

THE INFLUENCE OF LEARNING INTEREST ON THE WRITING SKILLS OF PROCEDURE TEXTS FOR GRADE XI

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Abstract

This study aims to prove whether there is an influence of learning interest on the ability to write procedural texts. The hypothesis tested is that there is an influence of interest in learning Bahasa Indonesia on the ability to write procedural texts. This study uses a quantitative description method because the research data is in the form of numbers, analyzed using statistics and describes the relationship between variables. The number of samples was 62 students of class XI SMK PP Negeri Sumedang. The instruments used in this research are test and non-test. The test instrument is in the form of a procedure text writing skill test result. Meanwhile, the non-test instrument was in the form of a questionnaire containing 20 indicators of interest including attention, enthusiasm, great desire, and interest in learning bahasa Indonesia. The results of the correlation analysis is 0.689, it indicates that there is a strong relationship between the interest in learning Bahasa Indonesia and the ability to write procedural texts. The regression value (r) square is 0.839, it indicates the influence of the independent variable on the dependent variable. Test the significance or significance of the regression coefficient obtained sig. 0.000 < 0.05 and tcount = 17.665. There is a significant effect of interest in learning bahasa Indonesia on the ability to write procedural texts.

Keywords: Writing Ability, Procedure Text, Learning Interest, Quantitative Description Method

Abstrak

Penelitian ini bertujuan untuk membuktikan ada tidaknya pengaruh minat belajar terhadap kemampuan menulis teks prosedural. Hipotesis yang diuji yaitu terdapat pengaruh minat belajar bahasa Indonesia terhadap kemampuan menulis teks prosedural. Penelitian ini menggunakan metode deskripsi kuantitatif karena data penelitian berupa angka-angka, dianalisis dengan menggunakan stastitika dan memaparkan hubungan variabel-variabel. Jumlah sample sebanyak 62 orang peserta didik kelas XI SMK PP Negeri Sumedang. Instrumen yang digunakan dalam penelitian ini adalah tes dan nontes. Instrumen tes berupa hasil tes keterampilan menulis teks prosedural. Sedangkan instrumen nontes berupa kuesioner/angket yang memuat 20 indikator minat meliputi perhatian,kegairahan,keinginan yang besar, serta ketertarikan untuk belajar bahasa Indonesia. Hasil analisis korelasi sebesar 0.689 menunjukkan terdapat hubungan yang kuat antara minat belajar dengan kemampuan menulis teks prosedural. Nilai regresi (r) square 0.839 menunjukkan adanya pengaruh variabel bebas terhadap variabel terikat. Uji keberartian atau signifikansi koefisien regresi diperoleh sig. 0.000 < 0.05 dan $t_{hitung} = 17.665$. Terdapat pengaruh yang signifikan dari minat belajar bahasa Indonesia terhadap kemampuan menulis teks prosedural.

Kata Kunci: Kemampuan Menulis, Teks Prosedural, Minat Belajar, Metode Deskripsi Kuantitatif

INTRODUCTION

In essence, learning a language is learning to communicate. Therefore, learning Bahasa Indonesia is directed at improving the ability of students to communicate both orally and in writing. Learners are trained to use language more as a means of communication. This

means that students must master the skills of listening, reading, speaking, and writing in addition to mastering knowledge of language.

Learning Bahasa Indonesia in the 2013 Curriculum (K-13) is oriented towards text-based learning. The achievement or competence that must be mastered by a student in the Bahasa Indonesia language learning process is being able to produce a text. Text-based learning materials demand activity, creativity, and the skills of students to express their thoughts and ideas into good writing. This is in line with the opinion of Riyanti et al. (2019) that writing is one of the language skills in expressing ideas in writing that is productive so that it requires practice and requires accuracy and intelligence. Based on the description above, it can be concluded that students become the center of learning while teachers function as facilitators, motivators, and mentors in learning activities.

Many factors affect the success of students' learning, both from within and from outside the students themselves. The difficulties experienced by students will hinder the achievement of the learning objectives that have been formulated. The existence of a learning difficulty factor is caused by a lack of motivation, low interest and passive student attitudes towards learning (Istikhomah, 2018). This is in line with the opinion of Slameto (2015: 54) that the factors that influence learning are of many types, but can be classified into only two groups, namely internal factors and external factors. Paturahman, (2019) explains that internal factors are related to the psychological condition of students; motivation, interest, attention, talent, level of intelligence, as well as physical conditions in tension (tone) and others. The external factors are related to teacher competence, curriculum, learning facilities (instrumental input), and the environment in which students grow and develop (environmental input).

