THE EFFECT OF LEARNING PROBLEM BASED LEARNING (PBL) AND TASK BASED LEARNING (TBL) LEARNING MODELS AND LEARNING STYLE TO SKILL WRITING NARRATION

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Abstract

The purpose of this research to examine the influence of learning models and learning styles to the skills of writing narrative essay students of the second semester of the Indonesian Language Studies Program University PGRI Palembang. This research used experimental method with two way ANAVA design with level of α = 0,05. This study shows the result that; (1) Student narrative writing skills taught by PBL models are better than those taught by the TBL model, (2) Student narrative writing skill with FI learning style is better than those who study with FD learning style, (3) interaction Between learning models, learning styles, and narrative writing skills, (4) The results of the writing skills of students who have Field Independent learning styles and learning styles with PBL learning models are better than their narrative writing skills that have Field Independent learning styles and learning with learning models TBL, (5) The result of students writing skill with Field Dependent learning style and learning with PBL learning model is not better than their learning style having Field Dependent learning style and learning TBL learning model. Based on the results of the study it can be concluded that the PBL learning model is more effective than the learning model of TBL in learning narrative writing skills. Learning styles can also influence narrative writing skills because of the interaction between learning models, learning styles and narrative writing skills.

Keywords: Narrative Writing Skills, Problem Based Learning (PBL), Task Based Learning (TBL), Independent Field Learning Styles (FI), and Field Dependent (FD)

Narrative writing skills is a person's skill to convey the results of his thoughts to anyone through writing and is a competence that must be owned by lecturers, teachers, prospective teachers, students, and students. Narrative writing skills is a learning that must be mastered in an academic context is needed, because it can support the academic performance of a person. According to Kosasi (2001:10) narrative is a coincidental essay of an event or event in order for the reader if the event is told. Furthermore, Slamet (2008:45) mentions that narrative is the variety of discourse that creates the event process of an event. (Slamet, 2008: 45). Unfortunately students' narrative writing skills are still low. This is due to internal factors and external factors of a person. Internal factors that affect the motivation is learning, age, talent, and learning styles. While external factors that influence is the strategy of teachers in teaching, curriculum, learning facilities, and environment.

The existence of the phenomenas above then the formula of the problem is: (1) is there any difference in the skills of writing a student narrative studying with PBL learning model and learning model of TBL on narrative writing skills ?, (2) is there any difference in narrative writing skills between student groups Have FI learning styles and student groups that have FD learning styles? (3) is there an interaction effect between the use of learning model and learning style on narrative writing ability? (4) is there a difference in narrative writing skill between FI student groups learning with PBL learning model and who study with TBL learning model in student group with FI learning style? (5) Is there a difference in narrative writing skill between groups of FD students studying with PBL learning model and who is learning with TBL learning model in student group with FD learning style? (6) Is there a difference in narrative writing skills between groups of students who have FI learning styles and student groups that have an FD learning style with PBL learning model? (7) Is there a difference in narrative writing skills between groups of students who have FI learning styles and groups of students who have an FD learning style with a TBL learning model?.

Learning model

The model of learning according to Joyce, Bruce, Marsha Weil, Emily Calhoun allows teachers to achieve certain goals and oriented on the long term.Conceptually oriented learning model (problem based learning (PBL) and learning model Task based learning (TBL) is a learning model that is included in the model of writing skill improvement. Both models have a similar approach that is in each student learning equally solve the problem (Problem Solving) contained in it. What distinguishes both is where the PBL is expected to deliver students to the problem-solving stage with explicit learning model, students are expected to develop in various aspects of cognitive, affective, and psychomotor through appreciation of the problems it faces. While the TBL model generally reaches the communicative stage.PBL can also be said to be a pedagogical approach centered on the learner that gives learners the opportunity to engage in goal-directed investigations (Siomone, 2014: 18). Ates and Eryilmaz cited in Aziz (2014: 127) also describe PBL as a student-centered teaching approach that allows students to become active participants in problem solving, answering questions, cooperating in learning, working on teams on issues or projects, and taking more responsibility for learning. While TBL supports student motivation and learning (Son: 2016: 63), it also provides many advantages such as allowing learners to transfer previously acquired knowledge to the communicative context (Ganta, 2015: 2763)

Learning Styles

Ardi, D. 2007. suggests that learning style refers to the variation in the ability to absorb knowledge. By knowing the dominant learning style, learners make it easier to maximize their potential. Learning styles come from personality variables, including cognitive and psychological sociocultural background, and educational experience.Rich Felder identifies that learning styles can assist students in structuring the teaching process (Lakshmi, 2013: 51). Ardi describes that knowing the dominant learning style of learners will make it easier to maximize their potential (Ardi, 2007). Rose and Nicoll's opinion of the learning style is individual, each style has its own strengths and strengths.

