

## News Consumption Behaviour of Generation Z in The Reading Community Via Instagram

**Fajar Nurjaman**

Politeknik Siber Cerdika Internasional, Indonesia

E-mail: fajar\_nurjaman@polteksci.ac.id

### ABSTRACT

This study aims to analyze and examine the effect of learning methods and learning motivation on the English descriptive text writing skills of vocational high school students in Kuningan Regency. The method used in this study was experimental with the population of grade X students from two SMKs, namely SMK Negeri 6 Brass and SMK Budi Bhakti, involving 60 students as samples. Data were collected through a questionnaire on perception of learning methods, a questionnaire on learning motivation, and a writing skills test. Data analysis was conducted using two-way analysis of variance (ANOVA). The results showed that: 1) There is a significant effect of learning methods on students' English descriptive text writing skills with Sig. = 0.003 < 0.05 and Fh = 9.427. 2) There is a significant effect of learning motivation on students' writing skills with Sig. = 0.000 < 0.05 and Fh = 120.422. 3) There is a significant interactive effect between learning methods and learning motivation on students' writing skills with Sig. = 0.035 < 0.05 and Fh = 4.668. This study concludes that learning methods and learning motivation have a significant impact on the English descriptive text writing skills of vocational high school students in Kuningan Regency. The results of this study provide important insights for teachers in designing more effective learning strategies to improve students' writing skills.

**Keywords:** learning method; learning motivation; writing skills; descriptive English text.

### INTRODUCTION

At this time the English increasingly serves as a language of instruction in relationships between nations on a variety of global importance (Grigoryeva & Zakirova, 2022; Pan, 2015; Pennycook, 2017; Selvi et al., 2023). The importance of English in the regional relationships in Southeast Asia in particular, we can see from some of the policies of our government, or some of the cooperation agreement ASEAN member countries as well as Asian countries in a term that we are familiar with the Asian economic community / MEA (Macdonald, 2019; Menon & Melendez, 2017). Not infrequently in every lecture was held, and lecturers to raise the issue in the discussions of students. Conditions that allow personnel foreign labour to work in the area of Asian countries including Indonesia, making the Human Resources (HR) in Indonesia need the quality to face the MEA. Among the qualities to cope with the conditions that improve the quality of English as the language of instruction. Based on the facts about the state of our society that need to be improved in English, the authors hope society bias improve in many ways. Ways intended them to follow the course of formal or informal education institutions, familiarize English-speaking environment at home or at play.

As educators, the authors looked at the importance of teaching or learning with students to be able to deliver learning good English (Mohammaditabar et al., 2020; Nutta et al., 2020; Zein, 2017). It is also hoped the students realize the importance of English and proficient in English. Because the use of English proficiency is one of the important conditions in the world of education. English is the one language that is used as a means of communication between the state, so that must be mastered by the learner language.

For this reason, English is studied by students of junior high school to college, and even some elementary schools. National Education states that one purpose of teaching English as a foreign language in Indonesia is to develop communicative competence in oral and written. To learn the language, the learner must have good language skills. Selviana explains the language skills have four components: listening skills (listening skills), speaking skills (speaking skills), reading skills (reading skills), and writing skills (writing skills).

Writing is one of all the language skills that must be learned by the students, because writing is a creative way to show the ideas into the other side speak. Through writing, students can express himself or feelings and ideas to readers. Numerous studies have demonstrated that all the time teaching English writing only focuses on the theory of grammar or writing concepts. The first writing lessons for young learners usually confronted with words compiled into a sentence and sentences into a paragraph or composing text before they are ready to write a paragraph or text. This is done because writing is the process of finding and organizing what they think to be written. Therefore, in the teaching learning to write in English, the teacher must create situations that encourage real communication between students and teachers.

One of the methods that involve all students are cooperative learning. Implementation of cooperative learning is to put the students to work in small groups to help one another in learning the lesson. Using cooperative learning is expected to discuss and speak their arguments to help each other in the learning process. In cooperative learning, there is a reciprocal relationship between the student which allows to achieve the goal of teaching and learning.