Interest as one of the factors in students that can determine learning success needs to be continuously grown and improved. With interest, students will have a strong urge to do something without coercion. As stated by Ruseffendi (1991:12) that due to an interest in something, he tends to have a positive attitude towards something. This is in line with Nasution, (2017: 2) that ideally a child must have an interest in something so that he learns seriously. In other words, interest is a tendency for student activities that can strengthen motives and lead to a goal. A similar opinion was expressed by Liliswati, (2020) that students will learn well if students have a great interest in learning. If a child or a student wants to have a high sense of learning, he will quickly understand and remember it.

Interest as a factor that comes from within a person, is always related to individual needs, in this case students. Interest in learning is a sense of interest, attention, more desire that a person has for something, without any encouragement (Islamiah, 2019). The interest that arises because of the need will be a driving factor for students in making efforts to achieve goals. Interest can motivate students to develop and improve their abilities in various things, including writing skills.

Writing is one of the language skills that must be given to students in accordance with the text-based Bahasa Indonesia language subject matter. One of the basic competencies that must be mastered by students is writing text. Students must be able to produce or write various types of text according to the material being studied, one of which is writing procedure text. Therefore, writing skills must be possessed by every student. However, based on the results of interviews with students of class XI SMK PP Negeri Sumedang, writing is considered the most difficult skill compared to the other three skills (listening, reading, speaking).

According to the demands of the 2013 Curriculum (K-13), procedure texts must be taught to class XI students because of the many benefits that can be applied in everyday life. By writing procedural texts, students are expected to be able to understand the ways or steps to make/do something appropriately. According to Akmal et al., (2016) procedural text is writing that contains information to do a job in accordance with various sequences that will be read by the audience. In line with that, Kosasih (2017: 67) suggests that procedure text is a text that contains clear, complete, and detailed steps on how to do or make something. The same thing was stated by Yustinah (2018: 2) that procedure text is a text that contains steps or stages that must be taken to achieve the goal. In line with Subagyo, (2020) who stated that procedure text is a text that contains goals and steps that must be followed so that a job can be done. The existence of such a text is very much needed by someone who will use an object or carry out an activity for which it is not clear how to use it. The purpose of a procedure text is to provide an explanation of how to do something as clearly as possible.

Students still find it difficult to put ideas, thoughts, and feelings into written form. This is indicated by the writing ability scores of most of the students are still below the KKM. Many factors are needed so that students are able to develop their writing skills. In addition to mastering theory and practicing honing writing skills, there are other factors in students that affect writing skills, including factors in the form of interest in learning. Based on the

assumption that interest in learning can increase students' motivation to carry out activities according to the needs in daily life, the authors are interested in conducting a study entitled "The Effect of Interest in Learning on the Ability to Write Procedure Texts".

METHOD

Research method is the method used by researchers in collecting research data (Arikunto, 2010:160). This is in line with Sugiyono (2019:2) that the research method is a scientific way to obtain data with certain goals and uses. From the two opinions above, it can be concluded that the research method is a systematic way or method that can be used to achieve a predetermined goal. This study uses a quantitative description method because the research data is in the form of numbers, analyzed using statistics and describes the relationship of the variables that affect the situation without manipulating the variable data. This study aims to prove or show whether there is an influence of interest in learning Bahasa Indonesia on the ability to write procedural texts. To obtain research data, used test and non-test tools.

The test tool given is in the form of a skill test/ability to write procedure text. The criteria for evaluating the procedure text include 5 aspects consisting of: 1) the suitability of the content with the title or theme; 2) the accuracy of the structure (systematic); 3) the correct use of spelling and punctuation; 4) sentence effectiveness; 5) cohesion. While the non-test tool used to collect data about interest is in the form of a closed Likert scale questionnaire with four answer options, namely: strongly agree (SS), agree (S), disagree (TS) strongly disagree (STS). In order to make them can be calculated in quantitative terms, respondents' answers were given a weight or score starting from 4 for strongly agreeing answers, 3 agreeing answers, 2 for disagreeing answers, and 1 for strongly disagreeing answers. The test and non-test tools used in this study can be seen in Figures 1, 2, and 3 below:

Figure 1. Procedure text writing test tool

Figure 2. Example of the results of writing procedure text

Figure 3. Non-test tool for learning interest questionnaire

The data processing technique in this research is carried out through statistical tests (mean, median, minimum value, maximum value), linearity, normality, correlation, and regression tests on the independent variable (X) and the dependent variable (Y). The variable (X) is learning interest and the variable (Y) is writing procedure text. The population that

became the subject of the study were students of class XI SMK PP Negeri Sumedang, totaling 62 students.