Usually each individual has a mix between the three, but only one that dominates. One that influences learning style is learning style or Learning style (Bobi, 2010: 14).

The field independence learning style (Independent Field or FI) is a learning style that sees a relevant item or factor in a field composed of disruptive items. Herman Witkin a Field Dependent learning style is more sensitive and integrates with the social environment (Witkin, 1973: 9).While the Dependency field (Field Dependent or FD) is dependent on the fields inherent in the field it is not easily recognizable. People with learning styles FD sees everything as a thorough image, looking at a wider, generalized configuration of a fact or event. In relation to second language learning some researchers assume that FIs will be more successful in second language learning because of their ability to follow drill-drill, analyze and other focused activities.From the statements set forth in the preceding section the following hypotheses can be formulated: first; The skills of writing a student narrative studying with a PBL learning model is better than that of a student learning with a TBL learning model. Second; The skill of writing a narrative of mahasisswa with FI learning style would be better if compared to student having FD learning style. Third; There is an interaction effect between the learning model and the learning style on the students' narrative writing skills.

METHODS

This research was conducted at Universitas PGRI Palembang Indonesian Language and Literature Education Study Program semester II. This study takes place one semester starting early January 2017 until the end of April 2017 academic year 2016/2017. The method used in this research is experimental method ie the method of testing is an idea (practice or procedure) to determine whether it affects the result or dependent variable (Creswell, 2011: 223-234)with 2x2 factorial design and if there is interaction proceed with Tukey Test. Population in this research is all student of semester II of Program of Education of Language and Literature of Indonesia amounting to 80 people spread in 2 (two) class. The sample of this study amounted to 40 students divided into four groups

amounted to 10 students. The learning style score data was collected from the questionnaire results, while the data on narrative writing skill score was obtained from the objective test result done at the end of the experiment.

RESULTS AND DISCUSSION

LEARNING MODEL	PBL		TBL		$\sum b$	
	=	10	=	10	=	20
Field Independent	=	174	=	134	=	307
	=	2704	=	1533	=	4237
	=	17,4	=	13,4	=	30,4
	=	10	=	10	=	20
Field Dependent	=	136	=	153	=	289
	=	1604	=	2061	=	3665
	=	13,6	=	15,3	=	14,5
	=	20	=	20	=	40
	=	310	=	286	=	596
	=	4308	=	3594	=	7902
	=	15,5	=	14,3	=	14,9

Hypothesis testing

To test the hypothesis of research conducted by using two-way analysis of variance (ANOVA). The summary is shown in the table below:

Summary of two-way ANOVA calculation results

Varians	db	JK	MK = (JK/db)	F count	Ftabel 0,05
Column (A)	1	14,4	14,4	7,737*	4,11
Line (B)	1	8,1	8,1	4,352*	4,11
Interaction (AxB)	1	74,8	8,41	4,019*	4,11
Inter Group	3	97,3	35,533	19,093*	2,86
In Group	36	67	1,861		
Total	39	164,3			

** not significant
* significant
Information:

      Column (A)   : learning instructional technique
      Row (B)   : cognitive style
      Db   : degrees of freedom
      JK   : The sum of squares
      MK   : Calculating Mean

Based on the results of two-paths of ANOVA calculation in above, the hypothesis can be tested as follows:

Count of Test Result t

Group	n	K	Db (k-1; N-k)	Absolute Average Difference (Qo)	F_{tabel} (Qt) 0,05
A1B1 — A2B1	10	4	(3;6)	9,76*	2,86
A1B2 — A2B2	10	4	(3;6)	3,95*	2,86
A1B1 — A1B2	10	4	(3;6)	9,30*	2,86
A2B1 — A2B2	10	4	(3;6)	4,42*	2,86

** not significant
* significant

Based on the results of hypothesis testing, it can be described things as follows.

1. Lecturing with PBL and TBL Learning Model on Student Narrative Writing Skills.

Based on the results of the first hypothesis test rejected the null hypothesis. This proves that there are differences between the students who follow the lectures with PBL and TBL learning model. It shows that the test of student group hypothesis following PBL learning model (A1) is higher than the group of students who follow the lecture with the learning model of TBL (A2). Although TBL (A2) also contributes to the students' narrative writing skills. The PBL learning model is proved to be better applied to the learning process of narrative writing skills. This is in line with Christina De Simone's research which describes PBL students working independently in collecting information and reflecting on the findings and positioning the teacher as a person who only facilitates activities undertaken by students (Simone, 2014: 18). In addition the

benefits of PBL are able to motivate students, encourage set learning goals, and give roles to students to make decisions related to learning materials (Adiga, 2015: 1).

