THE INFLUENCE OF INDEPENDENT LEARNING ON THE ABILITY TO WRITE EXPOSITION TEXTS IN CLASS X

Hendarsyah[1], Heris Hendriana[2], Rochmat Tri Sudrajat[3]
[1,2,3]IKIP Siliwangi
[1]hendarsyah1980@gmail.com, [2]herishen@ikipsiliwangi.ac.id, [3]rochmatts13@gmail.com

ABSTRACT

This research was motivated by the writer's curiosity about the effect of independent learning on writing skills. The hypothesis to be tested is the influence of independent learning on the ability to write expository texts. This study uses a quantitative descriptive method because the research data is in the form of numbers, analyzed using statistics that connect between variables. The number of samples was 32 students of X Grader of SMK PP Negeri Sumedang. The instruments used were test and non-test. The test instrument was in the form of an Exposition text writing skill test using Quizzes. The non-test instrument was in the form of a questionnaire containing 15 questions with 5 indicators of student learning independence including dependence, self-confidence, discipline, responsibility, and self-control. The results of the correlation analysis of 0.414 proved that there is a close relationship between learning independence and writing exposition texts. The regression value of r square is 0.797. This showed a significant effect between the independent variables on the dependent variable. As for the significance test of the regression coefficient obtained sig. 0.000 < 0.05 and t count = 11,566. This means that there is a significant influence between learning independence on the ability to write expository texts

Keywords: Independent Learning, Writing Ability, Exposition

ABSTRAK

Penelitian ini dilatar belakangi oleh rasa ingin tahu penulis mengenai pengaruh kemandirian belajar terhadap kemampuan menulis. Hipotesis yang akan diuji merupakan pengaruh kemandiran belajar terhadap kemampuan menulis teks eksposisi. Penelitian ini menggunakan metode deskriptif kuantitatif karena data penelitian berupa angka-angka, dianalisis menggunakan statistik yang mengbuhungkan antar variabel. Jumlah sampel adalah 32 siswa kelas X SMK PP Negeri Sumedang. Instrumen yang digunakan adalah tes dan non tes. Instrumen tes berupa tes keterampilan menulis teks Eksposisi menggunakan Quizziz. Instrument non tes berupa angket yang berisi 15 pertanyaan dengan 5 indikator kemandirian belajar siswa diantaranya ketergantungan, kepercayaan diri, disiplin, tanggung jawab, dan kontrol diri. Hasil analisis korelasi sebesar 0,414 membuktikan terdapat hubungan yang erat antara kemandirian belajar dengan menulis teks eksposisi. Nilai regresi r square sebesar 0.797. Hal ini menunjukan pengaruh signifikan antara variabel bebas terhadap variabel terikat. Sedangkan untuk uji signifikansi koefisien regresi diperoleh sig. 0,000 < 0,05 dan t hitung = 11.566. Artinya terdapat pengaruh yang signifikan antara kemandirian belajar terhadap kemampuan menulis teks eksposisi

Kata Kunci: Kemandirian Belajar, Kemampuan Menulis, Eksposisi.

INTRODUCTION

Listening, reading, speaking and writing are basic language skills of a person. These four aspects need to be mastered well by each individual in order to create good communication skills. Remember the difficulty of mastering these skills, a teacher or instructor hae to have good and appropriate mastery of learning strategies (Astuti, 2015:70). Indonesian language learning in SMK is text-based learning. This text-based learning requires students to have high learning independence including self-confidence, discipline, a sense of responsibility,

initiative, self-control and dependence on aspects outside of themselves. According to Sa'diyah (2017:2)statement that said, Independence is an attitude that is obtained cumulatively through the process experienced by a person in his development, where in the process towards independence, individuals learn to deal with various situations in their social environment until they become independent. able to think and take appropriate action in dealing with every situation. To make a good learning independence skill, good class organization skills are needed. Therefore, it takes educators who have high professionalism so that the success of the learning process can be achieved properly. Mulyani (2021:2)suggests that, "Students become the centre of learning while teachers function as facilitators, motivators, and mentors in learning activities." Based on this opinion, the author concludes, currently the scope of learning activities is focused on students while the teacher only acts as a facilitator. This is a challenge for educators to study the factors that can increase student learning independence.

