervened by creative - productive model. Before being intervened, the score of retelling fantasy story aspect of sensing typed student was 64.83. Meanwhile, after being intervened, it improved into 81.94. The learning outcome average score of the intuitive typed students before being intervened was 66.14. After being intervened, it improved into 86.50. Thus, the lesson, retelling fantasy story by creative - productive model, was more effective for intuitive typed students.

It is suggested for further researchers to conduct advance investigation dealing with other learning style categories. Furthermore,

other learning model implementations are needed to enrich science in learning Indonesian language, especially retelling fantasy story.

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