RESULTS AND DISCUSSION

Results

The processing of the learning interest questionnaire from 62 students obtained the lowest score of 65 and the highest score of 86. The average value (mean) of learning interest was 73.77, median 74, Mode 80, with a standard deviation of 6.421. The assessment of the ability to write procedural texts includes 5 aspects with a maximum score of 23. The formula for determining the value of writing procedure texts is the acquisition score divided by the maximum score x 100 ($NA = \text{acquisition score} / \text{maximum score} \times 100$). From the processing of the writing results obtained an average value of 75.61 with the lowest value of 65 and the highest value of 90. The median for the writing value is 76, the mode value is 65, with a standard deviation (std) of 7.916. The complete processing of interest in learning and writing can be seen in the following table:

Table 1 Statistics of Learning Interest Variables (X) and Writing Procedure Text (Y)

Statistics			
		Write	Interest
N	Valid	62	62
	Missing	0	0
Mean		75.61	73.77
Median		76.00	74.00
Mode		65	80
Std. Deviation		7.916	6.421
Variance		62.667	41.227
Range		25	21
Minimum		65	65
Maximum		90	86
Sum		4688	4574
Percentiles	25	65.00	68.00

50	76.00	74.00
75	83.00	80.00

The next step is hypothesis testing. To test the hypothesis, linearity and normality tests were first carried out as shown in tables 2 and 3 below:

Table 2 Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
interest in learning * writing value	Between Groups	(Combined)	3423.451	15	228.230	26.295	.000
		Linearity	3206.257	1	3206.257	369.404	.000
		Deviation from Linearity	217.195	14	15.514	1.787	.070
	Within Groups		399.258	46	8.680		
	Total		3822.710	61			

Table 3 Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
writingvalue	.168	62	.000	.887	62	.000
interest in learning	.174	62	.000	.916	62	.000

a. Lilliefors Significance Correction

Based on the results of the linearity test of deviation from linearity between interest in learning and writing procedure text, the value of sig is obtained. 0.007. sig value. is greater than 0.005. Thus, it can be concluded that there is a linear relationship between interest in learning and the ability to write procedural texts. The linearity of the two variables is quite strong.

Meanwhile, from the results of the normality test, it is known that the significance value is 0.000 < 0.05, so that the tested data is not normally distributed. Because the data is not normal, the next step is to perform a nonparametric Spearman correlation test to determine the correlation between learning interest and writing ability as shown in the following table.

Table 4. Spearman Correlation Nonparametric Test Results Correlations

		Writing value	Interest value
Spearman's rho	Writingvalue	Correlation Coefficient	1.000
		Sig. (2-tailed)	.698**
		N	62
interest in learning	interest in learning	Correlation Coefficient	.698**
		Sig. (2-tailed)	1.000
		N	62

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data in table 4, it is known that $\text{Sig. } 0.000 < 0.05$. Because the significance level is less than 0.05, then H_0 is rejected and H_a is accepted. This means that there is a relationship between interest in learning Bahasa Indonesia and the ability to write procedural texts. From the results of the correlation analysis, the correlation value between interest in learning and writing procedure text is 0.689. This shows that there is a strong relationship between interest in learning and the ability to write procedural texts. In other words, interest in learning Bahasa Indonesia has a positive impact on the ability of students to write procedural texts. After it was known that there was a positive relationship between interest in learning Bahasa Indonesia and the ability to write procedural texts, several tests were carried out as follows:

Table 5 Correlation Coefficient Test Results Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.916 ^a	.839	.836	3.205	1.758

a. Predictors: (Constant), interest

b. Dependent Variable: write

Table 6 Regression Equation Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3206.257	1	3206.257	312.068	.000 ^b
	Residual	616.453	60	10.274		
	Total	3822.710	61			

a. Dependent Variable: write

b. Predictors: (Constant), interest

Table 7 Regression Coefficient Significance Test Results

		Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95,0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	7.688			4.733	
	Minat	1.129	.064	.916	17.665	.000	1.001	1.257

a. Dependent Variable: menulis

In table 5, it can be seen that the value of the correlation coefficient of determination (r Square) on interest in learning is 0.839. This means that 83.9% of students' interest in learning can affect the ability to write procedural texts. While the remaining 83.9% of 100%, namely 16.1% is influenced by other factors outside of interest in learning.

