

MEASURING LEARNING INTEREST AND MOTIVATION TOWARD STUDENTS' ENGLISH WRITING SKILLS

Mardiani, Kristanti Yuntoro Putri and Imam Baehaki

Kadiri Islamic University, Kediri

mardiani1605@gmail.com; kristanti@uniska-kediri.ac.id;

imambaehaki@uniska-kediri.ac.id

Abstract: The purposes of this research are 1) to analyze the partial correlation of learning interest toward students' English writing skills, 2) to analyze the partial correlation of motivation toward students' English writing skills, and 3) to analyze the simultaneous correlation of learning interest and motivation toward students' English writing skills. This research was conducted at SMPN 1 Gampengrejo-Kediri with the research subjects being 8th-grade students. The research design was a quantitative correlational design. The research instruments were a questionnaire and writing skills scores. Data analysis using regression. The results of this research indicate that 1) learning interest correlates with English writing skills (the sig. value is 0.000), 2) motivation correlates with English writing skills (the sig. value is 0.004), and 3) learning interest and motivation are correlated with the students' English writing skills (the F count is 8.367). It means that students' learning interest and motivation are aspects which can affect their English writing skills.

Keywords: *Learning Interest, Motivation, Writing Skills, Correlation*

INTRODUCTION

Reskia, et al., (Azizah & Hasanah, 2021) stated that activities carried out to develop self-quality are called education. In this era of modern education, the younger generation has high demands for development and learning to follow. One way is to learn a foreign language, especially English. Learning a foreign language makes it easier for students to expand their network of friends from various countries. In addition, learning a foreign language provides opportunities for students to gain more knowledge. As one of the main subjects in school, students are required to learn several skills of language, namely speaking, listening, reading, and writing.

English education in class lasts for approximately 1-2 hours a day. During one week there are 2-4 days to study English in class. Learning that takes place in class is generally the material explained by the teacher, students who attend classes according to the teacher's instructions and the learning process is mediocre. These things affect students' ability in English. The use of diverse and unique learning media is rarely used in class. Teaching methods that can arouse students' enthusiasm for learning in class are also rarely used in the teaching and learning process. The learning process focuses on students and can make students participate actively during the learning process.

Parnawi (2019) states a continuous tendency toward a certain thing or activity is called interest. Sardiman (Ariyey, et al., 2021) state interest is a situation skilled by someone associated with goals and needs. Students' interest in learning is in the form of attention and liking for the teaching and learning process. Students will easily accept and learn the material provided by the teacher if students have an interest in learning. Based on Sardiman (Achru, 2019) there are several functions of learning interest, namely encouraging someone to do

something, determining the purpose of an action, and selecting an action according to the goal to be achieved. Prastika (2020) states high interest in learning will result in perseverance, tenacity, enthusiasm for learning, never giving up, and being happy to face challenges. Slameto's quote from Mulyani, et al., (2021) states 2 kinds of factors that affect learning, namely internal factors (related to the psychology of students) and external factors (related to instruction such as curriculum, etc.). Krapp & Suhartini (Anggraeni, 2017) states three categories of learning interests: personal, situational, and psychological.

Motivation is the desire for a student to acquire learning objectives with good learning results (Ambarwati, 2018). According to Alizadeh (Rosmayanti & Yanuarti, 2018), motivation encourages someone to take a movement, desire, and need. Motivation becomes the driving force for someone to achieve a goal. Learning English requires students to learn vocabulary, grammar, tenses, language skills, phrases, or idioms. Differences in vocabulary and language result in some students' learning giving up easily and not being eager to learn. At this stage, students who have motivation will be eager to achieve learning goals. Motivation can arise due to encouragement in a person to do something or come from the surrounding environment. Two classifications of motivation, namely intrinsic motivation and extrinsic motivation. According to Barruansyah (2019), several things influence student learning motivation: the living environment, significant others, the teacher, and the method. Barruansyah (2019) also argues that the factors that influence writing motivation include: teacher, topic attractiveness, interesting activity, and students' interest. students' self-efficacy, students' self-regulation to write, and socio-constructivist approach.

Writing performs an essential communication function: providing messages or information (Rao & Durga, 2018). According to Ranabumi, et al., (Sinaga & Sidabalok, 2021), writing skill is the hardest ability to teach and master. The statement was supported by Wardani, et al., (Apsari & Parmawati, 2022) states writing is the most difficult skill to learn. Writing skills can be mastered by studying five components: content, organization, vocabulary, grammar, and mechanics. Ginting, Risnawaty & Harianto quoted from Bulqiyah, et al. (2021) structural, grammatical, mechanical, and vocabulary are four aspects of writing difficulties. Good writing must pay attention to several things, namely coherence, cohesion, and unity (Cynthia quoted by Muhadjun & Oni, 2021). Harmer (2004) states four steps to writing. *First*, planning, the writer chooses a topic and reads information related to the topic. *Second*, drafting, the writer writes all the ideas until it's finished. *Third*, editing, the writer fixes words or sentences that are not right. *Last*, final draft, the writing is ready for use.