Learning activities that teachers should be able to attract students and raise the spirit and motivation to always participate in learning. Based on research conducted by Rev. (2017: 96) states that the motivation to learn positive and significant impact on student achievement. Brown (2019:45) argues that varied learning has a positive impact on student motivation and learning outcomes. Being the result of research by Smith and Jones (2020:201-215) found that using varied learning methods can improve students' understanding of complex concepts.

Motivation to learn is a psychological factor that is non-intellectual. A student who has a fairly high intelligence may fail due to lack of motivation in itself. Motivation is a key factor affecting learning outcomes, because motivation is the basic driving force students to learn. Without encouragement or motivation in the students, the learning

process is not running optimally and learning achievements obtained also less than optimal. Jones (2018:88) explains that learning motivation is a complex and dynamic process. This process is influenced by various factors, such as personal goals, self-efficacy, and the learning environment. Smith and Brown (2018:125) emphasized that student motivation is an important factor in academic success. Motivation influences students' engagement in learning as well as their overall achievement.

Based on these descriptions, the writer will do research the relationship between methods of learning and student motivation with the title "Learning Method Effect on Student Motivation and Skills Writing Descriptive Text Vocational High School Students in District Brass".

### **Writing skills Descriptive Text**

Writing a series of activities and involve a number of phases, the phase of preparation, content development and review, as well as revisions or improvements posts. Writing is not only a technical skill, but also a cognitive process that involves planning, drafting, revising and editing (Freiman, 2015; Gregg & Steinberg, 2016).

Just as important as reading, listening and speaking skills, students also need to know how to write. Writing encourages students to focus on the use of language that is accurate, because they write as they think. The end product of this paper is not so instant, and as a result students have the opportunity to plan and modify what will eventually emerge as a finished product. It is the process of writing, with the preparation of recursive and multiplication. The process of writing is usually more complex than the process of speaking. Language writing skills are the skills most widely used by people in their first language. The purpose of writing is used to inform and persuade the reader. A teacher is expected to introduce students to the writing component in improving their English writing skills.

These components are the content, form, grammar, style, and mechanisms. Content is used to indicate the substance of the article in which the ideas and thoughts expressed in the written text (Krippendorff, 2018; Lindsay, 2020). Shape is a way of organizing content, while grammar is the use of forms and structures and patterns in this case is the English sentence patterns. Style is the structure of language and vocabulary to make writing look different and the last one is the mechanism, namely the use of symbols or punctuation in the language.

Jack C. Richard and Willy A. Renandya in the book entitled *Methodology in Language Teaching* (2010: 315-319) says that there are four basic steps in writing, namely: planning, drafting, revising and editing. Many experts express understanding written description. Opinions of experts in general have in common even though there are different ways of expressing. Descriptive text is text that provides a description of something special and aim to describe and reveal the person, place or a particular thing. Brown (2019: 112) states essay illustrating the description is something in accordance with the actual situation, so that the reader can imagine (see, hear, feel, and kissing) what

is depicted in the image of its author. Further, written by Knapp and Watkins (2005: 97) said that the type of picture the description is one of the basic functions of each system language and one of the first emerging language skills-users learn to control. The description is also widely used in various types of text, such as information reports, literary descriptions, descriptive narrative and, because of the need to classify or describe the process before explaining, in the opening paragraphs of the most explained (Loeb et al., 2017; Snyder, 2019).

Based on the above opinion can be concluded essentially writing skills descriptive text is skill or ability of a person expressing ideas in mind by way of depicting an object with the words, in which the object can be a person, object, place of event, and everything that is in accordance with reality in fact, so that the reader as if to see, hear, feel, smell, and feel the objects described by the author.

This study aims to explore the effect of learning methods and learning motivation on English descriptive text writing skills of vocational high school students in Kuningan Regency. The benefits of this study are to provide deeper insights into how various learning methods can improve writing skills, as well as to understand the role of motivation in the learning process. The implications of this study are expected to help educators in designing more effective teaching strategies, so as to improve students' writing skills and strengthen their communication abilities in English, which is very important in the current era of globalization. In addition, the results of this study can also serve as a reference for educational policies in curriculum development and teaching methodology at the vocational level.

