

Effect of Literacy Learning Model and Understanding of Narrative Writing Skills

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Abstract : This study aims to determine the effect of model of learning and reading comprehension of the narrative writing skills, held at SDN 05 Wanajaya Cibitung Bekasi District with a sample of 28 students of class V were obtained using the technique simple random sampling, The method used in this research is the experimental design of treatment by the level of 2×2 . Before ANOVA two lanes are used first tested the data analysis requirements that Liliefors test normality test and homogeneity of variance with Bartlett test at the 0.05 significance level. RESULTS: (1) narrative writing skills students are taught by the teaching model of quantum higher than direct learning model of instruction, the magnitude of $F_{count} = 5.016 > F_{table} = 4.20$; (2) There is interaction between the model of learning and reading comprehension of the narrative writing skills, the magnitude of $F_{count} = 61.452 > F_{table} = 4.20$; (3) In the high reading comprehension, narrative writing skills of students by learning model of quantum is higher as compared to the group given instruction direct learning model, with Tukey test $Q_{count} = 10.08 > Q_{table} = 4.04$; (4) In the lower reading comprehension, narrative writing skills of students by direct learning model instruction higher than in the group given quantum teaching-learning models, by Tukey's test $Q_{count} = 5.60 > Q_{table} = 4.04$.

Keywords : Learning Model, Capability Reading Comprehension, Narrative Writing Skills

1. INTRODUCTION

Human beings in addition to individuals, as well as social beings who need other men in life. With the factors needed each man himself should interact with one another. To be able to interact with other human beings, human beings need a tool that is language. Without language, human beings will not be able to communicate with each other.

A great nation requires a unifying language so that communication easier and foster a sense of nationalists in every area it encloses. To be able to use language well,

then any language user community demanded to speak skillfully. Language skills geared to improve students' ability to communicate in Indonesian well and correctly, both orally and written, as well as develop an appreciation of literary works.

According to Tarigan. (2008), language skills has four aspects, including, listening skills, speaking skills, reading skills, and writing skills [1]. Learning Indonesian cannot be separated from reading activities, one of which is emphasized in the high class namely reading comprehension. Reading comprehension is an important activity in order to obtain information

science. The reading comprehension skills necessary to be known and understood so that it can increase a person's ability to read. By reading comprehension of students trained to remember, examine the words or terms, and the meaning of a passage.

Reading can be studied in an integrated manner with writing activities so that learning outcomes can both support each other. Writing is an integral part of the whole process of learning experienced by students during their studies at school. The success of the learning process in schools is largely determined by her writing skills. In modern life, it is clear that writing skills are needed

Deporter (2010) suggested, through writing, we activate the brain by taking the information, and then mix them with images, symbols, colors, emotional meaning that will increase understanding of the material [2]. Not everyone has the ability to pour his thoughts in written form orderly and well organized. In other words, writing and reading are not easy.

In fact, the ability to write the Indonesian nation is low. This is reinforced by the number of scientific publications disclosed online mass media in Indonesia (Masriadi, 2016). A SCImago portal that ranks the country 239 publications, unknown if Indonesia was ranked 61st with a number of publications as many as 25 481. Indonesia lost much of its ASEAN neighbors such as Malaysia, which ranks 37th in the number of publications of scientific papers 125 084, Singapore has ranked 32nd with publication number 171 037, and Thailand at rank 43 with the publication number 95 690 [3].

Meanwhile, according to the findings of NAEP (National Assessment of Educational Progress) in 2007, "33 percent of fourth-

grade students and 31 percent of eighth-grade students performed at or above the "proficient" level, in contrast, 34 percent of fourth-grade students and 43 percent of eighth-grade students score at the "basic" level, denoting only partial mastery of the literacy skills needed at their grade level "(Graham & Hebert 2010) [4].

It is not much different from the findings in SDN 05 Wanajaya especially in grade 5. Based on field observations and interviews conducted by the researchers of the teacher, it is known that there are students with learning outcomes below the average minimum completeness criteria (KKM). According to, Reading comprehension of students better than students' writing skills, especially writing the narrative. But if not matched by the ability to read comprehension well, it will affect the results of the students' narrative writing skills.

To achievement in acquiring writing skills certainly did not escape the role of teachers in selecting learning model. Selection of teachers teaching model needs to be done for each model has certain characteristics, has its advantages and certain limitations as well so that the effectiveness of its use depends on the suitability of its use. The learning model that will be used in the model of learning and teaching Quantum Teaching Direct (Direct Instruction).

Quantum teaching is one of the learning processes with the aim to improve the learning process becomes fun. Quantum Teaching learning framework known as TANDUR words, grow, natural, name, Demonstrate, repeat and celebrate. This framework can make the students become interested and are interested in a lesson and can also ensure students experience learning, practicing, making the real lesson

content to the students themselves, and achieve success especially in teaching narrative writing skills.

