The Effect of The R2l Learning Model on Students' Short Story Writing Ability Class IX SMP Negeri 3 Medan Years of Learning 2021/2022

Lili Sartika[1], Fitriani Lubis[2]

[1] Medan State University
[2] Medan State University

Abstract: This study aims to describe the ability to write short story texts of students before and after using the R2L learning model and to describe the effect of the R2L learning model on the ability to write short story texts for class IX students of SMP Negeri 3 Medan in the 2021/2022 academic year. The research design used was a pre-experimental design with one group pretest-posttest. The population of this study were all students of class IX at SMP Negeri 3 Medan. The sample of this research was 32 students of class IX-K by purposive sampling. The results of this study were analyzed using descriptive and inferential statistical analysis. Hypothesis testing is waiting for the average two test. The results of this study indicate that H_0 rejected and H_1 accepted. It means, the R2L learning model influences the ability of students to write short stories. Through the R2L learning model, students can reconstruct a short story text entitled "Rahasia Ranti" into a new work with varied story ideas.
Keywords; R2L, Writing, Short Stories

Introduction

Regulation of the Minister of Education and Culture number 21 of 2016 concerning Content Standards for Elementary and Secondary Education explains that content standards are adjusted to the substance of national education goals in the domain of spiritual attitudes and social attitudes, knowledge and skills. Skills are acquired through the activities of observing, asking, trying, reasoning, presenting, and creating. Thus, through this elaboration writing is a form of skill through creative activity. Writing is one of the final language skills. Complete language skills include four skills, namely: (a) listening skills, (b) speaking skills, (c) reading skills, and (d) writing skills. The four language skills are interrelated with one another, so learning one of the other language skills is also involved. Writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely: the writer as the messenger, the content of the writing, the channel or media and the reader.

According to Trianto in Effandi (2013: 15), a learning model is a plan or pattern that is applied as a reference in planning learning in class. The learning model is aligned with the implementation of the learning approach, including teaching objectives, stages of learning activities, learning environment, and classroom management. The learning model offered in this study is Reading to Learn or abbreviated as R2L by David Rose. The activity of determining keywords and the paraphrasing process is the main activity of the steps for implementing the R2L learning model. Listyani (2018) stated that David Rose's background in designing the R2L model was a teaching assistant conveying his concern about the crisis in the ability of Aboriginal children to speak English. So that, David Rose as the director of R2L trains teachers in all schools and several universities in Australia, Europe, Asia and Latin America in an international literacy program. Rose devised the R2L model to be applied in the development of reading sequences as a way of improving normal teaching and learning activities. In fact, the model applied to Aboriginal children is expected to be able to develop until they can reconstruct texts.

The R2L learning model has advantages including: 1) the R2L learning model can be applied to every stage of education; 2) the R2L learning model can be applied to the entire educational curriculum. Especially the text-based 2013 curriculum which involves reading and

writing activities in the learning process; 3) can be applied as part of daily practice independently; 4) increase students' vocabulary through paraphrasing activities; 5) reconstructing the text allows students to have no difficulty developing story ideas with the specified text topics; 6) students can express words and express them themselves, 7) the application of the R2L learning model

repeatedly will foster a habit in students to create text products and even be proficient in writing (Rose, 2005). The R2L learning model chooses the following stages:

Text-based curriculum policies demand students' writing skills and abilities. Through writing, students can express themselves, express their ideas, and explore their potential. The material for writing short story texts for class IX SMP (Junior High School) is contained in basic competence 4.6 which reads: "Expressing experiences and ideas in the form of short stories by paying attention to structure and language". According to Robayani (Manik, 508: 2022) short stories are a type of non-factual literary fiction based on the author's imagination and do not require supporting data. Based on interviews with Mrs. Mariapul Napitupulu and Widya Zuchrina as Indonesian language teachers, in learning to write short stories only apply the Project Based Learning (PjBL) learning model.

