



## **EFFECT OF LEARNING MODEL AND LEARNING MOTIVATION AGAINST THE ABILITY TO WRITE NARRATIVES GRADE IV ELEMENTARY SCHOOL STUDENTS**

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### **Abstrac**

This study aims to look at the effect of learning models and learning motivation on the ability to write narratives of class IV students in the South Jakarta area of DKI Jakarta Province. This study uses an experimental model by comparing three learning models, namely the scaffolding learning model, participatory learning models and discovery learning learning models with attribute variables of student learning motivation. This study was given treatment in four classes as a study sample, namely two experimental classes, and two more as comparison classes. The learning treatment is given 6 times with a range of 90 minutes. The results showed that there was an influence of the learning model on the ability to write narratives and there were differences in the ability to write narratives of students who had high learning motivation and narrative writing abilities of students who had low learning motivation. learning model that must be used and understand how to deliver material to students and improve the learning process of social studies subjects. In addition, with the interaction of various theme concepts that have been formulated, the learning experience of students becomes richer and influences the mindset to solve students' learning problems. Based on these conditions, if the teacher is able to apply the concept of learning that is meaningful, exciting, easy to understand for students then it has implications for improving student learning outcomes themselves.

**Keywords: learning model, learning motivation, ability to write narratives**

### **Abstrak**

*Penelitian ini bertujuan untuk melihat pengaruh model pembelajaran dan motivasi belajar terhadap kemampuan menulis narasi siswa kelas IV di wilayah Jakarta Selatan Provinsi DKI Jakarta. Penelitian ini menggunakan model eksperimen dengan membandingkan tiga model pembelajaran, yaitu model pembelajaran scaffolding, model pembelajaran partisipatif dan model pembelajaran learning discovery dengan variabel atribut motivasi belajar siswa. Penelitian ini diberi perlakuan dalam empat kelas sebagai sampel penelitian, yaitu dua kelas eksperimen, dan dua lagi sebagai kelas pembanding. Perlakuan pembelajaran diberikan 6 kali dengan kisaran 90 menit. Hasil penelitian menunjukkan bahwa terdapat pengaruh model pembelajaran terhadap kemampuan menulis narasi dan terdapat perbedaan kemampuan menulis narasi siswa yang memiliki motivasi belajar tinggi dan kemampuan menulis narasi siswa yang memiliki motivasi belajar rendah. model pembelajaran yang harus digunakan dan memahami cara menyampaikan materi kepada siswa dan meningkatkan proses pembelajaran mata pelajaran sosial. Selain itu, dengan interaksi berbagai konsep tema yang telah dirumuskan, pengalaman belajar siswa menjadi lebih kaya dan mempengaruhi pola pikir untuk menyelesaikan masalah belajar siswa. Berdasarkan kondisi tersebut, jika guru mampu menerapkan konsep pembelajaran yang bermakna, mengasyikkan, mudah dipahami bagi siswa maka memiliki implikasi untuk meningkatkan hasil belajar siswa sendiri..*

**Kata kunci: model pembelajaran, motivasi belajar, kemampuan menulis narasi**

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## INTRODUCTION

Writing skills as one aspect of language skills is the final stage that must be mastered by students, because students can write well when a series of stages / aspects of language skills (listening, speaking, and reading) have been mastered by students. The importance of writing skills for students because many activities are closely related to writing skills that must be completed, namely making summaries, taking notes, writing minutes, writing various kinds of letters, writing memos, writing research proposals, writing design activities, to writing scientific papers.

Along with the development of the times, language also developed. At present the development of technology is increasing rapidly. This creates a new generation which experts call z generation. Generation Z is a generation that is familiar with technological developments. They are experts using all the tools of advanced technology (gadgets). It is not uncommon for us to see that today many children are fluent in operating computers or mobile phones. This phenomenon makes children in this generation open with a lot of information and experiences major changes both in ways of thinking, attitudes, morals, and language development.

It is undeniable that the students faced by teachers are the generation z community. Lots of changes in their attitudes, morals, mindsets and languages due to their familiarity with gadgets in the environment. Some of the results of the study state that teenagers in rural areas are lazy to socialize and moral values are reduced due to frequent use of mobile phones. Another example, the rise of crime news at the student level is

evidence of the indirect influence of technological developments. This is in line with the results of Sofia Wu's research which states that television and the internet have full responsibility for changing attitudes and behavior.

