

The Influence of Problem-Based Learning Model, Expository Learning Model, and Students' Learning Styles on Their Descriptive Writing Skill

Pengaruh Model Pembelajaran Berbasis Masalah, Model Pembelajaran Ekspositori, dan Gaya Belajar Siswa Terhadap Keterampilan Menulis Deskriptif

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ABSTRACT

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Writing is one of the essential skills of language. It is a way we can communicate with others. It is considered a skill that needs study and practice. Although writing is important, many students who are learning English assume that writing is a difficult skill because of some elements that need to be considered, such as word choices, grammar, punctuation, spelling, coherence, and many others. Similarly, the use of monotonous learning models by teachers without regard to the student's learning style. The aim of the research was to analyze the influence of the PBL model, the EL model, and students' learning styles on their descriptive writing skills. This research used a quasi-experimental research design with a pattern of treatment by the level design. The population in this study was all class VII students at SMP Advent 3 Ranotana as many as 23 students (11 women and 12 men) aged 11-12 years in experimental classes who received treatment in the form of PBL learning models and in control classes involving 21 students (8 women and 13 men) using EL model. From the data analysis, it was found that there was no significant difference between the PBL model, and EL model. The learning model has no effect on the student's descriptive writing skills. There is a significant difference between visual, auditory, and kinesthetic learning styles. In this case, learning styles have an effect on the student's descriptive writing skills. However, the interaction between learning models and styles affects the student's descriptive writing skills.

Keywords: PBL model, EL model, learning style, descriptive writing skill

1. INTRODUCTION

Writing is one of the language skills that have a very significant part in the world of teaching. In fact, learning to write at the primary level is one of the vital foundations and primary needs of every student.^[1] Writing learning needs to be developed because it can train critical thinking skills.^[2]

Writing is one of the basic skills in English literature. It is an important skill in English. Irfan & Haryadi^[3] state that writing skills are a complex skill that must be mastered by the students from the elementary level through college. Similarly, the problems stated previously were also happening among the Grade 7 students of Ranotana Adventist 3 Junior Academy. Based on the analysis of students' writing, it was found that students found some difficulties in writing descriptive writing texts.

Each student has a different learning style, so the learning model must be adapted to the student's learning style because there is often a non-conformance between the student's learning model and learning style.^[4] How to learn or study is individualized so that a way that is right for someone is not necessarily right for others. Learning and thinking styles are not an ability but a way that a person uses an ability.^[5] The learning style is the easiest way that individuals have in absorbing, organizing, and processing the information received.

Some researchers who were interested in confirming Fleming's finding conducted some studies about the VAK learning style. Ramadian, Cahyono, and Suryati^[6] showed that the VAK learning model significantly affected students' achievement in writing, especially in writing descriptive text. Another study conducted by Yuliannurunnisa, Supratman, and Nuryatin^[7] also proved that the VAK was effective in improving students' writing ability.

Based on this background, researchers are interested in conducting research with the title The Influence of Problem Based Learning model, Expository Learning model, and students' learning styles on their descriptive writing skills.

2. LITERATURE REVIEW

Descriptive Writing Skill

Writing is one aspect of language skills. Actually, writing can be a great tool to help students learn more about how they think. According to Soviyah and Purwayuningtias^[8] writing is considered one of the most difficult skills to acquire among those four English language skills (listening, speaking, reading, and writing). As research conducted by Sadapotto and Bisse^[9] said that teaching writing by using keywords increased the students' ability to write descriptive composition at eleventh grade in SMA Muhammadiyah Rappang. Thus, it is important for teachers to make a meaningful classroom by applying keywords in order for students to be fully engaged in the teaching process. Furthermore, Harmer^[10] argues that writing should encourage students to focus on accurate language use and may well provoke language development.

Learning Models

Two learning models used in this research are the PBL model and the EL model. As the name implies, PBL is a learning model based on the problems faced by students. The problem that is solved is real or something that becomes a questions for students.^[11] The role of the teacher in this case is to encourage students to be critical, i.e.be able to judge the right or wrong, exactly or not, good or bad thing. EL is the oldest teaching model in the world of human knowledge; to this day it remains used as one of the models of teaching and learning in schools, in colleges, and in training centers.^[12] In other words, the EL model is still widely used by teachers in the world of education to deliver lessons to students.

