

## CONTRIBUTION OF LEARNING ATTITUDES AND LEARNING MOTIVATION TO WRITING SKILLS OF EXPOSITION DISCUSSION XI CLASS 1 BATIPUH STATE VOCATIONAL SCHOOL STUDENT

**\*Delfa Leli<sup>1</sup>, Atmazaki<sup>2</sup>, and Abdurahman<sup>3</sup>**

<sup>1</sup>Postgraduate Program of Indonesian Language And Literature Education,  
Universitas Negeri Padang

<sup>2</sup>Postgraduate Lecturer of of Indonesian Language And Literature Education,  
Universitas Negeri Padang

<sup>3</sup>Postgraduate Lecturer of of Indonesian Language And Literature Education,  
Universitas Negeri Padang

Email: delfaleli03@gmail.com

\*Corresponding Author, Received: March 10, 2019, Revised: April 15, 2019, Accepted: May 10, 2019

### ABSTRACT

This study aims to determine the contribution of learning attitudes and learning motivation towards Writing Skills in Exposition Essay of Class XI Students of State Vocational High School 1 in Full 2015/2016 Academic Year. This research is a type of correlational research. The population in this study were all students of class XI of SMK Country 1 Batipuh which amounted to 187 students by taking samples from members of the population obtained a sample of 65 students. The instruments of this study were questionnaires and performance tests. The results of the validity test of the student learning attitude questionnaire obtained 30 items that were declared valid from 28 items tested. The results of the reliability test obtained a value of  $r_{11}$  of 0.926, it was concluded that the research instruments used were reliable / reliable. While the learning motivation of the results of the validity test of student learning motivation questionnaire obtained 35 items that were declared valid. The results of the reliability test obtained a value of  $r_{11}$  of 0.973, it was concluded that the research instruments used were reliable / reliable. The technique of analyzing research data using the Kolmogorov-Smirnov test, multiple correlation test, t test, F test, and determinant coefficient formula. The results of this study are as follows. (1) The attitude of learning contributes to the skill of writing exposition discourse by 10.0%. (2) Motivation to learn contributes to the skill of writing exposition discourse of 14.2%. (3) Learning attitudes and learning motivation together contribute to the skill of writing exposition discourse of 20.5%, in the description of reading habits including more than adequate categories and student learning motivation including more than adequate categories. Conclusions of this study (1) Learning attitudes contribute and a significant positive relationship to exposition discourse writing skills, (2) learning motivation contributes and a significant positive relationship to exposition discourse writing skills, and (3) reading habits and learning motivation together -sama contributes and has a significant relationship to the skills of writing exposition discourse.

**Keywords: Learning Attitudes, Learning Motivation, and Writing Skills**

## INTRODUCTION

Indonesian language learning aims to make students skilled in communication both verbally and in writing. Indonesian language learning, provides knowledge on how to use Indonesian in a precise, creative and meaningful way. Through learning Indonesian, students learn to behave and interact using language. With learning Indonesian, students are expected to be able to make language a tool to acquire and convey knowledge.

Writing skills is one of the basic competencies of Indonesian language subjects contained in the Education Unit Level Curriculum (KTSP) in Vocational High Schools (SMK). Basic competencies related to writing skills in the Vocational curriculum, one of which is in class XI, namely "writing discourse narration, description, exposition, and argumentation". This basic competency is described in several indicators consisting of: (1) writing an event in the form of a chronological narrative, (2) describing images, charts, tables, graphs, diagrams, matrices of 150-200 words, (3) making expositions from an event, and (4) arrange an argument with the aim of convincing the reader of an event.

The low skill of students in writing exposition essays is assumed to be influenced by several factors, including attitudes and student learning motivation towards exposition writing learning. A person's attitude towards something will be shown through behavior. Student learning attitudes in learning will be seen based on students' behavior in learning and their responses to learning. Students who are positive towards and open to receiving learning will give encouragement to students to achieve success. A positive attitude will form a good relationship between students and educators, thus facilitating the learning process. on the contrary a negative attitude towards learning will have a bad impact on student learning outcomes.

