# LEARNING METHOD IN WRITING FAIRY TALES BASED ON STUDENTS' LEARNING STYLES: A CASE STUDY AT JUNIOR HIGH SCHOOL EQUIVALENCY (PAKET B) WADAS KELIR

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**Abstract.** Low writing ability is one of the problems in the education system in Indonesia. Learning to write fairy tales in various formal education settings, including at the Junior High School Equivalency (Paket B) Wadas Kelir, has not progressed well so far. This has an effect on less than ideal learning outcomes. The existence of these obstacles is caused by a lack of quality learning, which tends to focus on theory with minimal practice. This study aims to provide alternative ideas in the form of learning methods for writing fairy tales based on student learning styles in Indonesian language learning, especially in fairy tales' writing material. With this method, students can practice the stages of writing fairy tales according to their respective proportions and learning styles, namely visual, audio-visual, and kinesthetic styles.

**keywords:** writing; fairy taless; writing method.

## INTRODUCTION

Based on the Indonesian Curriculum, Indonesian is one of the subjects that should be taught in schools. Writing was one of four skills that were taught in schools. This skill should be mastered through both theory and practice. However, there were problems that were found in the schools, such as very little time allocated for practice. The writing practice exercises are also not carried out very much. In addition, the students tend to prefer the instant way, which is that they rarely practice but they hope that they are good at writing.

This phenomenon can be seen at Junior High School Equivalency (Paket B) Wadas Kelir. Bayu Suta Wardianto, one of the Indonesian *tutor* (a term for teacher in the package school), claimed that *warga belajar* (a term for students in package schools) had difficulty practicing writing fairy tales according to the theory conveyed by the teacher from the learning module. Since 2017, the learning module can be accessed for free at https://emodul.kemdikbud.go.id/. On the website, it was found that the material for writing fairy tales is more about the understanding and theories surrounding them. The construction of fairy tales rather than exercises that guide students to learn and practice writing However, many teachers tend to follow the instructions in the book or module. Eventually, learners are taught more about theories about writing and their meanings. But they are less than optimal in terms of practice. In fact, as one of the more complex skills, it needs to be taught in a direct way.

In this school, students' writing skills tend to be low. This statement was also supported by an Indonesian teacher. i.e., Umi Khomsiyatun, M.Pd., and Bayu Suta Wardianto, M.Pd., through observation and interview. According to the interview, students' average ability in writing learning activities is very low. It can be seen from the fact that the students have difficulty pouring their ideas or notions into written form. In addition, it is difficult to create ideas for writing material. It is because the teachers tend to be below the average student at the SMP level in general. The average student in Paket B Wadas Kelir is someone who is over the age of studying at the junior

Endah Kusumaningrum[1], Siti Usrul Khotimah[2], Maulidiya Umi Handayani[3]
Learning Method in Writing Fairy tales Based on Students' Learning Styles:
A Case Study at Junior High School Equivalency (Paket B) Wadas Kelir

high school level, has entered adulthood, is already working, or is otherwise unable to follow the flow of learning at regular formal schools, both in terms of their financial ability and their cognitive ability. In the class, the students tend to work hard to apply their learning about the theory of writing to modules or material content. Those learning citizens need teaching materials with material content that can lead them to practice the stages of writing well, as well as with a more concrete approach and closer to their world.

Based on the explanation above, an innovation learning method needs to be implemented. The researchers hope to provide an alternative method for writing fairy tales based on student learning styles for class VII at Junior High School Equivalency (Paket B) Wadas Kelir through this research.

## RESEARCH METHOD

The research design used a qualitative approach, particularly a case study. It was because there was the problematic phenomenon of learning to write fairy tales at Junior High School Equivalency (Paket B) Wadas Kelir. The data were obtained from the interview, observation, and documentation. The collected data was analyzed by descriptive-qualitative methods, and the result of reflection contained the idea of a fairy tales writing method based on the students' learning styles. Qualitative terms were also used to describe it.