### **Learning methods**

Cooperative learning is an approach to teaching that make maximum use of the cooperative activities involving couples and small groups of learners in the classroom. On the other hand, cooperative learning is a way to promote communicative interaction in the classroom. It is seen as a centralized approach when teaching students with higher profits in the methods in the class. Many experts have a different definition of cooperative learning methods, such as: Johnson, Johnson, and Holubec (2017:5) define cooperative learning as a learning strategy in which students work together in small groups to achieve common goals. Jolliffe (2015: 39) says in cooperative learning, all students work together in small classes and support each other if one of them had a problem with materials or tasks.

Develop higher-level thinking skills are very strong with cooperative learning. Heterogeneous team is one of the most powerful tools teachers need to develop higher-level thinking. The use of cooperative learning structures in the class work to produce positive results because it is the application of the most important findings of social psychology. Jolliffe (20015: 6) says there are three main categories advantages of cooperative learning. First, improvements in learning has been shown through greater productivity, higher processing gains, greater transfer of learning from one situation to

another, more time on task, and greater troubleshooting. Second, the improvement in interpersonal relationships has been proven through promoting the development of caring and committed relationships, build and maintain friendships between peers, a greater sense of belonging and mutual support, and improve morale. Third, improving psychological health and social competence has been proven through a higher self-esteem; increase self-esteem, increased confidence, support the sharing problem, Can researchers conclude that the method of learning has an important role in the achievement of a learning, especially in the English class. With adequate learning method, one would be able to learn well, both receptive and productive ability.

### **Motivation to Learn**

Rahayu and Susilo (2018:45) says motivation is the energy change in a (private) person who is marked by the emergence of feelings and reactions to achieve the goal. The word "motive", defined as efforts that encourage someone to do something. Motifs can be said as driving power from within and in the subject to perform certain activities for practical purposes. Starting from the word "motive" was, then the motivation can be defined as the driving force that has become active.

Motivation is important in the learning process, because if students do not have the motivation to learn, it will not happen in the student learning that, even motivation is not only important because it can be a contributing factor to learn, but also facilitate learning and learning outcomes. According Rahayu and Susilo (2018:47) motivation can be divided into two general categories: intrinsic motivation, extrinsic motivation. Extrinsic motivation is motivation that is caused by factors outside the learning situation, such as diplomas, degrees prize, medal contention, and others. Extrinsic motivation is still needed in schools, because school teaching is not all attractive or appropriate to students' needs.

Sardiman (2016: 83) explains in the book *Interaction and Learning Motivation*, motivation that exist in every person has the following characteristics:

1. Persevering face the task (can work continuously for a long time, never stopped before completion).
2. Ductile face difficulties (not quickly despair).
3. Showed interest in various issues.
4. Prefers to work alone.

Thus, we can conclude that a person who has the motivation to learn, has the characteristics mentioned above. Because the teaching and learning activities will go well, if student assiduous task, tenacious in solving various problems and obstacles autonomously.

## RESEARCH METHOD

This study uses a quantitative method. Quantitative methods are applied as it relates to the data in the form of scores and numbers. This study uses a quantitative research. In its simplest sense, the quantitative data dealing mainly with numbers. When it comes to the purpose of research, quantitative research seeks to build relationships between variables and seek and sometimes explain the cause of the relationship.

To get the data in this study, the authors used experimental research methods. The experimental research is one of the most powerful research methodologies to be used. Because of experimental research is the only kind of research that directly trying to influence specific variables, and when applied correctly, it is the best type for testing hypotheses about cause-and-effect relationship between variables.

In this study research design as follows:

**Table 1. Research Design**

<b>Motivation (B)</b>	<b>Learning Method (A)</b>	
	<b>Four Square (A1) class Experiment</b>	<b>Conventional (A2) classroom Control</b>
Height (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

Information:

A1B1 : Scores of learning outcomes in the tenth-grade students who have high motivation in learning to write English with methods Four Square.

A2B1 : Scores of learning outcomes in the tenth-grade students who have high motivation in learning to write English with the conventional method.

A1B2 : Scores of learning outcomes in the tenth-grade students who have low motivation in learning to write English with methods Four Square.

A2B2 : Scores of learning outcomes in the tenth-grade students who have low motivation in learning to write English with the conventional method.

