



The Effect of Learning Method and Verbal Intelligence on English Writing Skill of VIII Grade Students

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Article Info

Article History:

Received: March 12, 2020

Revised: March 25, 2020

Published: April 30, 2020

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.3786133

Abstract:

The purpose of this study is to obtain empirical data about the Effect of Learning Method and Verbal Intelligence on English Writing Ability Grade VIII students of SMP Negeri 11 Tidore Kepulauan. This research uses experimental method with 2x2 treatment design, the method of taking is done by using research principles that is the treatment of sexual (treatment). Treatment is given on the subject of research to improve students' English appeal. The independent variables consist of active variable (treatment) and attribute variable (moderator). The variable used is drill learning method and learning method that is moderator variable consist of high verbal intelligence and low verbal intelligence. This research was conducted at SMP Negeri 11 Tidore Kepulauan. The result of the research shows that: (1) the ability to write English students who follow the method of learning drill is higher than the students who according to the method of learning lecture (2) there is the interaction effect between the students The learning method and the verbal intelligence on students') Ability to write English students The method of learning drill with high verbal intelligence higher than student learning outcomes Methods lecture lectures with high verbal intelligence (4) Ability to write English students The method of learning drill with verbal gender is lower than the ability to write English students in which the method of lectures with low verbal intelligence.

Keywords: Learning Method, *Verbal Intelligence*, English Writing Skill

INTRODUCTION

Education is inseparable from human life, education is very important because it will be the process of behavior formation that allows to grow and develop in accordance with its potential and will have a direct effect on knowledge. The better the quality of education in a country, the better the standard of living of the people. Improving the quality of education is a central issue

in developing countries including Indonesia. Indonesia is the largest archipelago country resulting in the quality of education is still not evenly distributed.

Many areas in Indonesia that have not received the maximum quality of education, this also happens in East Aceh. The district of East Aceh has the largest wide area among other regencies / municipalities of Aceh with 6,286.01 km². Administratively it consists of 24 districts, 513 villages / gampong and each village has 1596 hamlets with a population of 394,933 people (Kemendagri: 2015).

Tidore which is one of the places where victims of the previous conflict base had an effect on the poor education facilities. Limitations of supporting facilities and infrastructures in SMP Negeri 11 Tidore Kepulauan cause students difficulty in obtaining learning resources, such as unavailability of laboratories, poor library facilities, distances between student and school homes far enough, lack of training and tasks provided, learning is not optimal.

English language ability for students in Indonesia is very diverse even though English has been taught since elementary school until high school level (SMA / Aliyah). Differences in English mastery skills have relevance to the ability of teachers in conveying learning, approaches and strategies and methods used, facilities and infrastructure learning, environment and other internal factors such as lack of motivation and interest in student learning.

The ability of English teachers in Indonesia varies greatly between those living in the city as well as in the regions. Not even a few other subject teachers are only appointed to teach English lessons. As a result, many teachers who are not English backgrounds are forced to perform their duties as English teachers. This figure is reinforced by the findings of the Human Development Index (HDI) that there are 17.2% of teachers in Indonesia teaching not on the areas of expertise they have (Yaumi, 2015: 4).

Teachers at SMP Negeri 11 Tidore Kepulauan are demanded to be more active and innovative in teaching English subjects, one example is developing a drill method. By using the drill method or the exercise of students 'understanding of the material or concepts presented will be better again, so it is expected that by using drill method will spur students' learning ability in English writing lessons which ultimately have an impact on maximum learning outcomes.

Learning is an activity undertaken by a person to have competence in the form of skills and knowledge required (Personal, 2009: 6). Learning is an enduring change in a behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Dale, 2012: 3).

Learning is not interpreted as something static but a concept that can develop in tune with the needs of educational outcomes related to the progress of science and technology inherent in the form of development of human resources quality (Yamin, 2011: 69). Suparman (2012: 10) argues, learning is a series of events that affect learners or learners in such a way that behavior change called learning outcomes facilitated.

In learning English junior high school grade 7, 8, and 9, Writing is one of the competencies that should be taught to the students. The English-language syllabus of the 8th grade of the even semester, mandates that students are able to: Reveal the meaning and steps of rhetoric in simple short essay by using the variety of written language accurately, fluently and gratefully to interact with the surrounding environment in the form of recount and narrative (Agustin, 2013: 1) .