In addition to learning models Quantum Teaching, learning model that will use teaching-learning model Direct (Direct Instruction) that is often used in schools. Direct teaching of a transfer of ideas and skills of teachers to students who delivered the lecture method. Direct teaching model gives students the opportunity to learn by observing selective, remembering and mimic what the teacher modeled. Teachers impart knowledge to students, provide modeling/demonstration, providing the opportunity for students to practice applying the concept/skill has been learned, and provide feedback. Overall, the teacher has a raft of a key role in learning activities in the classroom.

Based on the results of problem identification and study of relevant theory above, the researcher is interested to examine the broader issue, that is to conduct a study entitled "The Effect Model of Learning and Literacy Understanding of Writing Skills Narrative (Experimental Study of Quasi in Class V SDN Wanajaya 05 District of Cibitung Bekasi) ".

2. THEORETICAL

2.1 Narrative Writing Skills

Writing is the act of putting down the graphic symbols that present a language in order to Convey some meaning so that the reader can grasp the information the which the writer has tried to impart (Sapkota, 2012) [5]. So, in writing, the author intends to achieve the purpose of disclosing the fact or facts he knew, what he felt, his attitude and his mind, to the readers of his writings. Graham (2011) argues that "Students engage in cycles of planning (setting goals, generating ideas, organizing ideas),

translating (putting a writing plan into action), and reviewing (evaluating, editing, revising)" [6]. In the opinion of students writing for a real purpose, every grain of an idea that has been planned and developed gradually with regard to the nature of the information presented.

Narrative text Contain language features such as the use of words to sequence the events, adverb and adjective to describe something and past action verb to focus on what the character has experienced Whether physically or mentally (Huda, 2017) [7]. Telling a narrative essay can be a dynamic life in a time series. It may, therefore, be formulated in other ways that narrative writing is a form of discourse that attempted to describe very clearly to the reader of an event occurring.

2.2 Learning model

2.2.1. Quantum Teaching-Learning Model

Quantum teaching is the conversion of various interactions that exist within and around the moment of learning. Reviews These interactions include the elements of effective learning that Affect the students' success (Chandra, 2017) [8]. Thus, quantum teaching in this regard is to create effective environments, by using existing elements on the student and learning environment through the interactions that occur in the classroom.

Meanwhile, according to DePorter (Tonja, 2012), "Quantum of teaching is the orchestration of the variety of interactions that exist in around the moment of learning" [9]. So quantum teaching can be interpreted as a learning model that outlines some new ways to create an attractive learning atmosphere, which can stimulate the students to understand the material in learning.

2.2.2. Direct Learning Model instruction

In the direct teaching model, teachers have an important role to influence the student's skills. Direct teaching of a transfer of ideas and skills of teachers to students who delivered the lecture method. According to Wenno (2014), "By this model, the teacher demonstrates the knowledge or skills to students step by step. Furthermore, students are given the opportunity to apply the concepts or skills they learned, and the teacher Gives feedback " [10]. The form of direct learning in the form of lectures, demonstrations, training or practice, and teamwork (Uno, 2011) [11]. Indirect learning the teacher instructs the learning environment very closely, maintains an academic focus, and expects learners to be observers, listeners, diligent participants.

2.3 Ability Reading Comprehension

Reading is a strategic process in that a number of the skills and processes used in reading calls for effort on the part of the reader to Anticipate text information, select key information, organize and mentally summarize information, monitor output to reader comprehension goals (Grabe, 2009) [12]. Meanwhile, according to Lado (Nurhadi, 2008), that reading comprehension is the understanding of the meaning or intent in a reading through writing [13]. Someone who must master reading comprehension or write the language used in the literature, and is able to capture the information or the contents of the text. To understand the contents of a reading well, it needed the ability to read a good understanding anyway.

3 METHOD

The purpose of this study was to obtain empirical data on the effect of a model of learning and reading comprehension on the

ability to write the narrative. This study will be conducted in the second semester of one public elementary school in the village of Wanajaya, District Cibitung. The research time from March to May the second semester of academic year 2017/2018. This research uses experimental research design with treatment design by level 2x2.

Affordable population in this study were all fifth-grade students of Elementary School in the village of Wanajaya, District Cibitung. In the region, there are 5 Wanajaya Village Elementary School and scrambled randomly so elected Wanajaya 05 Elementary School, District Cibitung. The test instrument is done in 09 Wanasari Elementary School, District Cibitung. The sampling technique in this study using simple random sampling technique. Data collection techniques critical thinking skills and learn to use the test results.