Furthermore, the teacher stated that there were obstacles to learning to write short stories, namely: 1) the teacher had never applied any learning model other than the Project Based Learning model in the process of learning to write short stories. Online learning is one of the obstacles and challenges for teachers in implementing short story writing learning. Hanum (2020: 62-63) states that there are 5 problems with learning to write short stories online, namely: a) problematic teaching aids for learning that are not in accordance with the learning implementation plan and limited use of learning media, b) problematic delivery of material in the form of one-on-one communication direction from the teacher in presenting the material, c) problematic use of learning applications in the form of a special network on the Zoom application, d) problematic classroom management in the form of the teacher having difficulty observing the progress of students during learning takes place, and e) problematic in the technique of giving assignments and assessments in the form of students not being disciplined in collecting assignments or homework and not responsive in responding to assignments given by the teacher; 2) the teacher does not directly control students in writing short stories. The learning success of students is related to the learning process applied. In line with this, Nana Sudjana (Uno, 2016: 80-81) states that teachers must have performance competencies, such as the ability to teach, guide, evaluate, use teaching tools/materials/media, communicate or interact with students, skills to foster students' enthusiasm for learning,

According to Dewi, et al. (2016: 11-12), there are 8 difficulties for students learning to write short stories, namely: a) students have difficulty determining topics, b) students have difficulty determining themes, c) students have difficulty making a writing framework , d) students have difficulty in developing a story framework, e) students have difficulty in assembling events into storylines, f) students have difficulty determining story conflict, g) students have difficulty in composing effective sentences, and h) students have difficulty in compiling paragraphs. Students' difficulties in writing short stories with these eight factors can be overcome by implementing the R2L learning model in class.

Research that is relevant to the author's research is Listyani (2018) with the title "Reading to Learn Integrated Reading and Writing to Teach Academic Writing Course". Listyani as a lecturer at the Satya Wacana Christian University Salatiga recommends the application of the R2L learning model in the learning process related to writing skills. The similarity of the research conducted by Listyani and the researchers was that they both examined the R2L Model on students, while the difference lay in the subject and research methods. Based onBased on the explanation previously described, the researcher formulated a research title that read: "The Influence of the R2L Learning Model on the Ability to Write Short Story Texts for Class IX Students of SMP Negeri 3 Medan in the 2021/2022 Academic Year."

Research Method

The type of research used was a pre-experimental design, with a one group pretest-posttest design (Arikunto, 2013: 24). The research design of one group pretest posttest design was initially carried out as a pretest without being given the R2L learning model treatment to determine students' initial abilities, then students were given treatment using the R2L learning model (Sugiyono, 2013: 74). The sample of this research is class IX-K students of SMP Negeri 3 Medan. The variables of this study are the R2L learning model (X) and the ability to write short stories (Y). Data collection techniques in the form of observation, documentation, and test techniques. Data analysis techniques used in this study using descriptive and inferential statistical analysis. In descriptive statistical analysis used to find the average score. Whereas in inferential data analysis for hypothesis testing using the t-test (t-test) with a significance level of $\alpha = 0,5$ have stages 5%.

Results and Discussion

a.   Data on the Ability to Write Short Story Texts Before Using the R2L Learning Model for Class IX Students of SMP Negeri 3 Medan in the 2021/2022 Academic Year

Kosasih (2019:129-139) states that there are 15 aspects of assessing the ability to write short stories for students which include orientation, complications, resolution, themes, characterizations, setting, plot, point of view, mandate, language style, use of past meaningful sentences, use words that express time sequences, use of verbs that describe events, indirect speech, and something that is thought or felt, and the use of adjectives. These aspects are assessed based on appropriate, moderately appropriate, and inappropriate criteria. Here's a table the results of calculating the average (mean) pretest value of students writing short stories:

Table 1 Calculation of the Pretest Average Value (Mean)

Score	*N*	$\sum x$
75	6	450
76	6	456
77	4	308
78	5	390
79	1	79
81	1	81
82	2	164
83	1	83
84	1	84
85	1	85
Amount	**32**	**2.180**

