

Direct Instruction Model On Writing Skills In English Subjects

Devi Annisa Marpaung^{1*}, Sarma Dewi Kemala S²⁾, Ely Ezir³⁾

¹⁾ Universitas Nurul Hasanah Kutacane, Indonesia

²⁾ STIKES Senior Medan, Indonesia

³⁾ Universitas Islam Sumatera utara, Indonesia

*Corresponding Author

Email: devimarpaung73@gmail.com

Abstract

This research is motivated by English language learning which is still not optimal. The low interest of students in learning to write Indonesian causes students with special needs to express their ideas in written form. And this is supported by the results of the Mid-Semester Assessment (MSA) which are still unsatisfactory for many students. So researchers conducted research using the Direct Instruction model. The aim of the research was to determine the effect of the Direct Teaching model on the English theme writing skills of fifth grade students at SD N 14 Koto Baru. This type of research was carried out using quantitative research methods, design in the form of Pre-Experimental Designs type One-Group Pretest-Posttest Design. The research was conducted at SD N 14 Koto Baru. This research was carried out in the even semester (II) of the 2020/2021 academic year, the research sample was 35 class V students. Based on the results of the Wilcoxon sign rank test, a significance value of $0.000 < 0.05$ was obtained. It can be concluded that there is an influence of the Direct Teaching model on the English theme writing skills of fifth grade students at SD N 14 Koto Baru. Based on research, the Direct instruction model has a good influence on writing skills in English subjects.

Keywords : Direct Instruction Models, Writing Skills, 5th Grade Elementary School Students

INTRODUCTION

Education is an effort to grow, multiply, develop and create intelligent human personality . Smart in religious spirituality, and behaves with noble character. This means that with education it is hoped that good human qualities will be realized, both in the intellectual and emotional aspects, which will later be able to fill their lives productively for the benefit of themselves and society (Irawan, 2019).

To grow the quality of education it must be based on progress in basic quality. Especially progress in the learning process in elementary school, because elementary school is the initial stage to get to the next level. On In the world of education, a teacher is an educator, guide, trainer and curriculum developer who can create conditions and a conducive learning atmosphere, namely a fun, interesting learning atmosphere that provides a sense of security and provides space for students to think actively and creatively (Imran, 2022). Teachers have an obligation to create conducive learning conditions through various strategies and learning models that suit the characteristics of students, the learning environment and their subjects, including English language subjects (Khair & Misnawati, 2022).

According to Yuliana In learning Indonesian, there are 4 language skills that students must understand, namely reading skills, listening skills, speaking skills and writing skills. Writing is a skill for giving messages to other people (Harris et al., 2019). Maulana et al stated that writing skills are also very difficult knowledge understood by students with other skills, because writing is not just about imitating sentences or words, but also generating ideas and developing them into an orderly, structured and systematic structure so that the writing can be understood by readers (Khasawneh & Al-Rub, 2020). Not much different from Maulana et al, Writing can be used as a guide to help students grow their memories and knowledge stored in

their subconscious so that writing skills are very important for students to master in order to support their success in learning (Haerazi & Irawan, 2020)

According to Mirsa (Drajati, 2018) explains that writing is a language skill that is used to communicate indirectly, not face to face with other people. Indirect communication is carried out using written media and language symbols.

Based on the expert opinion above, it can be concluded that writing activities are basically not only about giving birth to thoughts and feelings, but also about expressing ideas, scientific knowledge and one's life experiences in written language. Therefore, writing is not a simple activity and does not need to be learned, but rather mastered (Haerazi et al., 2020).

Based on observations made at SD N 14 Koto Baru, while carrying out Educational Field Practice (PLP) activities, the reality that the author encountered through observations in August 2020 class V at SD N 14 Koto Baru, the researcher found several obstacles or problems, such as: (1) Students' low interest in learning to write Indonesian. (2) Students are still less active in the learning process. (3) Students' inability to express, develop ideas or ideas in written form. (4) Students still have difficulty understanding the material presented by the teacher (Fidriani et al., 2021). This condition can be seen from observations during the writing skills learning process activities and from evaluating students' learning in writing. This situation is supported by the results of the mid-semester assessment (PTS) of class V students at SD N 14 Koto Baru which are still less than satisfactory (McMaster et al., 2020).