Discussion

In accordance with the problems that have been formulated, the data of this study are the results of the ability to write procedural texts and the results of processing the learning interest questionnaire for students of class XI SMK PP Negeri Sumedang, totaling 62 people. The author makes a questionnaire containing statements to find out whether there is interest in learning Bahasa Indonesia from each sample. The measurement is carried out through indicators that determine interest including attention, enthusiasm, strong desire, and interest in learning Bahasa Indonesia. The indicator is translated into 20 questions in the form of

statements consisting of 5 statements relating to attention, 5 statements of excitement, 7 statements of interest in learning Bahasa Indonesia, and 3 statements relating to a strong desire.

The results of the regression equation test as shown in table 6 obtained sig 0.000 and F count 312,068. This shows that the regression coefficient of the learning interest variable (X) with the ability to write procedure text (Y) is very significant. Based on these results, the significance value of 0.000 is much smaller than 0.05, so regression can be used to predict that interest in learning affects the ability to write procedural texts. Meanwhile, from the results of the calculation of the regression coefficients in table 7, the regression equation of the correlation coefficient $Y = 7.688 + 1.129X$, the t-score of the X variable = 17.665 which shows the relationship between the X variable and the Y variable.

Apriani, (2017) in his research explains that if the value of Sig. > 0.05 then H₀ is accepted, meaning that the regression is not significant. On the other hand, if the value of Sig. < 0.05 then H₀ is rejected, meaning that the regression is significant. If t count is greater than t table and the value of Sig. 0.000 < 0.05 then H₀ is rejected and H_a is accepted, which means the regression coefficient is significant, whereas if it is in opposite, the regression is not significant. The results of the correlation coefficient test in the table above obtained sig. 0.000 < 0.05 and t count = 17.665, then H₀ is rejected and H_a is accepted. Thus it can be concluded that the hypothesis in this study is "there is a significant influence between learning interest on the ability to write procedural texts".

Hypothesis

H₀ : There was no influence between learning interests on procedural text writing

H_a : There is an influence between learning interests on procedural text writing

CONCLUSION

Based on the results of the discussion and data processing using SPSS, it can be concluded that the Effect of Learning Interest on the Ability to Write Procedure Texts for students in class XI SMK PP Negeri Sumedang.

1. There is a linear relationship between interest in learning Bahasa Indonesia and the ability to write procedural texts. This is evidenced by the results of the correlation test of 0.689. The correlation results are included in the strong category. Calculation of the correlation coefficient of the variable X (interest in

- learning) and variable Y (writing procedure text, the value of the coefficient of determination (r) Square on interest in learning is 0.839.
2. With the results of 83.9% of students' interest in learning can affect the ability to write procedural texts. While the remaining 16.1% is influenced by other factors outside of interest in learning. Other factors outside of interest can be in the form of infrastructure, teachers, and learning atmosphere.
 3. The results of the regression test show that the Fcount value is 312,068 with a sig of 0.000. This means that the regression coefficient of the independent variable with the dependent variable is very significant.
 4. Meanwhile, the results of the test of the significance or significance of the correlation coefficient obtained the value of sig. 0.000 <0.005 and tcount is 17.665, then H₀ is rejected and H_a is accepted. Thus, there is an influence of interest in learning on the ability to write procedural texts.
 5. The results of statistical calculations show that of the 62 students the average value of interest is 73.77 with the lowest score of 65 and the highest score of 86. While the average value of writing procedure text is 75.61 with the lowest score of 65 and the highest score of 90.
 6. The average value of the ability to write procedure texts still has to be improved so that the results are even better. Improving procedural text writing skills can be done by increasing students' interest in learning. To increase students' interest in learning, teachers must be more creative and innovative in creating an active and fun classroom atmosphere, as well as equipping adequate learning facilities.

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