In connection with this change, what needs to be of particular concern is how the development of the language of society is now being reduced. The active use of gadgets reduces the role of language skills, especially in writing skills. An example that is often encountered is that many gadget users often write abbreviated words. In addition, an example that is no less interesting is the phenomenon of cheating among students. The ease of information from the internet creates opportunities for students to copy the results of other people's writing rather than making it a reference. This certainly affects the ability to write an individual.

Writing is a person's ability to express his thought ideas to other people or parties through writing media. In addition, they can also express their feelings, opinions, desires and experiences. This requires the ability to think narrative, critical, creative, reflective thinking, perseverance and patience. If an individual does not practice writing skills but only cheats or copies, it can be ascertained that many processes and abilities are missed in him. This will have an adverse effect on individuals in the future. Therefore writing skills training is very important.

Elementary Indonesian Language Learning aims to produce individuals who are experts in communication skills. This is in accordance with the 2013 curriculum which makes Indonesian language subjects an advocate for other subjects. That means someone needs to master the language

to learn other sciences. Therefore the emphasis on developing four language skills must be done in the classroom. Writing skills training should often be done in the classroom.

The process of learning to write narratives in learning lacks good attention. This was concluded by the researcher based on the results obtained through pre-survey activities at SDN 02 Pagi Jakarta Seatan. All of them stated that the students' writing was not good. The value of their writing is under the KKM. Most students when asked to make essays or stories of experience still cannot make a story with a clear set of events. The sentence used is not coherent and lacks development. Not only that, when making essays students look confused and lazy. Finally, until the lesson was finished, there were still many students who did not finish their essays.

Other facts in the class, when asked to develop a series of drawings, the child will only write sentences according to the contents of the drawing without development. If there are, that's only one to two sentences. And it is often found, every time composing, children seem difficult to find ideas and confused in developing it. When the writing time is complete, not a few children who have not finished writing results. This is certainly an indication of a problem in learning to write narratives in class.

Some of the problems above certainly do not arise alone. A statement reads the process of determining results. This of course also applies to learning. The writing results under the KKM explain that there are problems in the learning process that occur. From observations in the classroom and the results of evaluations of

researchers as classroom teachers found several problems such as the lack of asking students to write, the use of media that is less interesting, boring learning, teachers who always speak or lectures, students are less active, language learning is more centered on linguistic knowledge, the lack of writing skills training, writing learning is only focused on the material in the student textbook, writing learning starts with the teacher who gives the title, and the lack of follow-up of the teacher in writing skills.

What is interesting to researchers, all the problems mentioned above are mostly reactions from a root problem, namely the use of an inappropriate learning approach. The approach in learning is the theoretical basis in planning, implementing, and assessing a learning process that is used as a guide in choosing the appropriate model, strategy, and learning techniques. Therefore, based on this understanding so that narrative essay writing skills are successful, the teacher needs to use an approach that is appropriate to the characteristics of narrative writing skills among fourth grade students.

## **METHODE**

The study was conducted using an experimental model with a three-step learning model namely scaffolding learning model, participatory learning model and discovery learning model with attribute variables of student learning motivation. In this case study given to two classes as a sample of research, namely two experimental classes, and two more classes as comparison classes. In the experimental class, students conducted a study using the scaffolding

learning model and participatory learning model, namely the student guidance class learning to write narratives using a scaffolding learning model. Furthermore, the three classes are also given to students who study in schools with high learning motivation and low motivation. In this study there were elementary school students in Tebet sub-district, South Jakarta. The affordable population in this study was fourth grade students at SDN Tebet Gugus V (five) South Jakarta which consisted of six public elementary schools. The sample is part of the population in which the study was conducted.

**RESULTS AND DISCUSSION**

Data on the results of the ability to write narratives are abilities that reach the learning process. This situation is obtained from the narrative writing indicator after students carry out learning activities through the application of learning models, namely model scaffolding learning, participatory learning models and discovery learning models. The data is the result of learning activities from students as follows :

Table 1.