From the mid-semester assessment data obtained during observation, efforts need to be made to improve the teaching and learning process, namely by finding appropriate learning models to foster students' interest in learning to write Indonesian. Student activity in the learning process. Students are able to express, develop ideas or suggestions in written form. Researchers apply the direct instruction model, (Sintia et al ., 2018) explained that the direct instruction model is learning that uses step-by-step and organized structured training guidance delivered by the teacher to students to achieve learning goals, as well as build knowledge and skills (Pardede, 2018). The advantages of direct instruction model learning are that the teacher is able to master the content of the material, is a successful way in the design process, involves the senses of sight and hearing, provides challenges for students to investigate, and student activities can be monitored carefully so that students are active in learning (Winarni et al., 2021).

Based on this description, the author concludes that the application of the direct instruction model is expected to have an influence on writing skills in the English language subject Class V Tema 2 SD N 14 Koto Baru because this model has advantages that can help improve the teaching and learning process at the school

RESEARCH METHODS

Type of research is carried out using quantitative research methods, design in form Pre-Experimental Designs One-Group Pretest-Posttest Design type (Sugiyono, 2019). This research does not require a control class as a differentiator, Pre-Experimental Designs The researcher focuses more on the class being treated. This research uses the One-Group Pretest-Posttest Design form, using only one group, namely the experimental class. The experimental class is a class that receives treatment using the direct instruction model (Chasanah & Usodo, 2020).

The subjects used in this research were all fifth grade students at SD N 14 Koto Baru. Sugiyono (2018) states that a research instrument is a tool used to measure observed natural and social phenomena (Wardana et al., 2022). So, research instruments are tools chosen and used by researchers in collecting data so that work activities are easier and the results are better. The instrument used in this research is non-objective test questions, in the form of commands. With

test questions that are non-objective tests (descriptions) by paying attention to aspects of the direct instruction model in writing skills (Kazakoff et al., 2018).

The data analysis techniques used by researchers are normality testing techniques and hypothesis testing. The normality test aims to find out whether the data obtained is normally distributed or not. The normality test was carried out with the help of the SPSS 22 program using the Kolmogorov-Smirnov test . The criterion is that if the significance of the calculation results is greater than 0.05 then it can be said to be normally distributed (Hendriarto, Mursidi, Kalbuana, Aini, & Aslan, 2021). Based on the Kolmogorov-Smirnov test the hypothesis tested is as follows:
H0 = Data Distribution is Not Normal
Ha = Normal Distribution Data

The way to find out Significance (Sig) is to pay attention to the numbers in the Significance (Sig) column, the normality test criteria are as follows:

- a) Set the Significance level (Sig) $\alpha = 0.05$.
- b) Compare it with the significance level (Sig) obtained by α .
- c) If the significance (Sig) obtained is $> \alpha$ then the data is normally distributed.
- d) If the significance (Sig) obtained is $< \alpha$ then the data is not normally distributed.

The hypothesis test used in this research uses non-parametric tests. This test was carried out because the data was not normally distributed. The decision making criteria are based on a comparison of probability values (significance), namely if the probability is > 0.05 , then Ha is accepted, but if the probability is < 0.05 , then H0 is rejected (Febriyanto & Yanto, 2019).

RESULT AND DISCUSSION

In this research, there were 31 students in class V of SD N 14 Koto Baru, who had been determined to be the research sample. Before treatment (treatment), first students are given pretest questions . Next, students are given treatment using the direct instruction model. After being given treatment , students are given posttest questions to determine student learning outcomes. After obtaining the pretest and posttest data for class V students at SD N 14 Koto Baru, the data was then presented according to the highest score (Xmax), the lowest score (Xmin), and the students' average score (Graham et al., 2019).

pretest and posttest data, the average pretest score was 44.35 and the posttest score was 68.54. Based on the average value, it can be seen that the average posttest value is higher than the average pretest value . To be able to clearly see the comparison of students' pretest and posttest scores , the researcher presented it in diagram form (Pardimin et al., 2019).

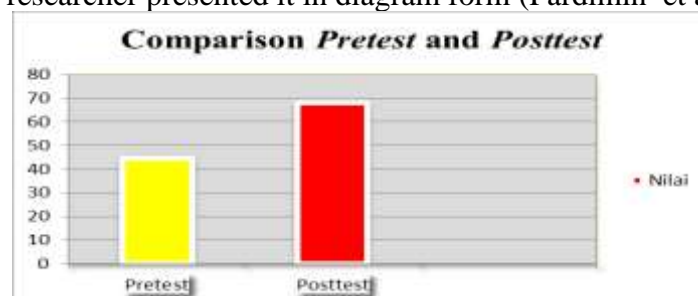


Figure 1. Comparison of Pretest and Posttest for Class V Students

Figure 1. presents a comparison of the average pretest and posttest scores of fifth grade students at SD N 14 Koto Baru. The average pretest score is 44.35 while the average posttest score is 68.54. So the difference between the average pretest and posttest scores is 24.19. From this difference, it can be seen that the comparison of scores increases from the pretest average

score to the posttest average score. This means that students' scores increased after being given treatment using the direct instruction model (Apsari, 2018).

