Research Article

A Combination of Learning Strategy and Learning Motivation in Improving the Skills of Descriptive Essay Writing

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Abstract: The objective of this study was to obtain data and information, and to figure out the combination of learning strategy with high learning motivation as a result of descriptive essay writing skills. Target outcomes of the study are published in scientific journals and proceedings. This research method is experimental with 2 x 3 factorial design. Data were analyzed with descriptive and inferential statistics. Before the inferential stage, the stage begins with normality and homogeneity test. At the inferential stage the two lanes variants-analysis would have been used. This would have been continued by Tukey's test if there is interaction between learning strategy and motivation to learn.

Keywords*: ………..*

Preface

Learning is a combination composed of human, material, facilities, procedures, and equipment interplay for the sake of achieving the objectives of learning. Learning also a complicated process because it does not just absorb information from the teacher, but it involves a variety of activities and actions to be taken to be good in result. As one of the learning activities that emphasizes the variety of activities and actions that are using strategies and instructional media. Strategies and instructional media is an orderly way in learning process and to obtain students' ability in developing a material that is taught by the teacher.

In the process of learning a mutual relationship (interaction) between teachers and students happened. In the interaction, teachers act as a motivator and facilitator of learning. Teachers are required to be able to create a conducive learning situation, ie active learning, creative, innovative, effective and fun in the process of learning activities.

Conducive situation can make learning activities not boring and students will be easier to absorb the provided information. But in the reality nowadays teacher has not been able to create it yet. Reality on the ground states that students have not been able to understand the concepts obtained from the learning process to make them be able to analyze and to think critically (Nur Djafar, in the journal Bionature, Vol 1 # 2 2014). Students are positioned as teacher's lectures listener in the learning process, so that the learning process tend to be boring and makes students lazy to learn. The attitude of students that passive and lazy is not only limited on specific subjects but almost occurred in all subjects including bahasa Indonesia, especially in writing an essay. In the students' perspectives the learning activity such as writing an essay in school nowadays is very boring where students are only directed by teacher to imagine the object without knowing the shape.

In this case the researchers are working to introduce the learning strategies that combine SFAE strategy with ENE in helping students to write a description essay. Students particularly directed to convey his opinion after listening to the teacher's explanation. SFAE strategy combined with ENE strategy in which students are directed to pay attention to a displayed image from OHP or pictures given by teachers to be described later with SFAE learning strategies.

The combination of this strategy is expected to bring up students' motivation that can make students be able to produce a good essay and also quite satisfactory score. Based on the background given, the researcher is interested to raise the research title as: A combination of learning strategy and learning motivation in improving the skills of descriptive essay writing by grade X students of SMAN 1 Sidamanik, Simalungun, and academic year 2017-2018.

Research Methods

This research method is experimental. The study design was a 2 x 3 factorial. In this research, there are three variables, namely one dependent variable and two independent variables. As the dependent variable is the descriptive essay writing skills and the other two variables are independent variables such as learning strategies (A) and the motivation to learn (Mb).

The independent variable in intended is the treatment variable and moderator variable. Treatment variables divided into two parts, they are learning strategies And Students Facilitator and Explaining (A1) for the experimental group and learning strategies Examples Non-Examples (A2) for the control group. While moderator variable that is the motivation of learners (Mb) divided into three types: high learning motivation (MB1), the average learning motivation (Mb2), and low learning motivation (MB3). The 2 x 3 factorial design was as follows:

Motivation (B) MB (B)	SP (A)	SLearning Strategy (A)	
		SFAE (A1)	ENE (A2)
	TB1	A1B1	A2B1
	SB$_2$	A1B2	A2B2
	RB3	A1B3	A2B3

Based on 2 x 3 factorial design, then the data analysis used in this research is the analysis of two lanes variance. If the result of two lines anava indicates the interaction between teaching methods and learning motivation, then this analysis will be followed by Tukey's test.