Learning Styles

Students have their own specific manner of discovering some new information, both in class and outside the classroom. This is known as a learning style. As research conducted by Hananto, Kusmayadi and Riyadi^[13] declares that the students' critical thinking processes in identifying and defining steps for each learning style were similar in solving problems. At the beginning of the learning experience, one of the rarest first steps is to recognize a person's learning style as a visual, auditory, and kinesthetic (V-A-K) learning style as these terms propose, visual people learn through what they see, auditory people learn from what they hear, and kinesthetics learn through motion and touch.^[14]

3. RESEARCH METHOD

This research uses a quasi-experimental research design with a pattern of treatment by level design. The treatment is given to two groups that will be used as the research population, namely in the form of PBL and EL models. This design has a control group but does not fully function to control external variables that affect the implementation of the experiment.

The population in this study was all students of class VII in SMP Advent 3 Ranotana, namely class VIIA, and VIIB. Ages 11-12 years old: with a large number of students in experimental class totaling 23 students, 11 females and 12 males using the PBL Model, and a class control totaling 21 students, 8 females and 13 males using the EL Model.

The instrument in this study is a learning style questionnaire in students, which is adopted from the existing instrument and descriptive writing test results in students' post-test. Student learning style

data is obtained using a questionnaire instrument with a type of Likert scale interval data and students' descriptive writing test.

4. RESULT AND DISCUSSION

For post-test data, the application of learning models and student learning styles is presented in Table 1. This shows that there are 2 factors that have a big influence on a student's descriptive writing skill, namely the learning model used and their learning style. In this experiment, researchers tested 18 students with different learning styles in each learning model applied to 2 classes, so that there was a total of 36 observations.

Before the hypothesis test using the ANOVA-2 Test, the first direction is carried out the Homogeneity Variance test and the Normality test. The data tested for normality is residual post-test data. The result of table 2 displays that the value sig. $> \alpha$, residual data spreads normally. And for the homogeneity test based on table 3 shows that the value sig. $> \alpha$, the assumption of homogeneity is fulfilled. Then, continue with the ANOVA-2 Test to get the result for the hypothesis test which shows that the main influence of learning model factors obtained sig values. $> \alpha$, H_0 is accepted. So, there is no significant interaction between the PBL model on a student's descriptive writing skills, and expository learning on a student's descriptive writing skills, in which case the learning model has no effect on the student's descriptive writing skills. Besides, the ANOVA table also displays that the main influence of learning style factors obtained sig values. $< \alpha$, H_0 was rejected. So, there is a significant interaction between visual learning styles to a student's descriptive writing skill auditory learning and kinesthetics in a student's descriptive writing skill, in which case learning styles have an effect on a student's descriptive writing skill (Table 4). Therefore, based on the ANOVA table interaction influence obtained sig value. $< \alpha$, H_0 was rejected. So, there is an interaction between the learning model and the learning style towards a student's descriptive writing skill (Figure 1).

Table 1. Post-Test Application of Student Learning Models and Learning Styles

		Point	Learning Model (A)	
			PBL	EL
Learning Style (B)	Visual	1	83	60
		2	78	65
		3	75	87
		4	78	76
		5	77	66
		6	70	50
	Auditory	1	60	80
		2	67	85
		3	78	87
		4	75	90
		5	77	95
		6	76	89
	Kinesthetic	1	90	78
		2	93	80
		3	95	76
		4	80	77
		5	87	75
		6	88	65

Table 2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Standardized Residual for Posttest	.123	36	.184	.958	36	.182
a. Lilliefors Significance Correction						

Table 3. Homogeneity Test

Levene's Test of Equality of Error Variances ^{a,b}					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	1.984	5	30	.110
	Based on Median	1.215	5	30	.326
	Based on Median and with adjusted df	1.215	5	16.960	.345
	Based on trimmed mean	1.900	5	30	.124
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.					
a. Dependent variable: Posttest					
b. Design: Intercept + Learning Model + Learning Style + Learning Model * Learning Style					

Table 4. ANOVA Table

Tests of Between-Subjects Effects					
Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2208.000 ^a	5	441.600	8.417	.000
Intercept	219024.000	1	219024.000	4174.536	.000
Learning Model	58.778	1	58.778	1.120	.298
Learning Style	656.167	2	328.083	6.253	.005
Learning Model *	1493.056	2	746.528	14.229	.000
Learning Style	1574.000	30	52.467		
Error	222806.000	36			
Total	3782.000	35			
Corrected Total					
a. R Squared = .584 (Adjusted R Squared = .514)					