The average value of students writing short stories before using the R2L learning model can be calculated using the following formula:

$$\bar{x} = \frac{\sum x}{n}$$
$$= \frac{2.180}{32}$$
$$= 68,125$$

Information:
$\bar{x}$ = Mean (average value − average)
$\sum x$ = Total Student Grades
N = Number of Research Samples

When calculated using the formula above, the average value of students writing short stories before using the R2L learning model is 68,125.

b. **Data on the Ability to Write Short Story Texts After Receiving Treatment in the Form of an R2L Learning Model for Class IX Students of SMP Negeri 3 Medan in the 2021/2022 Academic Year**

If it is associated with student learning outcomes before the teacher applies the R2L learning model, there is a change in student scores in the ability to write short story texts after being given

treatment. These changes can be known through the final results (posttest) carried out by students. In line with the short story writing ability assessment results table above, the following is the result of calculating the posttest average (mean) score of students writing short stories:

Table 2 Calculation of the Posttest Average Value (Mean)

Score	N	$\sum x$
80	1	80
81	5	405
82	7	547
83	7	581
84	3	252
85	4	324
86	2	172
88	1	88
90	2	180
Amount	**32**	**2.629**

Based on the results of the data presented above, it can be seen that the value of $\sum x = 2.629$, while the value of N is 32. The average value of students writing short stories before using the R2L learning model can be calculated using the following formula:

$$\bar{x} = \frac{\sum x}{n}$$
$$= \frac{2.629}{32}$$
$$= 82,156$$

Information:
$\bar{x}$ = Mean (average value − average)
$\sum x$ = Total Student Grades
N = Number of Research Samples

When calculated using the formula above, the average value of students writing short stories after being treated in the form of the R2L learning model is 82,156. The average value of students showed that before being treated with the R2L learning model (68,125) and after being treated with the R2L learning model (82,156) there was a difference of 14,036. That is, the posttest score is higher than the pretest.

c. **Data on the Influence of the R2L Learning Model on the Ability to Write Short Story Texts of Grade IX Students of SMP Negeri 3 Medan in the 2021/2022 Academic Year**

The hypothesis in this study is "Is there an effect of the R2L learning model on the ability to write short story texts for class IX students of SMP Negeri 3 Medan in the 2021/2022 academic year". The technique for testing the research hypothesis is an inferential statistical technique using the t test.

1. Find the price of "Md" using the formula:

$$Md = \frac{\sum d}{N}$$
$$= \frac{175}{32}$$
$$= 5,47$$

Information:
Md = *Means* of the difference between pretest and posttest
$\sum d$ = Amount of gain (posttest − pretest)
N = Subjects in the sample

2. Looking for a price "$\sum x2d$" by using the formula:

$$\sum x^2 d = \sum d - \frac{\sum d^2}{N}$$

$$= 1{,}191 - \frac{(175)^2}{32}$$
$$= 1{,}191 - \frac{30.625}{32}$$
$$= 1.191 - 957{,}03$$
$$= 233{,}97$$

Information:

$\sum X2d$ = Sum of squared deviations
$\sum d$ = Amount of gain (posttest – pretest)
N = Subjects in the sample

3. Determine the price tcount by using the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$
$$= \frac{5{,}47}{\sqrt{\frac{233{,}97}{32(32-1)}}}$$
$$= \frac{5{,}47}{\sqrt{0{,}235}}$$
$$= \frac{5{,}47}{\sqrt{0{,}484}}$$
$$= 11{,}3016$$

Information:

t = t test
Md = *Means* of the difference between pretest and posttest
$\sum X2d$ = Sum of squared deviations
N = Subjects on sample

4. Define significant decision rule or criteria Significant test rule:

If $t_{count} > t_{table}$ then H_o rejected and H_1 accepted, meaning that the R2L learning model affects the ability to write short stories for class IX students of SMP Negeri 3 Medan. If $t_{count} < t_{table}$ then H_o accepted and H_1 rejected, meaning that the R2L learning model has no effect on the ability to write short stories for class IX students of SMP Negeri 3 Medan.

