THE EFFECT OF LEARNING INTEREST ON THE RESULTS OF LEARNING TO WRITE POETRY TEXT USING PROBLEM BASED LEARNING METHOD

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ABSTRACT

This study aims to prove the effect of interest in learning with the results of learning to write poetry texts using the problem based learning method. The hypothesis tested is that there is an influence of interest in learning on writing poetry texts. The research subjects were 29 students of class VIII F MTs Negeri 2 Subang, West Java, in the 2020/2021 school year. The data comes from the results of learning to write poetry texts and the results of a learning interest questionnaire. Data were analyzed using SPSS 25 with product moment person correlation test to determine the relationship and regression test to determine the effect. Based on the results of statistical analysis, the results of the correlation test of 89.2% showed a very strong relationship between the results of learning to write poetry texts with interest in learning. The results of the regression test also prove that interest in learning has an effect of 79.5% on learning outcomes to write poetry texts. Meanwhile, 20.5% was influenced by other factors.

Keywords: influence, interest in learning, learning outcomes, writing poetry text, problem based learning method

ABSTRAK

Penelitian ini bertujuan untuk membuktikan pengaruh minat belajar dengan hasil belajar menulis teks puisi menggunakan metode problem based learning. Hipotesis yang diuji yaitu terdapat pengaruh minat belajar terhadap menulis teks puisi. Subjek penelitian adalah 29 orang siswa kelas VIII F MTs Negeri 2 Subang, Jawa Barat, tahun ajaran 2020/2021. Data bersumber dari hasil belajar menulis teks puisi dan hasil angket minat belajar. Data dianalisis menggunakan SPSS 25 dengan uji korelasi product moment person untuk mengetahui hubungan dan uji regresi untuk mengetahui pengaruh. Berdasarkan hasil analisis statsitik, hasil uji korelasi sebesar 89,2% menunjukan hubungan yang sangat kuat antara hasil belajar menulis teks puisi dengan minat belajar. Hasil uji regresi juga membuktikan minat belajar berpengaruh sebesar 79,5% terhadap hasil belajar menulis teks puisi. Sementara 20,5% itu dipengaruhi oleh faktor lainnya.

Kata Kunci*: pengaruh, minat belajar, hasil belajar, menulis teks puisi, metode problem based learning*

INTRODUCTION

The progress of a nation is highly dependent on the character and values of its people. The 2013 curriculum echoes integrated character education in every subject. It aims for an educational concept that is expected to be able to improve civilization and the progress of the nation. Literature can be a bridge to improve the character and values of society.

According to Rokhmansyah (2014) literary works have a didactic function if the content of the work is able to direct and educate readers to live a better life through the values contained in the literary work. In line with that, Suryaman in Taoziri states that as an interactive

expression of language art, literature can be the spirit of the emergence of a movement for community change, even the rise of a nation to a better direction (Taoziri, 2013). Based on this view, literature should be taught to the next generation of the nation, in order to be able to create changes for the glory of the nation. Students as the nation's next generation must receive teaching appreciation of literature at all school levels.

Poetry is one of the literary genres taught at the SMP/MTs level. The basic competence of writing poetry texts in the 2013 curriculum is taught in class VIII semester 1. Poetry writing skills are beautiful essays or writings that have certain meanings so that they have aesthetic value. Beautiful essays or writings can come from the experience of the poet or imagination and depiction of something. The beauty of writing in poetry (Azis, 2015) is the result of the use of distinctive diction in poetry. What distinguishes poetry from other literary works is the power of diction.

In the practice of learning among the four language skills, writing is the most difficult skill to master because it requires regular and diligent practice. Sobari (Wikanengsih & Suhara, 2020) states that writing is a complex process carried out by a writer to explore a thought, idea, or idea. Meanwhile, Nurgiyantoro (2019) stated that the ability to write requires mastery of various linguistic elements and elements outside the language itself that are the contents of the essay. Likewise with poetry writing competence, the fact that happened at MTsN 2 Subang the majority of students' scores did not reach the KKM for basic competence in writing poetry texts.

Many factors affect student learning outcomes, one of which is interest in learning. Slameto (2015) emphasizes that interest has a very big influence on learning. The expert opinion was strengthened by the results of research on interest in learning. Based on previous research conducted by Wulansari (2019), it was proven that there was a positive relationship between reading interest and the ability to write poetry for eighth grade students of SMPN 2 Prambon Nganjuk.

However, what will be examined in this research is interest in learning. In a previous study by Apriani (2017), interest in learning was proven to have a positive influence on the ability to write narrative essays. Although other studies have shown that there is no relationship between reading interest and the ability to write poetry (Mustika & Lestari, 2016). The problem based learning method can help improve the poetry writing skills of seventh grade students of SMP Negeri 1 Pangkur, Pangkur District, Ngawi Regency (Kusrianti & Suharto, 2019).

Therefore, this study aims to determine the relationship and influence of interest in learning with learning outcomes to write poetry texts using the problem based learning method.

METHODS

This research was conducted at MTsN 2 Subang, Subang Regency, West Java. The object of the research is the students of class VIII F, totaling 30 people. The data in this study is the value of learning outcomes of students' basic competence in writing poetry texts that already exist and the results of students' learning interest questionnaires. The research method used is descriptive quantitative (Sugiyono, 2018).

Data processing in this study uses correlational analysis using the SPSS 25 application. First, a normality test is carried out, if the sig of two variables is greater than 0.05 then the data is considered normal, then a Pearson product moment correlation test will be carried out to see if there is a relationship between interest and writing results. students' poetry texts using the problem based learning method. The test results will be based on the following hypotheses:

Ho = There is no relationship between the results of learning to write poetry texts using the problem based learning method with students' interest in learning.