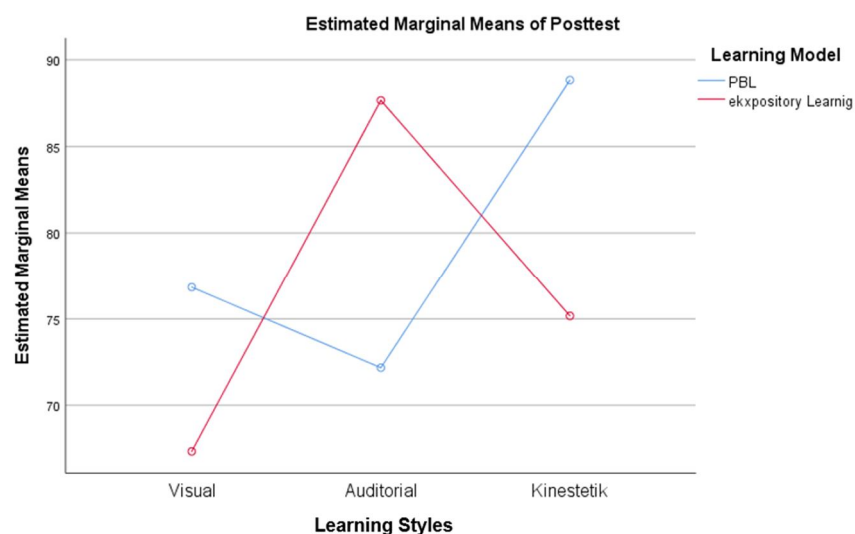


Figure 1. Interaction of Learning Models and Learning Styles

1. Student's improvement in descriptive writing skill after using PBL and EL models

Based on above-average research of students' post-test results, it can be said that, there is no significant difference between the PBL model, and the EL model. In this case, the learning model has no effect on the student's descriptive writing skill. Based on research that has been done by Amalia and Rusfandi^[15], and research done by Handayani^[16], the PBL model is an effective model and can improve students' writing results. Similarly, by Heryadi and Sundari^[17] Expository learning model as a model that thriving critical thinking ability toward students. But in this study, both PBL and EL models did not have an effect on students' descriptive writing skills. The results will be maximized if adjusted to the learning style of the students.

2. Student's improvement in descriptive writing skill for students whose learning style are visual, auditory, and kinesthetic

The result of the data showed that students with visual learning styles have maximum results in descriptive writing skills when using the PBL model, students with auditory learning styles have maximum results in descriptive writing skills when using the EL model, and students with kinesthetic learning styles have maximum results in descriptive writing skills when using PBL model. Based on two previous studies, which were done by Yuliannurunnisa, Supratman, and Nuryatin^[7] and Tsania, Hamiddin, and Widowati^[18], there is a significant difference in score among visual, auditory and kinesthetic students on writing achievement. There are also similarities with this study that different student learning styles will provide different outputs in writing results. Learning styles are very significant in affecting learning achievements and student outcomes.

3. The influence of interaction between learning models (PBL, EL) and learning style (visual, auditory and kinesthetic) on students' improvement on descriptive writing skill of SMP Advent 3 Ranotana students.

The data result showed that at a significant level of 5% with a 2-way variance analysis test, it was concluded that the main factors of learning models and learning styles have a significant effect on students' descriptive writing skills.

Every student has a different learning style, so the learning model must be adjusted to the student's learning style. This study has similarities with research conducted by Amalia and Rusfandi^[15], which is the same using the PBL model and is an effective model in descriptive writing. Likewise, with research from Handayani^[16], the PBL model can improve student learning outcomes.

This study also has similarities with research conducted by Heryadi and Sundari^[17], the EL model is effective in improving critical thinking toward students. Likewise, in two studies conducted by Yuliannurunnisa, Supratman, and Nuryatin^[7] and done by Tsania, Hamiddin, and Widowati^[18] there are significant differences in writing outcomes for students whose learning styles are Visual, Auditory, and Kinesthetic. Furthermore, the learning model and learning style of students greatly affect the writing skills of students.

The conclusion above implies that in teaching writing, the teacher should make the students accustomed to writing. Using a model of learning must be suitable for the student's learning style.

5. CONCLUSION

Based on the research about the influence of problem-based learning models, expository learning models, and students' learning styles on their descriptive writing skills can be concluded. There was no significant improvement in the student's descriptive writing skills after being taught the PBL model and EL model, and there is significant influence between the PBL model and EL model and the learning style (visual, auditory, kinesthetic) on descriptive writing skill of students of SMP Advent 3 Ranotana.

This study focuses on the influence of PBL and EL models and students' learning styles on descriptive writing skills in grade 7 of SMP Advent 3 Ranotana for school year 2021-2022. This study will not cover other problems that are not considered as the problem above. The other students, who do not fall as part of grade 7 are not within the scope of this research.

The researcher would like to give recommendations dealing with the teaching that will help in enhancing students' descriptive writing skills, upgrading the teaching models that are appropriate for the student's learning style, and in future research.

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