View factors that can affect learning independence include motivation, behaviour and cognitive (Astuti, 2015:70)motivation is everything that can affect success in learning activities (Pratama et al., 2019:218). Motivation includes mastery of *self-talk,* extrinsic *self-talk,* relative *self-talk* ability*,* increased relevance, increased interest in situations, instructive consequences, and environmental arrangement. In addition to motivation, factors that can affect learning independence include behaviour. Behaviour is a response from oneself to an object or objects around him/her (Prakoso & Fatah, 2017:194). Meanwhile, (Mulyati & Fachrurozi, 2016:186) suggests that, Consumer behaviour is an individual consumer's physical activity that involves three processes. First, the process of evaluating, namely the actions taken by consumers in evaluating products/services both before buying and after using them. Second, the process of obtaining, namely how the actions taken by consumers in obtaining information and making purchasing decisions on products/services. Third, the process of using, namely how the actions taken by consumers while using the purchased product/service. From this understanding, the writer concludes that behaviour is one's own response to an activity that begins with the process of evaluating, obtaining information and using/applying it, its relation to the world of education is teacher behaviour and student behaviour. To support this statement, the author cites (Abdullah, 2017:1) who argues that, teacher behaviour is teaching and student behaviour is learning. The last factor that can affect student learning independence is cognitive. Cognitive, in other literature called "cognition", is also defined as a process of recognizing everything that comes from the individual's environment and making it an inseparable part of the overall behaviour of individuals in the process of (Marinda, 2020:118). Furthermore, (Basri, 2017:1)argues that cognitive abilities are brain-based skills needed to perform any task from the simplest to the most complex. Therefore, the author can conclude that to measure how much independence students learn, we as educators need to develop 3 aspects, namely motivation, behaviour and cognitive. Based on this explanation, the

researcher intends to measure the extent to which student learning independence affects the ability to write expository texts for class X SMK students. Therefore, the researcher makes a research article entitled "The Effect of Independent Learning on the Ability to Write Expository Texts".

METHOD

The research method is a research implementation design that will be used to find arguments, ideas, concepts or evidence to support arguments against an existing activity. The research method used in this research is descriptive research method with a quantitative approach. Descriptive research, namely, research carried out with the aim of knowing the value of the independent variable which amounts to at least one variable without making comparisons, or correlating with other variables (Jayusman & Shavab, 2020:13). This study aims to measure the effect of independent learning on the success of learning to write exposition texts. Meanwhile, the tools were used to measure the effect were test and non-test.

To measure students' cognitive abilities, a test instrument in the form of a skill test was used. The ability to write expository texts was used. There are 5 aspects that will be measured, including those described in the following table:

Table 1 Test Assessment Criteria

NO	ASPECT	CRITERIA
1	Contents	• Mastering the topic of writing. • Fill in the paragraph according to the topic of writing • Expression of opinion development. • Relevance to the topic discussed.
2	Text Structure	• Smooth expression. • Ideas are expressed densely, clearly and well-organized. • Logical order • Cohesive
3	Vocabulary	• Mastery of words is adequate with discussion. • Effective choice of words and expressions. • Very good at word formation. • Correct use of registers.
4	Sentence	• Complex and effective construction

		• There are only a few errors in the use of language (word order/function, articles, pronouns, prepositions)
5	mechanic	• Mastering the rules of writing • There are some spelling errors, punctuation, capitalization and paragraph arrangement.

While the non-test tool which used was a closed questionnaire with four answers given a score (to be quantitative) including, SS (strongly agree) = 4, S (Agree) = 3, TS (Disagree) = 2 and STS (Strongly Disagree) = 1 based on the criteria in the table above. The object of the research was learning independence and it was effected on the ability to write expository texts, as the research subjects were 36 students of class X SMK Negeri PP Sumedang. To clarify the test and non-test tools which used in this study, the researcher used the Quizzes application which contained 20 multiple choice questions and 1 essay about exposition text and 20 multiple choice questions regarding a learning independence questionnaire. The data processing technique in this study was 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). Variable (X) was interest in learning and variable (Y) was writing procedure text. The population of the subject of this research was the students of X grader SMK PP Negeri Sumedang, with members of 36 students.