## METHOD

This study uses a quantitative method with a type of correlational research to see the contribution of learning attitudes and learning motivation to the writing skills of exposition essays of class XI students of SMK Negeri 1 Batipuh 2015/2016 Academic

Year. The population in this study were grade XI students of SMK Negeri 1 Batipuh, amounting to 182 people spread into 8 classes. Sampling using simple random sampling technique from a population of 187 people with an estimated error rate of 10% the number of samples is 65 people. Data collection is done by testing the validity of learning attitude questionnaires and student motivation. The data analysis technique of this study will be processed using correlation and regression techniques with the help of the SPSS version 20 program.

## RESULTS AND DISCUSSION

The results of the validity test of the student learning attitude questionnaire obtained 30 items that were declared valid from 28 items tested. The results of the reliability test obtained a value of  $r_{11}$  of 0,926, it was concluded that the research instruments used were reliable / reliable. While the learning motivation of the results of the validity test of student learning motivation questionnaire obtained 35 items that were declared valid. The results of the reliability test obtained a value of  $r_{11}$  of 0,973, it was concluded that the research instruments used were reliable / reliable.

The results of this study are as follows. (1) The attitude of learning contributes to the skill of writing exposition discourse by 10,0%. (2) Motivation to learn contributes to the skill of writing exposition discourse of 14,2%. (3) Learning attitudes and learning motivation together contribute to the skill of writing exposition discourse of 20,5%, in the description of reading habits including more than adequate categories and student learning motivation including more than adequate categories. Conclusions of this study (1) Learning attitudes contribute and a significant positive relationship to exposition discourse writing skills, (2) learning motivation contributes and a significant positive relationship to exposition discourse writing skills, and (3) reading habits and learning motivation together contributes and has a significant relationship to the skills of writing exposition discourse.

According to Pamela's (2001) research data on possible causes indicate students are not motivated to write because of low self-confidence, lack of control over writing assignments, insufficient amount of time to expand writing, lack of emphasis on organizers, limited peer collaboration, and inadequate relevance to real life. The faculty

reported a lack of student motivation in writing assignments that hindered writing achievement. State data shows a decrease in the value of writing on the targeted site.

Student learning attitudes contribute to the success of students in writing exposition essays. Students who are diligent, confident, and concerned with learning to write exposition essays will try to write an exposition essay well. Students will try to achieve their goals with positive actions. Thus, the results achieved in writing exposition essays will be better. In addition to attitude learning factors, other factors that influence student success in writing exposition essays are also determined by students' learning motivation. Hermon and Dalim (2005); Hermon and Dalim (2006); Iskandar (2009); Hermon (2015), argues that motivation to learn is the driving force of the individual to carry out learning activities to increase knowledge and skills. Learning motivation contained in students is the driving force to achieve success. Learning motivation affects the process of taking individual decisions to determine the focus and direction of student learning. Based on the description above, it is clear that learning attitudes and motivations are factors that are assumed to contribute positively to students' exposition writing skills. Student learning attitudes will determine the actions students will take in learning activities. A positive attitude will provide high learning motivation to students, and foster a desire to achieve success.

## CONCLUSION

Based on the description of the data, it can be concluded that the ability to write exposition text is largely determined by the attitude of learning and student learning motivation. The overall learning attitude of the indicators includes the good category and sufficient student learning motivation means that both indicators greatly determine the ability to write students' exposition discourse in order to improve well because it is influenced by both learning attitudes and learning motivation variables. Thus, learning attitudes and learning motivation can be associated as determinants of the success of the ability to write exposition discourses.