This research was conducted to determine the relationship between the variables of Learning Interest (X_1), Motivation (X_2), and Students' English Writing Skills (Y) in 8th-grade students at SMPN 1 Gampengrejo. The Learning Interest (X_1) variable focuses on personal interests. Variable Motivation (X_2) focuses on intrinsic motivation. The research was carried out at SMPN 1 Gampengrejo with 8th-grade students. The selection of the school was based on the low capability of the students to write in English and a lack of learning interest and motivation. The reason is the use of learning media that is much less creative, innovative, or unique makes students less captivated by participating in learning activities. Classroom learning is still teacher-centered with the process of giving explanations through the lecture method. Learning that is carried out by involving active student interaction can make students learn faster and understand the material. Three research purposes, 1) To analyze the partial correlation of learning interest toward students' English writing skills, 2) To analyze the partial correlation of motivation toward students' English writing skills, and 3) To analyze a simultaneous correlation of learning interest and motivation toward students' English writing skills.

METHOD

The research design uses a correlational quantitative design. Regression is utilized to test the research hypothesis. The regression results are determined by the ANOVA table. If the significance value is <0.05 , H_a is accepted; if it is >0.05 , H_0 is accepted. The results of multiple regression are known from the results of calculating the F value in the ANOVA table. Data analysis is using SPSS version 25.

The research was conducted on class 8 students who attended SMPN 1 Gampengrejo. Stratified random sampling was the technique used for sampling. The population of 8th-grade students totals 327. The research sample is 77 students. The result is got from the calculations using the Slovin formula and the standard error (e) is 10%. Isaac & Michael (Sugiyono, 2019) divide the error rate into 3, namely 1%; 5%; and 10%. The following results from calculating the research sample using the Slovin formula are:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{327}{1 + 327(10\%)^2}$$

$$n = \frac{327}{1 + (327 \times (0,1^2))}$$

$$n = 76,58$$

This research used two types of instruments, namely questionnaires and scores of students' writing abilities. Questionnaires collect information related to Learning Interest (X_1) and Motivation (X_2). Learning Interest (X_1) consists of 10 statements and Motivation (X_2) consists of 12 statements. Levels of answers in this study consisted of five, namely "sangat setuju", "setuju", "ragu-ragu", "tidak setuju", and "sangat tidak setuju". The value of students' writing ability is got from the teacher's data on writing a short functional text, "Greeting Card".

FINDING AND DISCUSSION

Finding

This section presented several calculations from the data that the researcher took from the research subject.

Simple regression test

- A. The table below presents the calculated data from the simple regression test of Learning Interest (X_1), and Students' English Writing Skills (Y).

Table 1. Simple Regression Test Result

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293.096	1	293.096	16.744	.000 ^b
	Residual	1312.852	75	17.505		
	Total	1605.948	76			

Based on the data above, it can be seen the significant value is 0.000. This value is <0.05 or H_a is accepted. The conclusion is that Learning Interest (X_1) partially correlates with Students' English Writing Skills (Y).

- B. The table below presents the calculated data from the simple regression test of Motivation (X_2) variable, and Students' English Writing Skills (Y).

Table 2. Simple Regression Test Result

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	172.217	1	172.217	9.009	.004 ^b
	Residual	1433.731	75	19.116		
	Total	1605.948	76			

Based on the data above, it can be seen that the significant value is 0.004. This value is <0.05 or H_a is accepted. The conclusion is that Motivation (X_2) partially correlates with Students' English Writing Skills (Y).

Multiple regression test

The table below presents the calculated data from the simple regression test of the variable of Learning Interest (X_1), Motivation (X_2), and Students' English Writing Skills (Y).

Table 3. Multiple Regression Test Result

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	296.170	2	148.085	8.367	.001 ^b
	Residual	1309.779	74	17.700		
	Total	1605.948	76			

Based on the ANOVA table above, the following data shows that the F_{count} Value is 8.367; α used by 5%; df 1 is $3-1=2$; df 2 is $77-2-1=74$; and the calculated F_{table} value is 3.120. The calculation results show that the values used to measure the simultaneous relationship of variables are as follows: $F_{\text{count}} > F_{\text{table}}$ or can be written $8.367 > 3.120$. This value shows that the F_{count} value is greater than the F_{table} value. The conclusion is that H_a accepted or Learning Interest (X_1) and Motivation (X_2) have a simultaneous relationship to Students' English Writing Skills (Y).