RESULTS AND DISCUSSION
Results

Processing the learning independence questionnaire from 36 students obtained the lowest score of 68 and the highest score of 86. The average value (mean) of learning independence was 76.61, median 77, mode 75, with a standard deviation of 5.581. The assessment of the ability to write an expository text includes 5 aspects with a maximum score of 85. The formula for determining the value of writing an expository text used a scale of 0-100 from 5 aspects which divided by 5 and the average was sought. Aspect (1+2+3+4+5) : 5. Score (Average). From the processing of the writing results obtained an average value of 73.56 with the lowest value of 65 and the highest score of 85. The median value of writing was 73, the mode value was 70, with a standard deviation (std) of 4.385. The next step was to test the hypothesis. To test the hypothesis, the writer first tested linearity and normality with the results of deviations from the linearity between independent learning and writing exposition texts, the value of sig was obtained. 0.128. > 0.005. Therefore, it could be concluded that there is a significant linearity/influence relationship between independent learning and the ability to

write a significant exposition text. Meanwhile, from the results of the normality test, it is known that the significance value was 0.414 > 0.05 so that the tested data was normally distributed. Therefore, it was certain that the independence of learning Indonesian has a positive impact on students' ability to write expository texts. After knowing that there is a positive relationship between the independence of learning Indonesian and the ability to write expository texts, then the correlation coefficient of determination (r Square) was tested on learning independence. The results obtained KKD (correlation coefficient of determination) independent learning of 0.797. This means that 79.7% of students' learning independence affects the ability to write exposition texts. Meanwhile, 20.3% was influenced by other factors outside of independent learning.

Discussion

Based on the results above, it can be seen that students' learning independence greatly affects learning success, especially in exposition text material. The interesting thing that the researcher can convey in the study is true that a person's interests and motivation can affect a person's learning success, but initially to build all these things, students' learning independence is needed first. Students' learning independence includes self-confidence, discipline, responsibility, self-control and how dependent they are on their environment. From independent learning, a pattern of affection that is owned by students arises which is certainly different for each individual. This pattern of affection will shape how students prepare for learning and how they will make decisions in the future. This is similar to the research which conducted by Handayani & Hidayat (2018:1-8) on her journal entitled "The Relationship of Independence to Student Learning Outcomes of Mathematics Subjects in Class X SMK Cimahi City" that there was a positive and significant influence between learning independence on learning outcomes learners. In addition to Handayani, Syahrizal (2019:1-56) on his article entitled "The Influence of Learning Independence on Learning Achievement in Building Planning Practices for the Construction and Property Engineering Business Engineering Expertise Program at SMK Negeri 1 Rembang" which suggested that the variable of learning independence has a positive and significant effect on student achievement in learning building planning practices. class XI of the Construction and Property Engineering Business Skills program at SMK Negeri 1 Rembang.

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CONCLUSION

Based on the results of the discussion and data processing using SPSS, it can be concluded that the influence of independent learning on the ability to write exposition texts in class X SMK PP Negeri Sumedang.

1. There is a linear relationship between learning independence and the ability to write exposition texts. This is evidenced by the results of the correlation test of 0.414. The correlation results are included in the very strong category. Calculation of the correlation coefficient of variable X (learning independence) and variable Y (writing exposition text), the value of the coefficient of determination (r) squared on learning independence is 0.797.

2. With the results of 79.7% student learning independence can affect the ability to write exposition texts. While the remaining 20.3% is influenced by other factors outside of independent learning such as school facilities & infrastructure, educators and learning atmosphere.

3. The results of the regression test showed the Fcount value of 133,769 with a sig of 0.000. This means that the regression coefficient of the independent variable with the dependent variable is very significant.

4. While the results of the significance test or the significance of the correlation coefficient obtained the value of sig. 0.000 <0.005 and tcount 11,566, then H0 is rejected and Ha is accepted. Thus, there is an influence of independent learning on the ability to write expository texts.

5. The statistical results showed that from 36 students the average value of learning independence was 76.61 with the lowest score of 68 and the highest score of 86. While the average score of writing exposition text was 73.56 with the lowest score of 65 and the highest score of 85.

6. In order to obtain better learning success regarding the ability to write expository texts, several learning treatments are needed that touch the motivational, behavioural and cognitive aspects of students. Therefore, the teacher as a facilitator plays a very important role in the development of these 3 aspects. That is, the teacher plays an active, creative and innovative role in learning.

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