MODEL / MOTIV ASI	Scaffolding	Partisipatif	Discovery Learning	$\Sigma$
n=	20	20	20	<b>60</b>
$\Sigma$				
$\bar{X}$	1841	1459	1277	<b>4577</b>
=				
$\Sigma$				
$\bar{X}^2$	1698	10689	8196	<b>3587</b>
$\Sigma$	91	5	9	<b>55</b>
=				
$\bar{X}$	92.0	72.95	63.85	<b>76.28</b>
=	5			
S	4.74	4.93	4.77	<b>4.81</b>
=				
n=	20	20	20	<b>60</b>

<b>Motivas i</b>	$\Sigma$				
	X	1266	1434	1680	<b>4380</b>
=					
<b>Belajar Rendah</b>	$\Sigma$				
	X^2	8061	10344	1414	<b>3254</b>
=		8	6	14	<b>78</b>
=					
	$\bar{X}$	63.3	71.70	84.00	<b>73.00</b>
=		0			
	S	5.03	5.75	3.93	<b>4.90</b>
=					
	n=	<b>40</b>	<b>40</b>	<b>40</b>	<b>120</b>
=					
	$\Sigma$				
	X	<b>3107</b>	<b>2893</b>	<b>2957</b>	<b>8957</b>
=					
$\Sigma$	$\Sigma$				
	X^2	<b>2505</b>	<b>21034</b>	<b>2233</b>	<b>6842</b>
=		<b>09</b>	<b>1</b>	<b>83</b>	<b>33</b>
=					
	$\bar{X}$	<b>77.6</b>	<b>72.33</b>	<b>73.93</b>	<b>74.64</b>
=		<b>8</b>			
	S=	<b>4.88</b>	<b>5.34</b>	<b>4.35</b>	<b>4.86</b>

Source: Research data processed

The results of the scaffolding learning model of 77.68 and discovery learning were 73.93 smaller than the participatory learning model which had a value of 74.64. From the results of the calculation it can be concluded that students who learn with participatory learning models have greater value than students who learn by using the scaffolding learning model and discovery learning.

To find out the effect of the interaction between the use of learning models and learning motivation on the ability to write narratives can be seen in the following table.

Table 2.

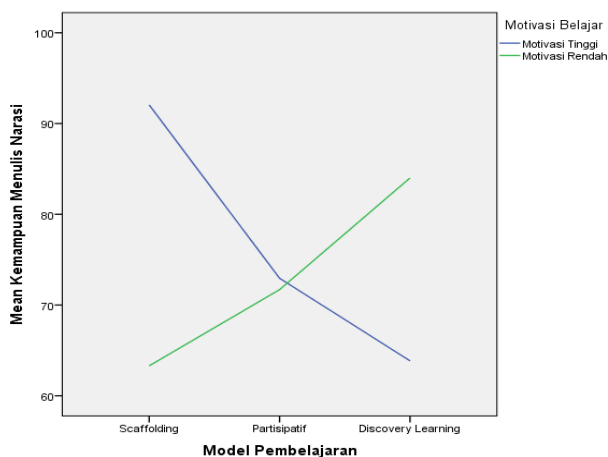
Tests of Between-Subjects Effects					
Dependent Variable: Kemampuan Menulis Narasi					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	12944.742 <sup>a</sup>	5	2588.948	108.394	.000
Intercept	668565.408	1	668565.408	279.914	.000
A	603.267	2	301.633	12.629	.000
B	323.408	1	323.408	13.540	.000
A * B	12018.067	2	6009.033	251.586	.000
Error	2722.850	119	23.885		
Total	684233.000	120			
Corrected Total	15667.592	119			

a. R Squared = .826 (Adjusted R Squared = .819)

Source: Research data processed

Through tables of learning and learning results obtained  $F_{count} = 251,58$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  rejected. Thus the hypothesis data is proposed, namely there is an influence of the interaction between the learning model and learning motivation on the ability to write narratives presented in the following figure.



**Comparison of Turjey Group Test Results Recap**

Contrast		Value of Contrast	Std. Error	T	df	Sig. (2-tailed)
KEMAMPUAN MENULIS NARASI	1	19.10	1.545	12.359	114	.000
	2	28.20	1.545	18.247	114	.000
	3	9.10	1.545	5.888	114	.000
	4	8.40	1.545	5.435	114	.000
	5	20.70	1.545	13.394	114	.000
	6	12.30	1.545	7.959	114	.000
	7	28.75	1.545	18.603	114	.000
	8	1.25	1.545	.809	114	.420

Contrast	Value of Contrast	Std. Error	T	df	Significance (2-tailed)	
Differences in scores of students' ability to write narrative students	9	20.15	1.545	-13.038	114	.000
	1	19.10	1.529	12.495	3794	.000
	2	28.20	1.504	18.751	3799	.000
	3	9.10	1.533	5.935	3796	.000
	4	8.40	1.708	4.918	3733	.000
	5	20.70	1.427	14.502	3592	.000
	6	12.30	1.558	7.896	3358	.000
	7	28.75	1.545	18.608	3787	.000
	8	1.25	1.693	.738	3712	.465
9	20.15	1.383	14.573	3666	.000	

Source: Research data processed

The results of the study showed that learning and motivation for learning had a significant influence on the ability to write student narratives. Next will be discussed the research results and the results of testing the hypothesis, in detail as follows.