5. Determine the price ttable:

Looking for t_{table} using the t distribution table with a significant level $\alpha = 0{,}05$ and $dk = N{-}1 = 32{-}1 = 31$, we get $t_{0.05} = 1{,}696$. The results of tcount = 11,3016 and t_{table} = 1,696. Based on the results of t_{count} and t_{table}, it can be concluded that $t_{count} > t_{table}$ or $11{,}3016 > 1{,}696$. In accordance with the decision-making rules or significant criteria Rule of significant testing, the results of this study indicate that H_o rejected and H_1 accepted. This means that the R2L learning model affects the ability to write short stories for class IX students of SMP Negeri 3 Medan in the 2021/2022 academic year.

Based on the results of the pre-test data analysis using descriptive statistical analysis, the average score of students writing short stories before using the R2L learning model was 68,125. The results of students' work on writing short story texts at the pretest stage showed that student scores in the orientation aspect were 260, complications were 256, resolutions were 258, themes were 133, characterizations were 126, backgrounds were 131, plot were 117, points of view were 136, and messages were 144, style of language is 116, the use of past meaningful sentences is 113, the use of words that express time is 125, the use of verbs that describe events, indirect sentences, and something that is thought or felt is 337, the use of dialogue is 127, and the use of adjectives 134. In pretest activities, students seemed less enthusiastic and less active in the process of learning to write short stories, because they only relied on ideas that emerged from their own minds. Meanwhile, in the posttest activities students tend to be active and ask a lot of questions to the teacher, especially in the paraphrasing process.
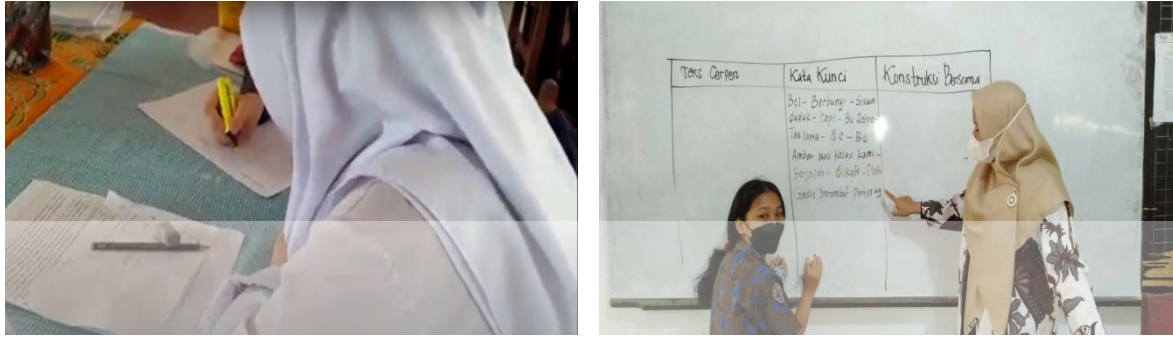
Picture 1 The Process of Implementing the R2L Learning Model

At the post-test stage, the average score of students writing short stories after being treated in the form of the R2L learning model was 82,156. The results of students' work on writing short story texts at the posttest stage showed that student scores in the orientation aspect totaled 284, 262 complications, 270 resolutions, 156 themes, 137 characterizations, 134 backgrounds, 124 plots, 140 points of view, and 140 messages. 146, style of language is 124, the use of past meaningful sentences is 123, the use of words that express time is 130, the use of verbs that describe events, indirect sentences, and something that is thought or felt is 377, the use of dialogue is 128, and the use of adjectives 136. So, the average value of students shows that before the treatment of the R2L learning model (68,125) and after the treatment of the R2L learning model (82,156) has a difference of 14,036. That is, the posttest score is higher than the pretest.