The normality test was carried out with the help of the SPSS 22 program using the Kolmogorov-Smirnov test, with the criteria being that if the significance of the results is greater than 0.05, it means that it is normally distributed. Meanwhile, if the significance of the results is smaller than 0.05, it means it is not normally distributed. The data tested for normality were pretest and posttest. The following is a table of normality test of pretest and posttest data for class V students of SD N 14 Koto Baru.

Table 1. Data Table For Pretest And Posttest Normality Test Results

Mark	Class	Kolmogorov-Smirnov ^a		
		Statistics	Df	Sig.
	Pretest	,366	31	,000
	Posttest	,302	31	,000

Table 1. Shows that the significance obtained by the pretest data is $0.000 > 0.05$ and the significance obtained by the posttest data is $0.000 > 0.05$, meaning that the pretest-posttest data for class V students at SD N 14 Koto Baru is not normally distributed.

Hypothesis test

Based on the analysis requirements test, it can be concluded that H_0 is accepted so it can be concluded that the data is not normally distributed. Thus, the hypothesis is carried out using non-parametric tests. The non-parametric test is the Wilcoxon test. The data analysis technique used looks at the differences in pretest learning outcomes before being given treatment and posttest learning outcomes after being given treatment. The results of the Wilcoxon test calculation are seen from significance. If $Asymp.sig < 0.05 (\alpha)$ then H_a is accepted and if $Asymp.sig > 0.05 (\alpha)$ H_0 is rejected. The Wilcoxon test results can be seen in the following table:

Table 2. Wilcoxon Signed Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest –	Negative Ranks	0 ^a	.00	.00
Pretest	Positive Ranks	23 ^b	12.00	276.00
	Ties	8 ^c		
	Total	31		

a. *Posttest < Pretest*
 b. *Posttest > Pretest*
 c. *Posttest = Pretest*

From the table data it is obtained:

1. Negative Ranks are the difference between negative pretest and posttest variables of 0 data, or in other words, no students experienced a decline in their skills in rewriting story content.
2. Positive Ranks are the difference between the pretest and posttest variables of 23 positive data (N), that is, there are students who experience an increase in their skills in rewriting story content.
3. Ties is the similarity of the pretest and posttest scores, there is a ties value of 8. So, it can be said that there are 8 values that are the same between the pretest and posttest.

Table 3. Wilcoxon Test Results

Variables	Asymp.sig (2-tailed)
Pretest-posttest	,000

Based on the Wilcoxon results in table 4.4, it shows that the pretest and posttest data have an $Asymp.sig$ (2-tailed) of 0.000, because the results are significant $0.000 < \alpha 0.05$ then H_a is

accepted. This means that there is a difference between the skill of rewriting story content for the pretest and posttest so that it can be concluded "the influence of the direct instruction model on writing skills in the English language subject theme 2 class V SD N 14 Koto Baru".

Discussion

Based on 31 students in class V of SD N 14 Koto Baru, the average pretest and posttest scores showed an increase in the ability to rewrite story content for class V students of SD N 14 Koto Baru before and after being given the direct instruction model . At the beginning of the pretest , 2 students completed it , after being given treatment, there was an increase in the posttest, 16 students completed it. The ability to rewrite the contents of the stories of class V students after the pretest was given treatment was carried out intensively, this aims to ensure that the material given to students while studying can be well received by students and can be remembered for a long time. Repetition of material is always given from the first and second meetings so that the research runs in a structured manner (Ismayanti & Kholiq, 2020). Also supported by research Kruit (2018) which states that there is an influence in the use of the explicit instruction learning model on personal letter writing skills in fourth grade students at SD Inpres Tebbakang, Bajeng District, Gowa Regency. Furthermore, this is confirmed by research Yoehana (dalm Hughes et al., 2022) which states that through the application of the direct instruction model, there is an influence on the effectiveness of learning to write poetry using the kuntum model and the direct instruction model based on elementary school students' interest in learning literature (Ariyanto et al., 2020).