2. Students who follow lectures with FI and FD Learning Styles on Narrative Writing Skills.

The second hypothesis rejected the null hypothesis. This proves that there is a difference between students who follow the lectures with learning styles of FI and FD. This study proved that the students who have FI learning style is higher than the students who have the learning style of FD on narrative writing skills. From the hypothesis test shows that the group of students who have learning style of FI (B1) is higher than the group of students studying with the learning style of FD (B2). However, FD students (B2) also contribute to narrative writing skills.

3. Interaction Between Groups of Students who take courses with Learning Models and groups of students who have group of learning style of narrative writing skills.

This third hypothesis rejected the null hypothesis. This proves that there is an interaction effect between learning model (column), and learning style (row) to narrative writing skill. The above can be stated that there is an interaction between students who follow the lectures with learning models and students who have learning styles to narrative writing skills.

4. Students who have FI learning styles who follow the lectures with PBL and TBL learning model of narrative writing skills.

The fourth hypothesis rejected the null hypothesis. This proves that there are significant differences for students who have learning styles of FI between those who follow the lectures with the learning model TBL and PBL. Based on the above it is stated that the group of students who follow PBL learning model (A1) is higher than the group of students who follow the lecture with the learning model TBL (A2). However, the TBL learning model also contributes. This is supported by Nguyen Van Son's theory that the TBL learning model can increase motivation among students, increase

spontaneous (active) interaction, and increase involvement in learning materials (Son, 2016: 63-64).

5. Students who have FD learning styles who follow the lectures with PBL and TBL learning model of narrative writing skills

This fifth hypothesis rejected the null hypothesis. This proves that there are significant differences for students who have learning styles of FD who follow the lectures with PBL and TBL learning model. This shows that the PBL learning model (A1) is lower than the group of students who take the lecture with the learning model of TBL (A2). However, the A1 learning model still contributes to narrative writing skills. In this hypothesis can also be described that the application of PBL and TBL learning model basically contributes to the strengthening of students' narrative writing skills. This is possible because when using the PBL learning model the students are regularly involved in meta cognition aimed at training students into reflective critical thinkers who demonstrate intrinsic motivation, curiosity, be organized, analytical, confident, tolerant and wise, intellectually honest and will being willing to accept other people's ideas and philosophies as truth when challenged by a situation (Rahman et al, 2016: 252).

6. Students who follow lectures with PBL learning models who have FI and FD learning styles on narrative writing skills.

The sixth hypothesis rejected the null hypothesis. This proves that there are significant differences in narrative writing skills for students who follow lectures with PBL learning model who have learning styles FI and FD can be stated that the group of students who have learning style FI (B1) is higher than those who have learning style FD (B2). In the group of students who follow the lectures with PBL learning model, however, students who have the style of learning FD (B2) also still contribute to the skills of narrative writing.

7. Students who follow the lectures with TBL learning model who have FI and FD learning styles.

The seventh hypothesis rejected the null hypothesis. This proves that there are significant differences for students who follow the lectures with TBL learning model who have learning styles of FI and FD. It is stated that the group of students who have learning style of FI (B1) is lower than the group of students who have learning style of FD (B2). Nevertheless, the group of students who have the learning style of FD (B2) still contributes to the students' narrative writing skills. It is undeniable that the application of the TBL learning model has influenced students' learning outcomes because through the application of TBL is able to develop cognitive and communicative skills (Ganta, 2015: 2760), for students especially in narrative writing skills.

Overall skills of narrative writing of Indonesian Language and Literature Education Program At PGRI Palembang University studying with PBL learning model is better than students studying with TBL learning model. In addition to attention to the advantages should also be considered also the weakness of the learning model. The interaction between the learning model and the learning style of the students' writing skill implies that the lecturer is expected to use the learning model that varies according to the student's learning style.

CONCLUSION

Based on these findings, it can be concluded that the application of learning model in accordance with student learning style can affect the skills of narrative writing Indonesian language. The group of students who follow the lectures with PBL learning model with Field Independent learning style can influence the skill of writing narration of Indonesian language. Similarly vice versa, the group of students who follow the lectures

with PBL learning model with Field Dependent learning style can affect the skills of narrative writing Indonesian language. Thus, both the learning model and the learning style have an effect on the students' narrative writing skill and the learning model and learning style influence each other.

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