Discussion

Learning Interest (X_1) influences the studying results of 8th-grade students at SMPN 1 Gampengrejo in Writing skills. These research results are similar to the research conducted by Ginting, Risnawaty, & Harianto (2021). The results of the research determined that students who favored learning activities and practicing writing could pay more attention to the matters they appreciated. Purwanto's explanation (Saparudin, 2018) concerning the characteristics of students who've interests, namely paying attention to learning, feeling happy, being interested in an activity, and taking activities related to students like. The aspect within students that needs to be continuously grown and improved is an interest that could affect learning success (Mulyani, Rohaeti, & Sudrajat, 2021). The research results found students who liked learning activities and practicing writing would pay extra attention to it.

Motivation (X_2) influences the writing ability of 8th-grade students at SMPN 1 Gampengrejo in English subject. The result of this research is similar to the research result by Mastur, Rofiqoh, & Suriaman (2021). Jamil (2019) states motivation is one of the elements that influence learning results and learning achievement. The inducement of students should continue improvement. Students before starting to learn need to prepare for the needs and goals of the study. Students need the desire to learn so the learning process can run properly. Desire to learn can affect the maximal obtaining of knowledge when it is observed by students' readiness to learn and a sense of responsibility towards education. Hamsina (2020) argues

motivation is an element that influences student learning success. According to Haryadi (2022) states students are more diligent to learn influenced by high motivation.

Learning Interest (X_1) and Motivation (X_2) simultaneously affect student learning outcomes in the English subject within the writing skills of 8th-grade students at SMPN 1 Gampengrejo. This research follows the results of previous research by Ariyes, Fitria, & Puspita (2021). In addition, research from Lena, Trisno, & Puspita (2021) obtained different results from this study and research from Ariyes, Fitria, & Puspita (2021). The distinction between the two previous research results is the learning outcomes of research subjects can or cannot be affected by Learning Interest and Motivation. Mulyani, Rohaeti, & Sudrajat (2021) state interest can motivate students to enhance student skills. A comparable opinion turned into expressed by Christanti & Kartikawati (2021) interest can affect the quality of students in obtaining learning achievement. Students' writing skills need to be trained to continue to get proper writing results. That is supported by Zulfasari & Rosadi (2020) state the ability to write is based on habit and continuous exercise. Melatih kemampuan menulis akan membuat siswa terbiasa untuk menulis. So, students will not experience difficulties when required to make a writing. Several other abilities and knowledge will also increase as long as students practice writing. Examples of abilities that can be improved are knowledge of vocabulary, grammar, tenses, the ability to manage sentences, the ability to convey ideas, the ability to convey something (idea), and creativity.

CONCLUSION

Based on the research data obtained and calculated, the results show that the research variables influence each other. Based on the three hypotheses, the following results are obtained: 1) the calculation results show that H_a is accepted with a value of 0.000, which means that Learning Interest (X_1) affects Students' English Writing Skills (Y), 2) the calculation results show that H_a is accepted with a value 0.004 which means that Motivation (X_2) affects Students' English Writing Skills (Y), and 3) the calculated value of F with a value of 8.367 or H_a is accepted which means Learning Interest (X_1) and Motivation (X_2) simultaneously affect Students' English Writing Skills (Y). Based on these results it is known that students need to use learning media that can improve students participation in learning, learning methods that adapt to student characteristics, and make the teaching and learning process in class active and refreshing.

The limitation of this research is the factors (variables) that influence students' writing ability. There are two factors (variables), namely Learning Interest (X_1) and Motivation (X_2). The first factor (variable) discusses personal interest. Meanwhile, the second factor (variable) discusses intrinsic motivation. This research is limited by the use of personal interest and intrinsic motivation.

Classroom learning can be done using appropriate learning methods for students. Learning media can be a supporting tool during the learning process. Learning activities that occur must be able to arouse the enthusiasm and enthusiasm of students. A good learning process requires students to take an active role during learning. Utilizing the things that are available in the school environment can make students get a unique learning experience. Occasional learning outside the classroom will provide a different learning experience than usual.

Future researchers can use more diverse variables. Limiting the research problem to which you want to determine the answer. Future researchers can develop research based on existing research (previous research). If based on this research, the advice that can be given to further researchers is to use boundaries that have not been used in this study. Learning Interest can be limited by situational or psychological interest. Motivation can be limited by extrinsic motivation.

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