From the results of this research, it is stated that the direct instruction model (direct learning) can increase the information obtained from direct learning and use concrete media to make understanding of certain material clearer (Hammond & Moore, 2018). Before being given the direct instruction model treatment, students' interest in learning to write Indonesian was low. students do not yet understand how to rewrite the contents of a story (Meinawati et al., 2021). However, after being given treatment, the direct instruction model experienced good changes, namely students' interest in learning to write Indonesian , and their ability to rewrite story content (Stockard et al., 2018).

A significant thing can also be seen from the average pretest score before being given treatment and posttest after being given treatment for class V students at SD N 14 Koto Baru, namely the average pretest score is 44.35, the average posttest score is 68. 54. Furthermore, this research is strengthened by research Syam (2020) which states that through the application of the explicit instruction model it has an effect on class students' personal letter writing skills. IV SD Negeri 39 Cakke, Anggeraja District, Enrekang Regency (Fitri et al., 2022). This was further confirmed by research which stated that the application of the direct learning model had an effect on the ability to write narratives of deaf students at SLB ABC Putra Harapan. Based on this description, it can be concluded that the direct instruction model has a significant influence on writing skills to rewrite story content (Fauziyah et al., 2022).

CONCLUSION

Based on the results of research conducted to determine the effect of the direct instruction model on writing skills in English language subject theme 2 class V SD N 14 Koto Baru. Next, data management was carried out, namely the normality test and the Wilcoxon signed rank test . The results of the Wilcoxon signed rank test obtained a significance of $0.000 < 0.05$, so it can be concluded that there is an influence of the direct instruction model on writing skills in the English language subject theme 2 Class V SD N 14 Koto Baru.

REFERENCES

- Apsari, Y. (2018). Reflective reading journal in teaching writing. *Indonesian EFL Journal*, 4(2), 39–47.
- Ariyanto, S. R., Hidayatullah, R. S., & Nurtanto, M. (2020). Practical Learning Innovation: Real Condition Video-Based Direct Instruction Model in Vocational Education. *Online Submission*, 6(1), 79–91.
- Chasanah, C., & Usodo, B. (2020). The Effectiveness of Learning Models on Written Mathematical Communication Skills Viewed from Students' Cognitive Styles. *European Journal of Educational Research*, 9(3), 979–994.
- Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2022). The Use of 'Canva for Education' and the Students' Perceptions of Its Effectiveness in the Writing Procedure Text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(1). <https://doi.org/https://doi.org/10.33258/birci.v5i1.4359>
- Febriyanto, B., & Yanto, A. (2019). The Effectiveness of Photo Story in Multiliteracies Learning Towards Narrative Writing Skills of Fifth Grade Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 191. <https://doi.org/10.24235/al.ibtida.snj.v6i2.4943>
- Fidriani, A. J., Entika Fani Prastikawa, & AB Prabowo Kusumo Adi. (2021). VIDEO VLOG AS TEACHING MEDIA IN IMPROVING THE STUDENTS' SPEAKING ABILITY IN PROCEDURE TEXT. *Journal of English Education and Linguistics*, 2(2), 37–49. <https://doi.org/10.56874/jeel.v2i2.531>
- Fitri, Z. H., Farmasari, S., & Aziz, A. D. (2022). THE IMPLEMENTATION OF PICTURE SERIES IN TEACHING WRITING PROCEDURAL TEXT AT TENTH GRADE OF SMAN 1 SAKRA IN ACADEMIC YEAR 2022/2023. *Journal of English Education Forum (JEEF)*, 2(2), 22–27. <https://doi.org/10.29303/j.v2i2.360>
- Graham, S., Harris, K. R., Fishman, E., Houston, J., Wijekumar, K., Lei, P.-W., & Ray, A. B. (2019). Writing skills, knowledge, motivation, and strategic behavior predict students' persuasive writing performance in the context of robust writing instruction. *The Elementary School Journal*, 119(3), 487–510.
- Haerazi, H., & Irawan, L. A. (2020). Developing Intercultural Language Learning (ILL) model to teach writing skills at Indonesian private universities. *EduLite: Journal of English Education, Literature and Culture*, 5(1), 43. <https://doi.org/10.30659/e.5.1.43-54>
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering Preservice Teachers' Writing Skills through Genre-Based Instructional Model Viewed from Creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234–244.
- Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education (Online)*, 43(7), 110–133.
- Harris, K. R., Ray, A., Graham, S., & Houston, J. (2019). Answering the challenge: SRSD instruction for close reading of text to write to persuade with 4th and 5th Grade students experiencing writing difficulties. *Reading and Writing*, 32(6), 1459–1482. <https://doi.org/10.1007/s11145-018-9910-1>
- Hendriarto, P., Mursidi, A., Kalbuana, N., Aini, N., & Aslan, A. (2021). Understanding the Implications of Research Skills Development Framework for Indonesian Academic Outcomes Improvement. *Jurnal Iqra'Kajian Ilmu Pendidikan*, 6(2), 51–60.
- Hughes, C. A., Riccomini, P. J., & Dexter, C. A. (2022). Use explicit instruction. In *High leverage practices for inclusive classrooms* (pp. 235–264). Routledge.
- Imran, M. C. (2022). Applying Hemingway App to Enhance Students' Writing Skill. *Edulec: Education, Language And Culture Journal*, 2(2), 180–185.