1. To test the first hypothesis which states that the difference in the ability to write narrative students who are taught a scaffolding learning model with the ability to write narrative students

is taught with a participatory learning model. Based on the results of the analysis in table 4.18, it shows that thitung is 12,359 and the p-value =  $0,000 / 2 = 0,000 < 0,05$  or  $H_0$  is rejected. Thus the data supports the proposed hypothesis, meaning that the ability to write narratives between groups of students taught using the scaffolding (A1) learning model is higher than the group of students taught using the participatory learning model (A2).

2. To test the second hypothesis which states that the difference in the ability to write narrative students who are taught a scaffolding learning model with the ability to write narrative students are taught with a participatory learning model. Based on the results of the analysis in table 4.18, it shows that the t-count is 18,247 and the p-value =  $0,000 / 2 = 0,000 < 0,05$  or  $H_0$  is rejected. Thus the data supports the proposed hypothesis, meaning that the ability to write narratives between groups of students taught using the scaffolding (A1) learning model is higher than the group of students taught using the participatory learning model (A2).

3. To test the hypothesis that the ability to write narrative students taught by the participatory learning model is higher when compared to the ability to write narrative students taught by discovery learning learning models. Two-way ANOVA Test results in table 4.18 show that tcount is 5,888 with p-value =  $0,000 / 2 = 0,000 < 0,05$  or  $H_0$  rejected. Thus the data supports the proposed hypothesis, meaning narrative writing skills between groups of students are taught using participatory learning models (A2) is higher than the group of students taught using

the discovery learning learning model (A3). The results showed that there was a significant effect between the use of learning models and learning motivation on the ability to write narratives. This shows the students' ability to write narratives by learning models and student motivation. The use of learning models and learning motivation cannot be informed.

4. To test the fourth hypothesis which states that there is an interaction effect between the use of learning models and learning motivation on the ability to write narratives. Based on the results in the interaction test table, the value of  $F_{count} = 251,586$   $p\text{-value} = 0,000 < 0,05$  or  $H_0$  is rejected. Thus the data supports the proposed hypothesis, that there is an influence of the interaction between the learning model and learning motivation on the ability to write narratives presented in the interaction graphic image.
5. To test the fifth hypothesis which states, the ability to write narratives between students given a scaffolding learning model is higher when compared to students who are given a participatory learning model in a group of students who have high learning motivation. Based on the results of the analysis in table 4.18 for the fifth hypothesis the value of  $t_{count} (A1B1-A2B1) = 5,435$  and  $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ , then  $H_0$  is rejected. Thus the data supports the proposed hypothesis, students who are given a scaffolding learning model are higher when compared to students who are given a participatory learning model in a group of students who have low learning motivation.
6. To test the sixth hypothesis which states, The ability to write narratives between students who

are given a scaffolding learning model is higher when compared to students who are taught discovery learning learning models in groups of students who have high learning motivation. Based on the results of the analysis in table 4.18 for the sixth hypothesis, the value of  $t_{count} (A1B1-A3B1) = 13,394$  and  $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ , then  $H_0$  is rejected. Thus the data supports the proposed hypothesis, students who are given a scaffolding learning model are higher when compared to students who are taught discovery learning learning models in groups of students who have high learning motivation.

7. To test the seventh hypothesis that states, the ability to write narratives between students taught the participatory learning model is higher when compared to students who are taught discovery learning learning models in students who have high learning motivation. Based on the results of the analysis in table 4.18 for the seventh hypothesis the value of  $t_{count} (A2B1-A3B1) = 7,959$  and  $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ ,  $H_0$  is rejected. Thus the data supports the proposed hypothesis, which means that the ability to write narratives between students taught the participatory learning model is higher when compared to students who are taught discovery learning learning models in students who have high learning motivation.
8. To test the eighth hypothesis that states, the ability to write narratives between students who are given a scaffolding learning model is lower when compared to students who are taught participatory learning models in groups of students having low learning motivation. Based on the results of the analysis in table 4.18 for the



eighth hypothesis, the value of tcount (A1B2-A2B2) = 18.603 and p-value =  $0,000 / 2 = 0,000 < 0,05$ , then H<sub>0</sub> is rejected. Thus the data supports the proposed hypothesis, which means that the ability to write narratives between students taught the scaffolding learning model is lower when compared to students who are taught participatory learning models in students who have low learning motivation.