Ha = There is a relationship between the results of learning to write poetry texts using the problem based learning method with students' interest in learning.

If the sig of the product moment person correlation test result is less than 0.05, then Ho is rejected and Ha is accepted.

Furthermore, to find out how closely the two are related, the correlation coefficient in the table of product moment person correlation test results on SPSS 25 will be interpreted with reference to the interpretation table below.

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Figure 1. Interpretation of the correlation coefficient

Interpretasi Koefisien Korelasi	
0,00 - 0,199	= sangat rendah
0,20 - 0,399	= rendah
0,40 - 0,599	= sedang
0,60 - 0,799	= kuat
0,80 - 1,000	= sangat kuat

(Sugiyono, 2018)

Data analysis will then be continued with the effect test. The test was carried out to see whether there was an influence of the independent variable, namely interest in learning on the dependent variable, namely the results of learning to write poetry texts. After the data is declared normal based on the normality test, it is continued with a regression test using SPSS 25 with the following hypothesis:

Ho = There is no influence between interest in learning and learning outcomes to write poetry texts using the problem based learning method.
Ha = There is an influence between interest in learning and learning outcomes to write poetry texts using the problem based learning method.
If the result of the regression test is less than 0.05, then Ho is rejected and Ha is accepted

RESULT AND DISCUSSION

Result

After obtaining the data on the value of learning to write poetry using the problem based learning method and the results of a learning interest questionnaire from 29 students of class VIII F MTsN 2, the normality test was first carried out on the data.

Figure 2. SPSS 25 normality test results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar	.143	29	.135	.940	29	.100
Minat belajar	.182	29	.015	.938	29	.091

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk table, the results of the normality test on the SPSS 25 application above, it is stated that the sig of learning outcomes is 0.1 and the sig of learning interest is 0.91 which is greater than 0.05. Thus the data is declared normal. Then the data will then be tested for product moment person correlation.

Figure 3. Results of the product moment person correlation test

Correlations

		Hasil belajar	Minat belajar
Hasil belajar	Pearson Correlation	1	.892[**]
	Sig. (2-tailed)		.000
	N	29	29
Minat belajar	Pearson Correlation	.892[**]	1
	Sig. (2-tailed)	.000	
	N	29	29

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

Based on the table of product moment person correlation test results on SPSS 25 obtained sig (2-tailed) 0.000, because sig 0.000 is smaller than 0.05 then Ho is rejected and Ha is accepted. Thus, there is a relationship between the results of learning to write poetry texts using the problem based learning method with students' interest in learning.

From the results of simple correlation analysis (r) the correlation between learning outcomes and interest in learning (r) is 0.892. This shows that there is a very strong relationship between the results of learning to write poetry texts using the problem based learning method and interest in learning. So the direction of the relationship is positive because r is positive, meaning that the higher the interest in learning, the higher the learning outcomes for writing poetry texts.

After the data is declared normal based on the normality test that has been carried out above, then a regression test is carried out using SPSS 25.

Figure 4. Model Results Summary

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.892[a]	.795	.788	2.834	2.259
a. Predictors: (Constant), Minat belajar					
b. Dependent Variable: Hasil belajar					

Based on the model summary table above, it can be seen that the number R which is the influence of interest in learning on learning outcomes is 0.892 or 89.2%, which means it has a strong effect. Then the R Square value of 0.795 means that the influence of interest in learning on learning outcomes to write poetry texts is 79.5% and the remaining 20.5% is influenced by other variables not examined.

Figure 5. Coefficient 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)	41.736	2.706		15.425	.000	36.184	47.288
	Minat belajar	.398	.039	.892	10.246	.000	.319	.478
a. Dependent Variable: Hasil belajar								

Based on the Anova table above, it can be seen that the value of sig 0.000 is the same as the sig at the coefficient of 0.000 which means that both sig is less than 0.05. Thus Ho is rejected and Ha is accepted, meaning that there is an influence between interest in learning and learning outcomes to write poetry texts.

Discussion

Based on research on the value of learning outcomes to write poetry using the problem based learning method and the results of a learning interest questionnaire from 29 students of

class VIII F MTsN 2. The results have been tested using SPSS which shows a relationship and influence between interest in learning and learning outcomes to write poetry texts in learners.

Correlation test results get a percentage of 89.2%. This shows that there is a strong relationship between learning outcomes and interest in learning to write poetry texts using the problem based learning method. If the interest in learning is high, the results of learning to write poetry texts will also be good. On the other hand, if the interest in learning is low, the results of learning to write poetry texts will be low.
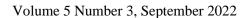
The relationship between interest and learning outcomes is directly proportional. In line with the research that has been done previously regarding "The Influence of Learning Interest on the Ability to Write Narrative Writing in Students". Apriani (2017) explains that the effect of interest in learning on students' narrative essay writing skills is significant. This shows that every one increase in learning interest scores will be followed by an increase in students' narrative essay writing skills.

The effect of interest in learning on learning outcomes to write poetry texts using the problem based learning method is indicated by the percentage result of the regression test of 79.5%. Meanwhile, 20.5% of learning outcomes to write poetry texts are influenced by other factors. Although there are other factors, interest in learning has an important role in influencing the results of learning to write poetry texts.

CONCLUSION

The results of the study showed that there was a relationship between the results of learning to write poetry texts using the problem based learning method and the students' interest in learning.

1. The results of the correlation test of 89.2% showed a very strong relationship between learning outcomes and interest in learning.

2. The results of the regression test proved that interest in learning had an effect of 79.5% on learning outcomes to write poetry using the problem based learning method.

3. Based on the results of the regression test, interest in learning greatly affects the results of learning to write poetry texts using the problem based learning method. Meanwhile, 20.5% was influenced by other factors.

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