This is in line with the statement of Mayuni (2007: 38), namely "the general purpose of learning English is to help learners develop their ability to express various communicative meanings in English, the delivery of learning materials and communication during interaction must use the English language.

Drill method was first used by old schools in America as a way to spur motor basic skills, spur the habit and mental so that the material in student learning can be more meaningful or meaningful, precise and useful. According to Timothy et.al (2011: 111), "drill and practice is needed when students need to memorize and recall information"

In general, linguistic is usually regarded as a grammatical science or a science that takes the language as the object of study. (Chaer 2009: 3) While Campbell (2002: 2) expresses the language intelligence contains the ability to think by using words and language systems to express the meaning is complex, which includes sensitivity to the meaning of words, word order, rhythm, sound and information of the spoken voice including the ability to understand the power of words in changing the state of mind to convey information.

Verbal linguistic intelligence is the ability of a person to use both written and written language and words in different forms to express his ideas (Uno, 2010: 17). Linguistic verbal intelligence is also defined as the ability to frame the mind clearly and able to use this ability competently through words to express thoughts in speaking, reading and writing (Lwin, 2008: 11).

METHOD

This study used experimental method with 2x2 treatment design, the selection of this method based on the experimental research principle that is the treatment (treatment). The treatment given to the research subjects was shown to improve students' English writing ability. The independent variables consist of active variable (treatment) and attribute variable (moderator). The active variable is the drill learning method and the lecture learning method while the moderator variable consists of high verbal intelligence and low verbal intelligence.

The experimental design as follows:

Table 1. Treatment Design Experimental Design by level 2 X 2

Verbal Intelligence (B)	Learning methods (A)	
	Drill (A ₁)	Ceramah (A ₂)
High(B ₁)	A ₁ B ₁	A ₂ B ₁
Low(B ₂)	A ₁ B ₁	A ₂ B ₁

RESULT AND DISCUSSION

Results

From the results of data analysis, it is known that the use of drill learning method has a higher effect in improving students' writing ability. Students gain the ability to write better English if given the method of drill learning. The result of the research shows that (1) the ability to write English students who follow the method of learning drill is higher than the students who follow the method of learning lecture (2) there is an interaction effect between students who follow the learning method and the verbal intelligence on the students' writing ability English (3) Ability to write English students who follow the method of learning drill with high verbal

intelligence higher than the results of student learning following learning methods lectures with high verbal intelligence (4) Ability to write English students who followed the method of learning drill with lower verbal intelligence is lower from the ability to write English students who follow the method of learning lectures with low verbal intelligence

DISCUSSION

The results of two-lane variance analysis (ANAVA) known hypothesis 0 in rejected and research hypothesis accepted. This means that there is an influence of drill learning method and lecture learning method to students' writing ability.

If analyzed further by using Tuckey Test it turns out the use of drill learning methods have a higher influence for improving the ability to write English students than students who follow the method of teaching lectures.

In drill learning methods students have motor skills such as memorizing words, writing, using tools / making an object. Drill method is a way to inculcate certain habits, also as a means to gain an agility, accuracy, opportunity and skill This way of learning is certainly very fun, this drill method is very good developed in the learning process, this method of learning not only emphasizes the intellectual development of the students but also the emotional development to solve problems in groups of students so that students can reach their own minimum standards for the object under study and the teacher acts as a facilitator.

In the method of learning the students' lectures are treated by the educator and record all the material presented by the educator. The use of the notes is rigid and overcrowded, consequently for students it is easy to experience boredom and saturation. In the student's lecture method is the passive recipient of information.

Further tests for Tuckey's Test indicate that the value of $Q_{count} = 5.14$ is greater than $Q_{table} \text{ value} = 3.00$. Thus it can be concluded that the ability to write English students better and significantly different for the group of students who learn by following the method of learning drill than the follow the method of learning lectures. Can be seen in the following table:

Table 2 Summary Test Tuckey English writing ability between students who follow the method of learning drill and teaching methods lecture.

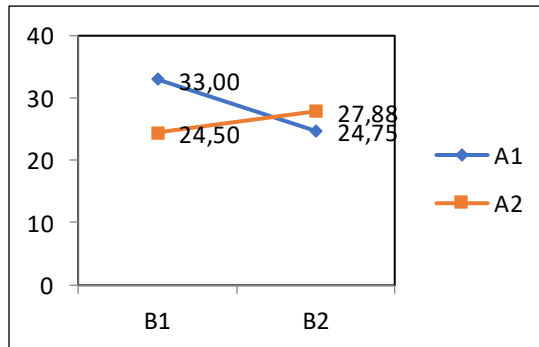
Compared groups	Q_{hitung}	Q_{tabel}
		$\alpha = 0,05$
A ₁ dan A ₂	5,14	3,00

Tuckey's test result for the second hypothesis states that there is an interaction effect between students who follow the learning method and the verbal intelligence on students' writing ability. The selection of the right method becomes one of the important indicators in the learning process in the classroom in order to improve the students' writing skills.