## REFERENCES

- Arifin, E. Zaenal, and S. Amran Tasai. 2009. Carefully speaking Indonesian. Jakarta: Akademika Pressindo.
- Alwasilah, C and S. Suzanna. 2007. Basically Writing: A New Way to Write with Collaborative Methods. Bandung: PT Kiblat Main Book.
- Atmazaki. 2009. Writing and Editing Tips. Padang: UNP Press.
- Arikunto, S. 2010. Research Procedure. Jakarta: Rineka Cipta.
- Ahmadi, A. 2007. Social Psychology. Jakarta: Rineka Cipta.
- Azwar, S. 1992. Human Attitude, Theory and Measurement. Yogyakarta: Liberty.
- Calhoun, J.F and Joan Ross Acocella. 1995. Psychology of Adjustment and Human Relations. Semarang: IKIP Semarang.
- Dalman. 2012. Writing Scientific Work. Jakarta: PT Raja Grafindo Persada.
- Djaali. 2012. Educational Psychology. Jakarta: Bumi Aksara.
- Ellis, R. 1995. The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Finoza, L. 2010. Indonesian Language Composition. Jakarta: Majesty of Your Majesty.
- Gie, T. L. 2003. Skill in writing. Yogyakarta: Andi Publisher.
- Hamalik, O. 2007. Psychology of Learning and Teaching. Bandung: Sinar Baru. Algesindo.
- Hamalik, O. 2000. Teaching and Learning Psychology. Bandung: Sinar Baru Algesindo.
- Hamalik, O. 2007. Teaching and Learning. Bandung: Akasara Earth.
- Hermon, D and Y. Dalim. 2005. Penggunaan Media Audio Visual untuk Meningkatkan Kreatifitas Belajar. Jurnal Pembelajaran. 28 (3) 266-276
- Hermon, D and Y. Dalim. 2006. Penerapan Kuliah Lapangan untuk Meningkatkan Hasil Belajar Mahasiswa. Forum Pendidikan. 28 (3) 156-161
- Hermon, D. 2015. Arah Kebijakan Keberlanjutan Pendidikan 10 Tahun Pasca Bencana Tsunami di Kabupaten Aceh Jaya Provinsi Aceh. Seminar Nasional Geografi. Master Program of Geography Education. Universitas Negeri Padang
- Irianto, A. 2009. Basic Concept Statistics and their Applications. Jakarta: Kencana.
- Iskandar. 2009. Educational and Social Research Methodologies: Qualitative and Quantitative. Ciputat: GP Press.
- Jahja, A. 2011. Developmental Psychology. Yogyakarta: Prenada Media Group.
- Keraf, G. 1982. Exposition and Description. Ende Flores: Nusa Indah.
- Kunandar. 2011. Classroom Action Research. Jakarta: Rajagrafindo Persada.
- Lufri. 2007. Ways to Understand and Conduct Research. Padang: UNP Perss.
- Marahimin, I. 1993. Writing Popularly. Jakarta: Jaya Library.
- Nursisto. 1999. Writing Guide. Jakarta: Aditia Karya Nusa.

- Nurgiyantoro, B. 2012. Language Learning Assessment. Yogyakarta: BPEE Yogyakarta.
- Semi, M. A. 2009. Effective Writing. Padang: Angkasa Raya.
- Sardiman. 2004. Interaction and Motivation in Teaching and Learning. Jakarta: PT Raja Grafindo Persada.
- Suyatno. 2009. Exploring Innovative Learning. Sidoarjo: Masmadia Buana Pustaka.
- Sarwono, S. W. 2009. Introduction to General Psychology. Jakarta: Bumi Aksara.
- Sutikno, S. 2009. Learning and Learning. Bandung: Prospect.
- Sobur, A. 2007. General Psychology. Bandung: Loyal Library.
- Subana. 2000. Educational Statistics. Bandung: CV. Loyal Library.
- Sugiyono. 2009. Educational Research Methodology. Bandung: Alfabeta.
- Suryabrata, S. 1999. Development of Psychological Measurement Tools. Yogyakarta: Directorate General of Higher Education Ministry of Education and Culture.
- Suprijono, A. 2010. Cooperative Learning: Theory and Application of Paikem. Yogyakarta: Student Library.
- Sutikno, S. 2009. Learning and Learning: Creative Efforts to Realize Successful Learning. Bandung: Prospect.
- Tarigan, H. G. 2005. Writing as a Language Skill. Bandung: Space.
- Uno, H. B. 2009. The Theory of Motivation and Measurement: Analysis of the Field of Education. Jakarta: Bumi Aksara.
- Winkel. WS. 1983. Educational Psychology and Learning Evaluation. Jakarta: Gramedia.
- Yuliarni. 2011. Contribution of Interest in Reading and Effective Sentence of Sentence to Writing Skills in Exposition Essays of Class XI Students of Padang 10 High School. Thesis. Padang: Concentration of Indonesian Language Education Study Program Language Education Postgraduate Program Padang State University.
- Zainurrahman. 2001. Writing From Theory to Pactics: Plagiarism Poison Bidder. Bandung: Alfabeta.