- <https://doi.org/https://doi.org/10.56314/edulec.v2i2.67>
- Irawan, L. A. (2019). Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(1), 9–18.
- Ismayanti, E., & Kholiq, A. (2020). AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT. *E-LINK JOURNAL*, 7(1), 10. <https://doi.org/10.30736/ej.v7i1.260>
- Kazakoff, E. R., Macaruso, P., & Hook, P. (2018). Efficacy of a blended learning approach to elementary school reading instruction for students who are English Learners. *Educational Technology Research and Development*, 66(2), 429–449. <https://doi.org/10.1007/s11423-017-9565-7>
- Khair, U., & Misnawati, M. (2022). English language teaching in elementary school: Cooperative learning model explicit type instructions chronological technique of events on narrative writing skills from interview texts. *Linguistics and Culture Review*, 6(S2), 172–184.
- Khairani, S., Suyanti, R. D., & Saragi, D. (2020). The Influence of Problem Based Learning (PBL) Model Collaborative and Learning Motivation Based on Students' Critical Thinking Ability Science Subjects in Class V State Elementary School 105390 Island Image. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1581–1590.
- Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of reading comprehension skills among the students of learning disabilities. *Universal Journal of Educational Research*, 8(11), 5335–5341.
- Kruit, P. M., Oostdam, R. J., van den Berg, E., & Schuitema, J. A. (2018). Effects of explicit instruction on the acquisition of students' science inquiry skills in grades 5 and 6 of primary education. *International Journal of Science Education*, 40(4), 421–441. <https://doi.org/10.1080/09500693.2018.1428777>
- McMaster, K. L., Lembke, E. S., Shin, J., Poch, A. L., Smith, R. A., Jung, P.-G., ... Wagner, K. (2020). Supporting teachers' use of data-based instruction to improve students' early writing skills. *Journal of Educational Psychology*, 112(1), 1.
- Meinawati, E., Purwaningrum, P. W., Setianingrum, H. W., Alawiyah, S., Nurmalia, L., Dewi, N., ... Lestari, V. L. (2021). Students' Metacognitive Strategy Pattern in English Academic Writing Learning Using Zoom. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 610–616. <https://doi.org/10.35445/alishlah.v13i1.477>
- Pardede, P. (2018). Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach. *Journal of English Teaching*, 4(3), 143–155.
- PARDIMIN, P., ARCANA, N., & SUPRIADI, D. (2019). Developing media based on the information and communications technology to improve the effectiveness of the direct instruction method in mathematics learning. *Journal for the Education of Gifted Young Scientists*, 7(4), 1311–1323.
- Pertiwi, D., Ngadiso, N., & Drajadi, N. A. (2018). The effect of Dictogloss Technique on the students' writing skill. *Studies in English Language and Education*, 5(2), 279–293.
- Stockard, J., Wood, T. W., Coughlin, C., & Rasplia Khoury, C. (2018). The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research. *Review of Educational Research*, 88(4), 479–507. <https://doi.org/10.3102/0034654317751919>
- Sulfasyah, S., Bahri, A., & Saleh, S. F. (2018). Writing lessons in grade 1 Indonesian thematic textbooks: A content analysis. *Indonesian Journal of Applied Linguistics*, 7(3), 495–503.
- Wardana, A. K., Miftah, M. Z., & Mirza, A. A. (2022). ASSESSING STUDENTS' WRITING ABILITY IN A NARRATIVE TEXT. *PROJECT (Professional Journal of English*

Education), 5(4), 766–771. <https://doi.org/http://dx.doi.org/10.22460/project.v5i4.p766-771>

Winarni, R., Slamet, S. Y., & Syawaludin, A. (2021). Development of English language Text Books with Multiculturalism and Character Education to Improve Traditional Poetry Writing Skills. *European Journal of Educational Research*, 10(1), 455–466.