Results and Discussion

No.	X	X2	Frequency		Zi	F (Zi)	S (Zi)	IF (Zi) - S (Zi) I
			Abs	Kum				
1	70	4900	2	2	-1.58444	0.05654645	0.153846	0.097299705
2	70	4900						
3	75	5625	2	4	-0.79222	0.21411574	0.307692	0.09357657
4	75	5625						
5	78	6084	2	6	-0.31689	0.37566405	0.461538	0.08587441
6	78	6084						
7	80	6400	1	7	0	0.50000000	0.538462	0.038461538
8	84	7056	3	10	0.633777	0.73688691	0.769231	0.032343861
9	84	7056						
10	84	7056						
11	86	7396	2	12	0.950666	0.829113	0.923077	0.09396392
12	86	7396						
13	90	8100	1	13	1.584443	0.94345355	1	0.056546449
Σ	1040	83 678						

Average	80,000		Lhitung	Ltabel	**Normal distribution**
s2	39.83333		0097	0234	

The data above indicates the learning outcomes of the skill in writing descriptive essay with a high level of motivation to learn. The data results state that the average score was normally distributed with normality test. The following will be presented to the homogeneity test are:

No.	X	X2	Frequency		Zi	F (Zi)	S (Zi)
			Abs	Kum			
1	65	4225	2	2	-1.50059	0.066731	0.142857
2	65	4225					
3	70	4900	3	5	-0.6028	0.273321	0.357143
4	70	4900					
5	70	4900					
6	73	5329	4	9	-0.06413	0.474434	0.642857
7	73	5329					
8	73	5329					
9	73	5329					
10	75	5625	2	11	0.294987	0.615998	0.785714

11	75	5625					
12	80	6400	2	13	1.192775	0.883521	0.928571
13	80	6400					
14	85	7225	1	14	2.090563	0.981716	1
Σ	1027	75 741		Lhitung	Ltabel	**Normal distribution**	
Average	73 357			0170	0227		
s2	31.01648						
s	5.569244						

The data above shown us, the normality test that claimed the learning with the second strategy also normally distributed. So the results of homogeneity test learning strategy data with high level of motivation to learn are:

1. Homogeneity test six groups: A1B1; A1B2; A1B3; A2B1; A2B2; A2B3 uses the Bartlet test, They are:

Group	Dk	1 / dk	S2	dk.S2	Log S2	dk.log S2
A1B1	13	0.0769	39.8333	517.8333	1.6002	20.8032
A2B1	14	0.0714	31.0165	434.2308	1.4916	20.8823
A1B2	11	0.0909	20.0727	220.8000	1.3026	14.3287
A2B2	9	0.1111	41.6944	375.2500	1.6201	14.5807
A1B3	6	0.1667	11.2000	67.2000	1.0492	6.2953
A2B3	7	0.1429	48.2857	338.0000	1.6838	11.7867
total	60	0.6599		1953.3141	8.7476	88.6769

From the table above, the combined variance can be calculated as:

$$S^2 = \frac{\sum dk.S^2}{\sum dk} = \frac{1953.3141}{60} = 32{,}5552$$

Furthermore, the combined variance logarithm calculated as:

Log S2 = log =32,5552 1.5126

Furthermore, the calculation of Barlett, i.e:

B = Σdk x log S2 = 60 x1.5126 = 90.7573

After the value of Bartlet is known, then using the chi-square statistic, so to determine the price of chi-square, it can be done with the following formula:

χ^2 = Ln 10 x (B - dk. Log S2)

As we know that the natural logarithm of 10 is:

ln 10 = 2.3026[1]

From the results of tests of hypotheses about the combination of two learning strategies and motivation to learn in writing descriptive essay, it turned out statistically in a further Schefie test was invalid or rejected, it means that there was no significant difference from both of the learning strategy. Thus it is known that SFAE learning strategies not superior than ENE learning strategies. Students with High level learning motivation that learned with SFAE and ENE was more superior compared to students with average and low level motivation. Students with average and low level of motivation had very little difference compared to the students with high level of learning motivation. It can be understood that not all students are enthusiast in learning activities that are already using combined learning strategies. Besides the issue of learning strategies that are very influential, the motivation of the students also supported intensively.

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[12] ar dapar mencapai hasil belajar yang diinginkan.