4 RESULT AND DISCUSSION

Data from this study are described in sequence starting from the amount of data, the range of scores, the price of the average score, median, mode, standard deviation, and variance. Here are the results of testing in all four groups can be presented in the table:

Table 1 Description of the data on students' writing skills after following the study treatment

Writing Skills Narrative		Learning Model		Total	
		Experiment (A ₁)	Control (A ₂)		
The Ability to Read Comprehension	(High) B ₁	n ₁ = 8	n ₂ = 8	n _{b1} = 16	
		ΣX_1 = 294	ΣX_2 = 231	ΣX_{b1} = 525	
		ΣX_1^2 = 10832	ΣX_2^2 = 6707	ΣX_{b1}^2 = 17539	
		x ₁ = 36,75	x ₂ = 28,88	x _{b1} = 32,81	
		$(\Sigma X_1)^2$ = 86436	$(\Sigma X_2)^2$ = 53361	$(\Sigma X_{b1})^2$ = 275625	
	(Low) B ₂	n ₃ = 8	n ₄ = 8	n _{b2} = 16	
		ΣX_3 = 238	ΣX_4 = 273	ΣX_{b2} = 511	
		ΣX_3^2 = 7118	ΣX_4^2 = 9351	ΣX_{b2}^2 = 16469	
		x ₃ = 29,75	x ₄ = 34,13	x _{b2} = 31,94	
		$(\Sigma X_3)^2$ = 56644	$(\Sigma X_4)^2$ = 74529	$(\Sigma X_{b2})^2$ = 261121	
Total		n _{k1} = 16	n _{k2} = 16	n _k = 32	
		ΣX_{k1} = 532	ΣX_{k2} = 504	ΣX_k = 1036	
		ΣX_{k1}^2 = 17950	ΣX_{k2}^2 = 16058	ΣX_k^2 = 34008	
		x _{k1} = 33,25	x _{k2} = 31,50	x _k = 32,375	
		$(\Sigma X_{k1})^2$ = 283024	$(\Sigma X_{k2})^2$ = 254016	$(\Sigma X_k)^2$ = 1073296	

The research hypothesis testing using two-way analysis of variance. The following is a summary of the analysis of variance of two paths:

Table 2 Summary of ANOVA Hypothesis Testing Results using SPSS

Source of Variance	Db	JK	RJK	F _{count}	F _{table}	
					0,05	0,01
Between Columns	1	24,50	24,50	5,016	4,20	7,64
Between Lines	1	6,13	6,13	1,254	4,20	7,64
Interaction	1	300,13	300,13	61,452	4,20	7,64
In	28	136,75	4,88			
Total Reduced	31	467,50				

Furthermore, while the results of hypothesis testing with Tukey test is as follows:

Table 3 Summary of Test Tukey

Group	Q _{count}	Q _{table}	Conclusion
A1 and A2	33,65	3,00	Significant
A1B1 and A2B1	10,08	4,04	Significant
A1B2 and A2B2	5,60	4,04	Significant

Based on the table above can be described as follows:

a. Hypotheses 1 (A1 & A2)

In studies, it has been found that there are significant differences between narrative writing skills of students learning

group with a quantum model of teaching and direct instruction. Based on the calculation results of analysis of variance (ANOVA) with significance level $\alpha = 0.05$, obtained by F count = 5.016 with Ftable (0.05; 1/28) = 4.20, then 5.016 > 4.20, which means that H₀ is rejected. It can be concluded that the learning model Quantum Teaching influence on narrative writing skills of students in, then H₀ is rejected. Overall there are differences in narrative writing skills of students between the study groups of students using model Quantum Teaching with Direct Instruction.

With the difference in the results of research that has been mentioned, the researchers concluded the Quantum Teaching learning model more effectively used in narrative writing skills of students. Narrative writing skills students need a learning interesting, fun, thus increasing student imagination in storytelling. Teaching and learning differences Quantum Direct Instruction learning model lies in the process as well as learning steps. Quantum Teaching a student-centered learning, so during the learning process of students find themselves, build knowledge about narrative writing for learning independently. Suryani (2013) asserts, "This procedure Gives a teaching style empowering the students to make more achievement than that deemed possible"[14].

While the Direct Instruction learning model learning centered on the teacher. Students are taught how to properly solve the question provided and given repeated practice working on Reviews those skills (Helling, 2016) [15]. So long as teachers learning activities more active role in the classroom. It can be concluded, direct teaching model is a systematic pedagogical

model, where teachers temporarily lead students in establishing measures lesson.

b. Hypotheses 2 (AXB)

The result of calculation analysis of variance (The result of calculation analysis of variance (ANOVA) with significance level $\alpha = 0.05$, obtained by $F_{\text{count}} = 61.452$ with $F_{\text{table}} (0.05; 1/28) = 4.20$, then $61.452 > 4.20$, which means that H_0 is rejected. Thus it can be concluded that there is a significant interaction effect between models of learning and reading comprehension of the narrative writing skills of students.