When learning is done collecting data on the influence of the teaching methods of classroom experiments (A1) and the Control class (A2) and high learning motivation (B1) and a low learning motivation (B2) to the student's writing skills descriptive text (Y).

This Research using two-way ANOVA, namely to show:

1. Influence of teaching methods on the writing skills of English descriptive text SMK students in the district of Kuningan.
2. Influence the motivation to learn about the writing skills of English descriptive text SMK students in the district of Kuningan.

The influence of interactive teaching methods and students' motivation towards writing skills of English descriptive text SMK students in the district of Kuningan.



## RESULT AND DISCUSSION

### Research Data Description

This research is a method of learning two factors, namely learning methods (A) and the motivation to learn (B). Each factor consists of a sub-factor called level. For learning method (A) there are two levels, namely Four Square (A1) and Conventional (A2). The second factor is the motivation to learn (B) with two levels, namely high (B1) and low (B2).

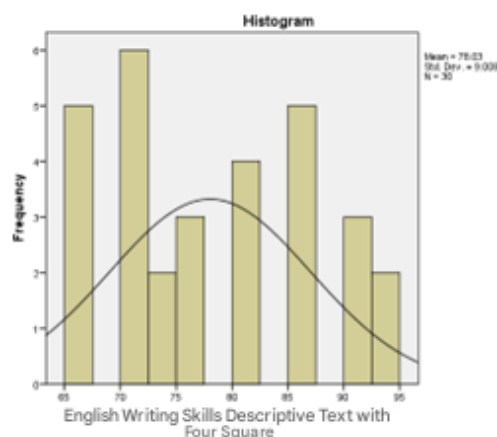
#### 1. English Writing Skills Data Descriptive Text Students with Learning Method Using Four Square (A1)

Data English writing skills of students using the learning method four square obtained from the test scores of respondents in the research samples were 30 students. Values obtained is the lowest value of 67, the highest value of 93, the average value of 78.03, the median is 77, the mode of 70 and a standard deviation of 9.008.

**Table 2. Skills Research Data Description English Writing Descriptive Text Student Learning Method Using Four Square.**

Statistics		
English Writing Skills Descriptive Text with Four Square		
N	valid	30
	missing	30
mean		78.03
median		77.00
Mode		70
Std. deviation		9.008
Minimum		67
maximum		93

When seen from the above calculation, it can be said that the English writing skills of students with descriptive text learning methods Four Square in SMK District Brass is quite good. This is indicated by the acquisition value by an average of 78.03. To clarify the above data, depicted in the histogram as follows:



**Figure 1. Histogram Polygon Variable Skills English Writing Descriptive Text Students with Four Square Method**

From the histogram and frequency polygon can be concluded that English writing skills of students with methods of descriptive text four square have a normal distribution.

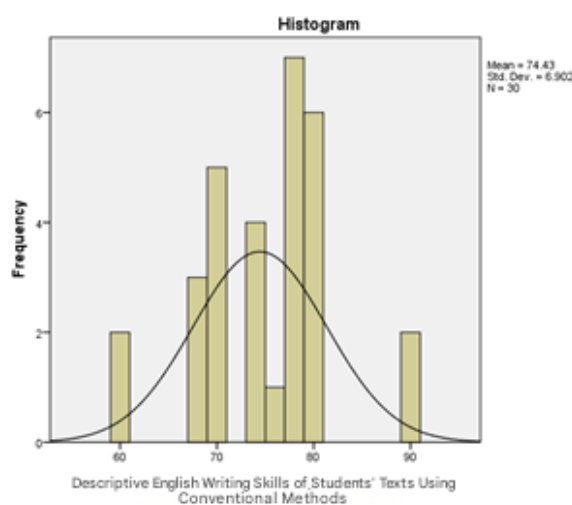
2. English Writing Skills Data Descriptive Text Students with Learning Method Using Conventional (A2)

Data English writing skills of students using conventional teaching methods obtained from the test scores of respondents in the research samples were 30 students. Values obtained is the lowest value of 60, the highest score of 90, the average value of 74.43, a median of 76, the mode of 77 and a standard deviation of 6.902.