## RESULT AND ANALYSIS

As in adult literature, children's literature also recognizes what is called a "genre".  One of the genres in children's literature is the fairy tales. Wintarto (2012) reveals that fairy tales originate from oral traditions passed down alternately by each generation since the beginning of human civilization. Kurniawan (2013) states that fairy tales are the world in words. Words are used to describe life. A world that depicts amazing stories about the world of animals, kingdoms, things, even spirits, and giants. For adults, fairy tales are nothing more than fantasy just fun entertainment. However, for children, fairy tales are a world where they can exercise their imagination. According to Nurgiyantoro (2013), stories in fairy tales convey certain moral teachings that also appear as literary works that have aesthetic value. Fairy tales are imaginative stories that are fun and useful for children. Fairy tales, in addition to containing imagination, also contain knowledge and moral value.

The basis of student learning styles was chosen as a reference in developing the fairy tales writing method because the criteria for students in Paket B Wadas Kelir are very diverse, such as age, motivation, and environmental conditions. It is very influential on the process and their learning outcomes. The basis of student learning styles emphasizes the potential of each students. However, the diversity that students have can be turned from a disadvantage to a good thing if it is developed.

This is in line with the research of DePorter & Hernacki (2014) who explain that Learning style is a way of learning that is influenced by several factors, including physical, emotional, sociological, and environmental factors. It is easier for someone to learn and communicate with their own style because learning style is the key to developing performance at work, in class, and in interpersonal situations. This is also expressed by Chatib (2012), who says that learning style is the most sensitive response in one's thought system to receiving information from the information provider. Information will be better received if it is in accordance with the learner's style. If information can be received and responded to properly, it means that one's learning indicators have been completed.

Based on their learning styles, the students' writing fairy taless method will lead them to learn to write it in three ways. First, write a fairy tale with a visual approach. Second, writing fairy tales with an auditory approach Third, write fairy tales with a kinesthetic approach. Learners can choose

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Learning Method in Writing Fairy tales Based on Students' Learning Styles:
A Case Study at Junior High School Equivalency (Paket B) Wadas Kelir

one of the three methods to write a fairy tale. Teachers can direct learning to write fairy tales chosen by the students according to steps that are relevant to their individual learning styles.

Each individual's learning style can be different from another. These learning styles can influence how we learn and how we receive information.The learning style in this case is the way students use it in the process of absorbing information or subject material.

Knowledge of student learning styles is important for teachers, parents, and students themselves to have. Because knowing about student learning styles helps the learning process run optimally and in accordance with the expected goals.

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Teachers must ask the following questions to identify each learner's learning style trends:

Which activity do you find the most fun to do when writing a story? Choose three activities!
1. Looking around
2. Read a fairy tales in the book
3. Observing pictures
4. Listen to music
5. Sit alone and away from the noise
6. Listen to the fairy tales being told
7. Take a walk around
8. Carry out an experiment

If the learner chooses numbers (1), (2), or (3), then their learning style is visual. If the learner chooses numbers (4, 5), or (6), then their learning style is auditory. Meanwhile, if students choose numbers 7 or 8, they have a kinesthetic learning style.

Different learning styles, such as auditory, visual, and kinesthetic, are essential for teachers to understand because learning styles are individual differences that are relevant to education. In the learning process, learning styles can be used by teachers to design effective teaching models in an effort to help students learn to achieve high achievement.

## 1.1. Writing Fairy Tales with a Visual Learning Style

According to Subini (2011), the visual learning style is the dominant learning style based on seeing objects, so that the eyes become an important part of this type of learning style. A "visual learning style" is the ability to obtain information by looking at pictures, diagrams, maps, posters, graphs, and so on. You can also view text data such as writing and letters. Every individual with a visual learning style has a strong need to see and capture information visually before understanding its meaning. This type of individual has high spatial powers, namely sensitivity to color and shape or artistic ability. To recognize the type of a person's learning style, Hariyanto & Suyono (2012) define several indicators or characteristics of individuals who have a visual learning style as follows: (1) Prefer reading rather than being read to; (2) neat and orderly; (3) easily distracted by noise; (4) do not have trouble remembering audio-verbal information; (5) easily remembered by sight.

So, learning methods that can be developed for learning citizens with this style are as follows: The teacher can guide the learners by asking questions in the form of: "Do you like looking around you for ideas?" Do you enjoy reading fairy taless in books to find ideas? Do you enjoy looking at pictures to gain ideas? Then the teacher directs students to choose one method of learning to write a fairy tale in a visual style. The two options are either writing a fairy tale by observing illustrations or writing one from text that has been read before. After the student has made their choice, the teacher can continue explaining the writing process using each of the options.