In groups of students who have high reading comprehension skills and are given a model of learning Quantum Teaching, students' narrative writing skills are better than groups of students using Direct Instruction learning model. In groups of students who have low comprehension skills and are given Direct Instruction learning models, students' narrative writing skills are better than groups of students using the Quantum Teaching learning model. The following graph form is shown in Figure 4.4 below:

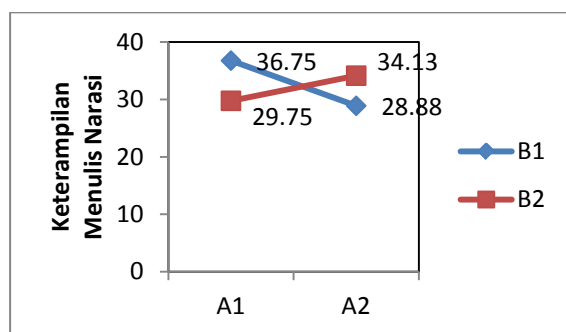


Table 4. Interaction Between AXB

As shown in Figure 4.4, the learning model with reading comprehension show the interaction of the narrative writing skills of students. This means that the

model of learning by reading comprehension linked mutually influential. The existence of the learning model cannot stand alone independently, learning model selection accuracy, significantly affect students' writing skills Narsi.

Based on these results, it can be concluded that there is no learning model that is general or generally applicable to any situation and condition to improve students' writing skills narrative. With the characteristics of students and teaching materials are different, the selection of appropriate learning models according to the characteristics of students and the characteristics of teaching materials is one important part of the success of learning.

c. Hypotheses 3 (X A1B1 A2B1)

The results of testing this hypothesis suggest that for students who have a high reading comprehension, learning model Quantum Teaching have a better influence on narrative writing skills of students when compared with Direct Instructional models. Based on the calculation results of a further test using Tukey test, the obtained Q count = $10.08 > Q_{\text{table}} = 4.04$ then H_0 is rejected. The average study group Quantum Teaching learning model with the ability to read high = 36.75 is greater than the average learning model Direct instruction = 28.88. The results of the data showed Quantum Teaching learning model has a more precise concept of learning to improve students' writing skills narrative.

The success of students who have a high reading comprehension by using model study of Quantum Teaching cannot be separated from the student-centered learning, thereby creating a more meaningful learning. Quantum Teaching Model to apply the learning that engages students actively participate so that gave

birth to the idea in writing. Acat (2014) asserts, "It's Aimed that the students should take the control of the situation by presenting Reviews their own solutions for the problems they face and wonder" [16]. It can be concluded that the quantum teaching-learning model applies to learn activities utilizing suggestive icons that inspire students' learning spirit, and use "intelligence stations" to enable students to learn according to their intelligence modalities.

d. Hypotheses 4 (X A1B2 A2B2)

The results of testing this hypothesis suggest that for students with low reading comprehension, Direct Instruction learning model has a better influence on narrative writing skills of students when compared with the methods of Quantum Teaching. Based on the calculation results of a further test using Tukey test, the obtained $Q_{count} = 5.60 > Q_{table} = 4.04$ then H_0 is rejected. The average study group Direct Instruction learning model with low reading skills = 34.13 is greater than the average model study of Quantum Teaching = 29.75..

Characteristics of students with low reading skills are generally only able to answer a question without reading the text carefully first. They are more likely to favor questions that have less text, compared to longer texts. With a low reading comprehension, students could not identify the contents of a text passage that has been provided.

In other words, learning is more meaningful if the child has learned firsthand what to enable more senses than just listening to people/teachers to explain (Sumantri, 2015) [17]. They need explanations and elaboration of detailed, structured and systematic mainly to understand the narrative writing skills of

students so that information is presented in a system can be used in completing the tasks assigned by the teacher [18].

5. CONCLUSION

Based on the results of data analysis, hypothesis testing results and the results of the discussion of research that has been obtained, then it can be explained in some of the following conclusions:

- a. Narrative writing skills among students taught using the learning model of quantum higher than students taught using direct learning model of instruction.
- b. There is the influence of the interaction between the application of models of learning and reading comprehension of the narrative writing skills of students.
- c. Narrative writing skills among students taught using quantum teaching higher learning of students taught using direct learning model of instruction, the group of students who have a high reading comprehension.
- d. Narrative writing skills among students taught using direct learning instruction higher than students taught using the learning model of quantum low reading comprehension.

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