**Table 3. Skills Research Data Description English Writing Descriptive Text Student Learning Method Using Conventional,**

Statistics		
English Writing Skills Student Descriptive Text with Conventional Methods		
N	valid	30
	missing	30
mean		74.43
median		76.00
Mode		77
Std. deviation		6902
Minimum		60
maximum		90

When seen from the above calculation, it can be said that the English writing skills of students with descriptive text Conventional learning methods in SMK District Brass is quite good. This is indicated by the acquisition value by an average of 74.43. To clarify the above data, depicted in the histogram as follows:



**Figure 2. Histogram Polygon Variable Skills English Writing Descriptive Text Students with Conventional Methods**



From the histogram and frequency polygon can be concluded that English writing skills of student's descriptive text with conventional methods have a normal distribution.

### 3. English Writing Skills Data Descriptive Text Students with High Motivation (B1)

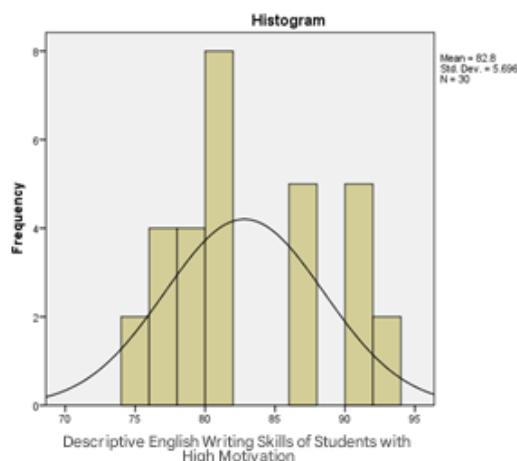
Data descriptive English writing skills of students with high motivation text, obtained from the test scores of respondents in the research samples were 30 students. The value obtained is the lowest 75, the highest score of 93, the average score of 82.80, the median is 80, the mode of 80 and a standard deviation of 5.696.

**Table 4. Description Data Research Skills English Writing Descriptive Text Students with High Motivation**

Statistics		
English Writing Skills Descriptive Text Students with High Motivation		
N	valid	30
	missing	30
mean		82.80
median		80.00
Mode		80
Std. deviation		5.696
Minimum		75
maximum		93

When seen from the above calculation, it can be said that English writing skills of descriptive text with highly motivated students in SMK District Brass is quite good, this is indicated by the acquisition value by an average of 82.80.

To clarify the above data, depicted in the histogram as follows:



**Figure 3. Histogram Polygon Variable Skills English Writing Descriptive Text Students with High Motivation**

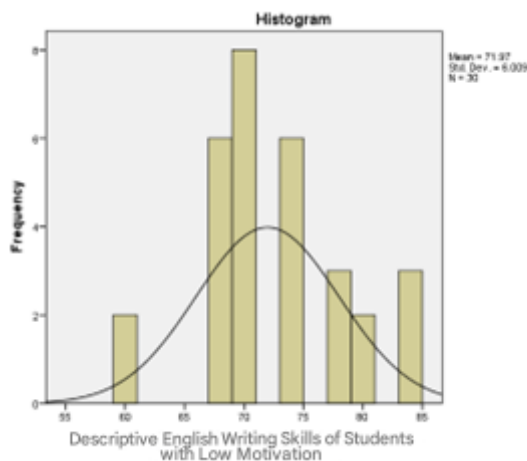
From the histogram and frequency polygon can be concluded that the English writing skills of descriptive text with highly motivated students have a normal distribution.

4. English Writing Skills Data Descriptive Text Students with Low Motivation (B2)  
 Data descriptive English writing skills of students with low motivation text, obtained from the test scores of respondents in the research samples were 30 students. The value obtained is the lowest of 60, the highest score of 83, the average score of 71.97, a median of 70, the mode of 70 and a standard deviation of 6.009.

**Table 5. Description Data Research Skills English Writing Descriptive Text Students with Low Motivation**

Statistics		
English Writing Skills Descriptive Text Students with Low Motivation		
N	valid	30
	missing	30
mean		71.97
median		70.00
Mode		70
Std. deviation		6,009
Minimum		60
maximum		83

When seen from the above calculation, it can be said that English writing skills of descriptive text with low motivation of students in SMK District Brass is quite good. This is indicated by the acquisition value by an average of 71.97. To clarify the above data, depicted in the histogram as follows:



**Figure 4. Histogram Polygon Variable Skills English Writing Descriptive Text Students with Low Motivation**

From the histogram and frequency polygon can be concluded that the English writing skills of descriptive text with low motivation students have a normal distribution.