Verbal intelligence is necessary to understand the material presented by educators, because Verbal or linguistic Intelligence is related to the ability to use words, both written and oral. While Lampbell expresses the language intelligence contains the ability to think by using words and language systems to express complex meanings that include sensitivity to the meaning of words, word order, rhythm and sound information from spoken sounds including the ability to understand the power of words in changing state of mind to convey information.

Based on the calculation of ANAVA can be seen that Fhitung for interaction factor that is 9,81 bigger than Ftablel that is 3,00 at the real level $\alpha = 0,05$. This shows that there is an interaction effect between the use of learning methods and students' verbal intelligence on student learning outcomes. From the data then concluded Ho refused and H1 accepted, to see the effect of interaction can be below.

Picture 1. The effect interaction



Hypothesis test results states that the ability to write English students who have high verbal intelligence than the ability to write English students who have high verbal intelligence that follows the method of teaching lectures, the process students who have high verbal intelligence to follow the method of learning drill well, students able to think by using words and language systems to express complex meanings.

The mean value of the ability to write English students with high verbal intelligence that follows the drill learning method (A1B1) is 11.50 while the average score of English writing ability with high verbal intelligence following the lecture learning method (A2B1) is 4.04

Table 3 Tuckey Test Ranking Ability to write English Student For Higher Verbal Intelligence Groups Following Lecture Learning Methods.

Compared groups	Q _{hitung}	Q _{tabel} $\alpha = 0,05$
A ₁ B ₁ dan A ₂ B ₁	11,50	4,04

The results of hypothesis testing states that the ability to write English students who have low verbal intelligence that follows the method of learning drill is lower than the ability to write English students who have low verbal intelligence that follows the method of teaching lectures.

The result of Tuckey Test analysis of students who have low verbal intelligence when following the learning method of writing drill ability is lower than the students who follow the teaching method of lecturing. This is due to the fact that in learning learning the drill learning method students find it difficult to memorize, convey new views and opinions, give suggestions in solving a problem in learning.

Students with low verbal intelligence are more apt to follow the teaching method of the lecture because this method of learning does not require students to express new ideas from a different point of view clearly, the teaching method of this lecture emphasizes the students to be able to receive information or knowledge from educators, so it is less demanding students think independently because the topic in the discussion has been prepared by educators.

Students who have low verbal intelligence when following the method of learning lecture results will be better, because the steps undertaken in teaching methods this lecture is profitable and very appropriate for students who have low verbal intelligence.

The result shows that Q_{hitung} is 4.23 bigger than Q_{tabel} is 4,04 at significance level $\alpha = 0,05$ thus hence can be concluded H_0 rejected with H_1 accepted which mean that there is difference of ability of writing english student having low verbal intelligence who follow drill learning methods and students who have low verbal intelligence that follows the lecture learning method.

Table 4 Summary Test Tuckey Ability to write English students For Groups of Low Verbal Intelligence Following Drill Learning Method and Learning Method Lecture.

Compared groups	Q_{hitung}	Q_{tabel} $\alpha = 0,05$
A_1B_2 dan A_2B_2	4,23	4,04

CONCLUSION

Based on research data that has been tested the hypothesis and also the discussion obtained the conclusion that the overall student in class VIII SMP Negeri 1 Peureulak. In accordance with hypothesis testing found as follows:

1. Overall the results of this study indicate that the ability to write English students in class VIII Junior High School 1 Peureulak who follow the learning process by using the method of learning drill higher in comparison with students who follow the learning process using lecture learning methods.
2. There is an interaction effect between learning methods and verbal intelligence on the ability to write English students.
3. Ability to write English students who follow the learning process by using the method of learning drill with high verbal intelligence the result is higher than the students who follow the learning process using lecture learning method with high verbal intelligence.
4. Ability to write English students who follow the learning process by using the method of learning drill with low verbal intelligence is lower than the results of students who follow the learning process by using lecture learning methods with low verbal intelligence.

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