The results of the posttest activities show that the advantages of the R2L learning model can be applied by students to the results of the reconstruction of the short story entitled "Secret Ranti": 1) through paraphrasing activities can increase students' understanding of language, students look for the right diction through KBBI online for example in word variations followed (followed, accompanied, behind, along, with); 3) at the reconstructing stage of the text, students can create new texts from the short story "Rahasia Ranti" with the theme of lies of a new student and the other side of social media. Students adapt the short story "Rahasia Ranti" into a different concept. For example, in Fathan's work, with the theme of a mysterious new student who turns out to have died a dozen years ago or Vanessa with the theme of a generous teacher but gets entangled in a fraudulent investment application case; 4) students can express words and express them themselves. Students are able to create new short story textswhich was adapted from the short story "Rahasia Ranti" so as to avoid plagiarism. The following is a graph of the differences in the results of the pretest and posttest of students writing short stories:
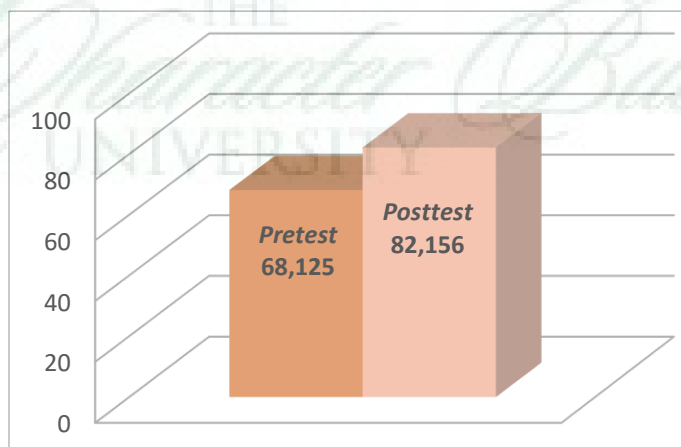

Figure 2 Graph of Students' Pretest and Posttest Writing Short Story Results

The R2L learning model influences the ability to write short story texts of students. The results of inferential statistical analysis using the t test formula, it is known that the value of "Md" = 5,47, the value of $\sum X^2 d$ the sum of the Squares of Deviation = 233,97. Determination of ttable using the t distribution table with a significant level $\alpha = 0,05$ and $dk = N-1 = 32-1 = 31$obtained

the result $t_{0.05} = 1,696$. The results of tcount = 11,3016 and $t_{table} = 1,696$. Based on the results of tcount and t_{table}, it can be concluded that $t_{count} > t_{table}$ or $11,3016 > 1,696$. In accordance with the decision-making rules or significant criteria Rule of significant testing, the results of this study indicate that $H_o$rejected and H_1accepted.

Conclusion

Based on the results of the research and discussion that have been presented, the researcher can conclude that:

1. The average value of students writing short stories before using the R2L learning model is 68,125. This value shows the moderate category in the distribution of frequencies and the percentage of the average value of students' ability to use the R2L learning model.
2. The average value of students writing short stories after being treated in the form of the R2L learning model was 82,156. The posttest scores showed higher results than the pretest with a difference of 14,036. Based on these results, the R2L learning model has a positive impact on students' ability to write short story texts. That is, teachers can apply the R2L learning model as a variation of the new learning model in class.
3. The influence of the learning model and the significance of the hypothesis test is known by the t test formula, determining ttable using the t distribution table with a significant level $\alpha = 0,05$ and $dk = N–1 = 32\text{-}1 = 31$ obtained the result $t_{0.05} = 1,696$. The results of $t_{count} = 11,3016$ and $t_{table} = 1,696$. So, $t_{count} > t_{table}$ or $11,3016 > 1,696$. In accordance with the rules of significant testing, the results of this study indicate that $H_o$rejected and H_1accepted. That is, the R2L learning model affects students' ability to write short stories.

Suggestion

Based on the research that has been done, the following suggestions can be formulated by researchers:

1. Teachers should use varied learning models in learning, especially short story writing materials in Indonesian subjects. For example, the R2L learning model which can be an alternative to help students' competencies and skills.
2. For further research, the researcher suggests developing research results related to the R2L learning model, as a learning model that has proven to be effective and efficient for improving student learning outcomes.

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