5. Summary Data Group A1B1, A1B2, A2B1, A2B2

Summary of the research data in accordance with the study design as shown in the table below:

**Table 6. Descriptive Statistics Summary**

<b>descriptive Statistics</b>				
Dependent Variable: Skills English Writing Descriptive Text				
Learning methods	Motivation to learn	to mean	Std. deviation	N
Four Square	High	85.73	5,444	15
	Low	70.33	3374	15
	Total	78.03	9008	30
conventional	High	79.60	4,437	15
	Low	69.27	4,667	15
	Total	74.43	6902	30
Total	High	82.67	5,791	30
	Low	69.80	4038	30
	Total	76.23	8,160	60

Based on the above data, the data showed that for the writing skills of English Descriptive text using the Four Square and have a high motivation consists of 15 students had an average value of 85.73 and a standard deviation of 5.444. For the writing skills of English Descriptive text using the Four Square and have low motivation consists of 15 students had an average value of 70.33 and a standard deviation of 3.374.

For the writing skills of English Descriptive text using conventional methods and has high motivation consists of 15 students had an average value of 79.60 and a standard deviation of 4,437. For the writing skills of English Descriptive text by using the conventional method and have low motivation consists of 15 students had an average value of 69.27 and a standard deviation of 4.667.

**Table 7. Description Statistics by Research Design**

B	stat	A		Total
		A1	A2	
B1	n	15	15	30
	$\bar{X}$	85.73	79.60	82.67
	s	5,444	4,437	5,791
B2	n	15	15	30
	$\bar{X}$	70.33	69.27	69.80
	s	3374	4,667	4038
Total	n	30	30	60
	$\bar{X}$	78.03	74.43	76.23
	s	9008	6902	8,160

## 1. Testing Requirements Analysis

### a. Normality Test Data

Test normality of the dependent variable or variables covariate in need. Especially to determine whether further analysis approach using parametric or non-parametric statistics. If the data a normality test or test other theories distribution, then continue on with statistical parametric analysis. In this case in this study will continue with parametric analysis the analysis of variance (ANOVA) or analysis of general linear models (GLM).

**Table 8. Normality Test Error**

One-Sample Kolmogorov-Smirnov Test		
Skills English Writing Descriptive Text		
N		60
Normal Parameters, b	mean	76.23
	Std. deviation	8,160
Most Extreme Differences	Absolute	.128
	positive	.128
	negative	-.106
Kolmogorov-Smirnov Z		.988
Asymp. Sig. (2-tailed)		.283

a. Test distribution is Normal.

b. Calculated from data.

Based on the table shows that the value of the Kolmogorov-Smimov test statistic  $Z = 0.988$ , and all the Sig. =  $0.283 > 0.05$ . This means that all of the above data were normally distributed.

### b. Homogeneity test

In addition to the normality test, one of the conditions required in analyzing the data using ANOVA is a variant homogeneity test. While the purpose of homogeneity test is to determine whether the population variance according to the group that is designed, homogeneous or not.

Testing of homogeneity in the data teaching technique performed with Levene's test at a significance level of 5%.

**Table 9. Test Data Homogeneity A1 and A2**

Levene's Test of Equality of Error Variances			
Dependent Variable: Skills English Writing Descriptive Text			
F	DF1	DF2	Sig.
1,374	3	56	.260
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

From the table above were obtained the data  $F_0 = 1,374$  and  $\text{Sig.} = 0,260 > 0,05$ . It has the sense that the data comes from a homogeneous sample. Thus, the null hypothesis is accepted. This means that the sample comes from a population that uses the same variance (homogeneous). This is true of normality and homogeneity testing can be concluded that the requirements to be met by the research data will be processed with ANOVA technique has been fulfilled.

## 2. Hypothesis Testing Research and Discussion of Research Results

Analysis of the data of student learning is done by using two-way ANOVA with the aid of which the calculations in SPSS 20.