The first option, writing by observing the illustrations, is done by presenting a simple illustration to the learning community, for example, the state of a forest with several animals in it. Furthermore, the teacher can ask students to explore interesting parts of the illustration, for example, naming animals to make them interesting characters in the story and determining

characterizations. Students can use their imaginations to determine the storyline that fits the illustration.

The second option is to create a fairy tale based on previously read texts. The teacher can present a text, which can be a fairy tale or other text story that is simple and easily understood by the students. Ask them to read the text carefully. After reading, the teacher can trigger the students with a number of questions, such as asking them to explore things that attract attention in the story, asking them to imagine inanimate objects or living things in the text to become story characters and giving them names, asking them to focus on one main character, and imagining the storyline that happens to the characters in the text.

## 1.2 Writing Fairy Tales with Auditory Learning Style

Steinbach (2002) reveals that someone with an auditory learning style is usually a good listener because they rely on hearing as a medium for carrying out the learning process. Their concentration tends to be very good on the things that are heard because they can digest the information conveyed well through the tone of voice, pitch, speed of speech, and some other things about auditory perception.

They have several characteristics, such as being happy to talk to themselves while working, being easily distracted by noise, moving their lips when reading, being usually fluent and well-organized speakers, learning by listening, and remembering what is discussed rather than what is seen. To recognize the type of a person's learning style, Hariyanto & Suyono (2012) define several indicators or characteristics of individuals who have an auditory learning style as follows: (1) Learn by listening rather than seeing; (2) be sensitive to noise; (3) actively speak; (4) read aloud; (5) require music.

So, learning methods that can be developed for students with this style of learning are as follows: Teachers can direct students by asking questions in the form of: "Do you like listening to music to find ideas?" Do you like to sit alone and get away from the hubbub to get ideas? Do you enjoy listening to the fairy tales that is being told? Then the teacher can read a story, a narrative, or an example of a fairy tale to the students. Next, the teacher can ask students to explore interesting parts of the narrative they just read, for example, by asking them to choose an object in the narrative so that it becomes the main character in the story. Then the students can try to determine the storyline that fits the illustration.

## 1.3. Writing Fairy Tales with Kinesthetic Learning Style

This style tends to make more use of their limbs in the learning process or in an effort to understand something (Suparman, 2010). On the other hand, Steinbach (2002) explained that for kinesthetic learners, reading and listening are boring activities where instructions given in writing or verbally are often hard to grasp and easy to forget. They have a tendency to better understand their tasks when they try them directly. A kinesthetic learner has the following characteristics: (1) Always being physically oriented and lots of movement; (2) learning through practice; (3) not being able to sit for long periods of time; and (4) using a lot of gestures.

Learning methods that can be developed for students with this learning style are as follows: A teacher can spark learning in citizens by asking questions in the form of: "Do you like to walk around to find interesting ideas?" Do you enjoy doing experiments to get interesting ideas? Furthermore, the teacher can give directions to the learning residents in the form of orders to walk around the area around the school while exploring the environmental conditions. Then, direct them to observe inanimate objects and living things. Specifically, the teacher can ask them to touch or have physical contact with these objects so that they can adapt to the environment being observed. Furthermore, the teacher can allow the students to imagine objects that have been in contact with them as characters in the story, give them interesting characterizations, and produce creative storylines.

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A Case Study at Junior High School Equivalency (Paket B) Wadas Kelir

## CONCLUSION

The method of learning to write fairy tales based on children's learning styles can be tried and applied in order to improve the students' writing skills, especially at Junior High School Equivalency (Paket B) Wadas Kelir. The basis of student learning styles is one of the choices in this learning method innovation since the very diverse criteria for learning residents in the school are very heterogeneous, such as age, motivation, and environmental factors. This can certainly affect the process and their learning outcomes. The basis of student learning styles emphasizes the potential of each student. If students' diversity is developed, it can transform from a disadvantage to a strength. Teachers can always provide direction and motivation for writing exercises so that students' potential can be well explored. This research still really needs to be developed further, such as the preparation of well-conceived fairy tales and writing teaching materials based on student learning styles.

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