9. To test the eighth hypothesis that states, The ability to write narratives between students taught by the scaffolding learning model is lower when compared to students who are taught discovery learning learning models in groups of students having low learning motivation. Based on the results of analysis in table 4.18 for the ninth hypothesis, the value of tcount (A1B2-A3B2) = 0.809 and p-value =  $0.420 / 2 = 0.21 > 0.05$ , then H<sub>0</sub> is accepted. Thus the data do not support the proposed hypothesis, which means that students taught the scaffolding learning model are not lower when compared to students who are taught discovery learning learning models in groups of students having low learning motivation.

10. To test the eighth hypothesis that states, the ability to write narratives between students taught participatory learning models is lower when compared to students who are taught discovery learning learning models in groups of students have low learning motivation. Based on the results of the analysis in table 4.18 for the tenth hypothesis the tcount (A2B2-A3B2) = 13,038 and p-value =  $0,000 / 2 = 0,000 < 0,05$ , then H<sub>0</sub> is rejected. Thus the data supports the proposed hypothesis, which means that students

taught the participatory learning model are lower when compared to students who are taught discovery learning learning models in groups of students having low learning motivation.

Based on the theory formulation of experts, conceptualized that the ability to write narratives in fourth grade students is the ability of students to compose words and sentences, with the aim of telling a series of adventure events about the environment and nature. the resources experienced by the characters in a simple form, with indicators: the contents of the story according to the theme and chronology, the organization of essays is good, aspects of language are correct, and the writing system is correct. From the above understanding, to achieve the expected results, the learning or training process is a wise way.

This perspective according to Zulela will influence the model, strategy, technique, and even the goals to be achieved. So in other words, choices will color the series of teaching and learning activities and their achievements. Based on this understanding, the choice of learning approach must be appropriate, adapted to the learning objectives.

Strategies used to complete tasks that have not yet been studied but those tasks are still within reach of these capabilities or tasks in the Proximal Development Zone (ZPD), which is a small development at this time. Vygotsky used higher mental functions in general in conversations or cooperation between individuals, before higher functions were absorbed into the individual. There is no longer any benefit given by Vygotsky that scaffolding means providing a large amount of



assistance to a child during the initial stages of the activities needed. The assistance can be in the form of instructions, warnings, encouragement, describing problems in the steps of learning, giving examples or others so as to enable students to grow independently.

These findings are supported by research conducted by Sri Wulan Anggraeni (2016: 175), that there is an influence of interaction between learning models and student learning motivation on the ability to write narratives. The same results Mike Yough at all in his study found that there was an influence of the interaction between learning methods and learning motivation on students' narrative writing abilities.

## CONCLUSION

Learning motivation is able to improve the ability to write student narratives in accordance with competency standards, basic competencies that have been formulated based on the unit level learning curriculum. Therefore, in order to improve the quality of learning in a direct manner it is necessary to make creative efforts as a follow-up to the research findings.

The results of this study are related to the scaffolding, participatory, and discovery learning models used as a means of disseminating information to Indonesian language teachers regarding the material of the ability to write narratives. Because it is an alternative that must be considered by every Indonesian language teacher because the scaffolding learning model is in line with the teacher's efforts to optimally guide students' memory (metacognitive), while the participatory learning model is a learning model

that involves students actively in planning, implementation, and learning evaluation, then also discovery learning model as a learning process that occurs when students are presented with learning material that is still incomplete or incomplete so that students demand to disclose some of the information needed to complete the teaching material.

The results of this study can also be used as a source of information for teachers, that in learning Indonesian language needs to pay attention to learning motivation. Because through learning motivation the teacher realizes the desire to activate, move, channel, and direct the attitudes and behavior of individual students to learn. In the process of learning motivation is very necessary in a student or educator, because a student or student, because a student who does not have or lacks motivation in learning, it will not be possible for a student or student to do learning activities. Therefore, the head of the department and the principal need to hold various trainings or seminars related to how to measure student learning motivation.

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