Summary of the results of data analysis using ANOVA can be seen in the following table:

**Table 10. Research Hypothesis Test Results**

Tests of Between-Subjects Effects						
Dependent Variable: Skills English Writing Descriptive Text						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
corrected Model	2773.933a	3	924.644	44.839	.000	
Intercept	348691.267	1	348691.267	16909.171	.000	
A	194.400	1	194.400	9.427	.003	
B	2483.267	1	2483.267	120.422	.000	
A * B	96.267	1	96.267	4.668	.035	
Error	1154.800	56	20.621			
Total	352620.000	60				
corrected Total	3928.733	59				

a. R Squared = .706 (Adjusted R Squared = .690)

### a. There is a significant influence learning method (X1) to the descriptive text writing skills in English (Y)

Hypotheses were tested:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

This means:

$H_0$  : There was no significant effect on the learning methods of descriptive text writing skills in English

$H_1$  : There is a significant influence on the teaching methods of descriptive text writing skills in English

Based on the results obtained 4.9 Anova table with the  $\text{Sig.} = 0.003 < 0.05$  and  $F$  test = 9.427, the null hypothesis ( $H_0$ ) is rejected and the research hypothesis ( $H_1$ ) is accepted.

This means that significant influence teaching technique the methods of learning on the writing skills of English descriptive text SMK students in District Brass, or in other words, there is a difference descriptive text writing skills of English which uses four square methods with the use of conventional methods.

**b. There is a significant effect of learning motivation (X2) to the descriptive text writing skills in English (Y)**

Hypotheses were tested:

$$H_0: \beta_{y2} = 0$$

$$H_1: \beta_{y2} \neq 0$$

This means:

H<sub>0</sub> : There is no significant effect of learning motivation towards a descriptive text writing skills in English

H<sub>1</sub> : There is a significant influence learning motivation towards a descriptive text writing skills in English

Based on the results obtained 4.9 Anova table with the Sig. = 0.000 < 0.05 and of F = 120.422, the null hypothesis (H<sub>0</sub>) is rejected and the research hypothesis (H<sub>1</sub>) is accepted.

It is using the sense that there is significant influence learning motivation towards writing skills of English descriptive text SMK students in District Brass, or in other words, there is a difference descriptive text writing skills of English which has a high learning motivation with which it has a low learning motivation.

**c. There is a significant influence of interactive learning methods (X1) and learning motivation (X2) to the descriptive text writing skills in English (Y)**

Hypotheses were tested:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0 \text{ and } \beta_{y2} \neq 0$$

This means:

H<sub>0</sub> : There is no the effect of significant interactive learning method (X<sub>1</sub>) and learning motivation (X<sub>2</sub>) to the descriptive text writing skills in English (Y)

H<sub>1</sub> : There the effect of significant interactive learning method (X<sub>1</sub>) and learning motivation (X<sub>2</sub>) to the descriptive text writing skills in English (Y)

Based on the results obtained 4.9 Anova table with the Sig. = 0.035 < 0.05 and F test = 4.668, the null hypothesis (H<sub>0</sub>) is rejected and the research hypothesis (H<sub>1</sub>) is accepted.

It is using the sense that significant interactive influence teaching methods and learning motivation toward the writing skills of English descriptive text SMK students in District Brass,



Meanwhile, the value of Adjusted R Squared of .690 means that the descriptive text writing skills of English teaching methods and learning motivation effect an increase of 69% to descriptive writing skills of English text SMK students in the district of Kuningan.

### Further testing

In connection with the occurrence of significant interactions using learning methods and motivation to learn to the descriptive text writing skills of English students, it is necessary to further tests. The advanced test used was Tukey test.

**Table. 11 Advanced Test Results**

<b>multiple Comparisons</b>						
Dependent Variable: Skills English Writing Descriptive Text Tukey HSD						
(I) Post Hoc	(J) Post Hoc	Mean Difference (IJ)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
A1B1	A1B2	15:40 *	1,658	.000	11:01	19.79
	A2B1	6:13 *	1,658	.003	1.74	10:52
	A2B2	16:47 *	1,658	.000	12:08	20.86
A1B2	A1B1	-15.40 *	1,658	.000	-19.79	-11.01
	A2B1	-9.27 *	1,658	.000	-13.66	-4.88
	A2B2	1:07	1,658	.917	-3.32	5:46
A2B1	A1B1	-6.13 *	1,658	.003	-10.52	-1.74
	A1B2	9:27 *	1,658	.000	4.88	13.66
	A2B2	10:33 *	1,658	.000	5.94	14.72
A2B2	A1B1	-16.47 *	1,658	.000	-20.86	-12.08
	A1B2	-1.07	1,658	.917	-5.46	3:32
	A2B1	-10.33 *	1,658	.000	-14.72	-5.94

Based on observed means.

The error term is Mean Square (Error) = 20 621.

\*. The mean difference is significant at the 0:05 level.

Based on further test the above, it can be summed up as follows:

- 1) In the group A1B1 and A1B2 seen that Mean Difference at 15.40, meaning that the average difference between groups A1B1 and A1B2 at 15.40. This value is quite large and can be evidenced by the significant value of  $0.000 < 0.05$ , or can be interpreted that the group A1B1 and A1B2 significantly different.
- 2) In the group A1B1 and A2B1 seen that Mean Difference of 6.13, meaning that the average difference between groups A1B1 and A2B1 of 6.13. This value is quite large and can be evidenced by the significant value of  $0.003 < 0.05$ , or can be interpreted that the group A1B1 and A2B1 significantly different.
- 3) In the group A1B2 and A2B2 seen that Mean Difference of 1.07, meaning that the average difference between groups A1B1 and A2B2 of 1.07. This value is quite small and can be evidenced by the significant value of  $0.917 < 0.05$ , or can be interpreted that the group A1B1 and A2B2 did not differ significantly.

In the group A2B1 and A2B2 seen that Mean Difference of 10.33, meaning that the average difference between groups A1B2 and A2B2 10.33. This value is quite large and can be evidenced by the significant value of  $0.000 > 0.05$ , or can be interpreted that the group A1B2 and A2B2 significantly different.

## CONCLUSION

This study shows that there is a significant effect of learning methods on the English descriptive text writing skills of vocational students in Kuningan Regency, with  $\text{Sig.} = 0.003 < 0.05$  and  $F_h = 9.427$ . In addition, learning motivation also has a significant effect on students' writing skills, as evidenced by the Sig value. =  $0.000 < 0.05$  and  $F_h = 120.422$ . There is also a significant interactive effect between learning methods and learning motivation, with  $\text{Sig.} = 0.035 < 0.05$  and  $F_h = 4.668$ . Further analysis results show that there is a significant mean difference between the high and low motivation groups in the four-square method, as well as a clear difference between the high and low motivation groups in the conventional method. Meanwhile, the small average difference between the groups with low motivation indicates that the application of appropriate learning methods can significantly improve students' writing skills.

## BIBLIOGRAPHY

- Freiman, M. (2015). The art of drafting and revision: Extended mind in creative writing. *New Writing*, 12(1), 48–66.
- Gregg, L. W., & Steinberg, E. R. (2016). *Cognitive processes in writing*. Routledge.
- Grigoryeva, L. L., & Zakirova, R. R. (2022). The role of English in intercultural communication: Past, modernity and future global perspectives. *TLC Journal*, 6(2).
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage publications.
- Lindsay, D. (2020). *Scientific writing= thinking in words*. Csiro Publishing.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. *National Center for Education Evaluation and Regional Assistance*.
- Macdonald, R. (2019). *Southeast Asia and the ASEAN economic community*. Springer.
- Menon, J., & Melendez, A. C. (2017). Realizing an ASEAN economic community: Progress and remaining challenge. *The Singapore Economic Review*, 62(03), 681–702.
- Mohammaditabar, M., Bagheri, M. S., Yamini, M., & Rasaei, M. E. (2020). Qualities of a good English language teacher from the perspectives of textbook authors in the field of language teaching, teachers, and learners. *The Qualitative Report*, 25(11), 3927–3960.
- Nutta, J. W., Strelbel, C., Mokhtari, K., Mihai, F. M., & Bryant, E. C. (2020). *Educating English learners: What every classroom teacher needs to know*. Harvard Education Press.
- Pan, L. (2015). English as a global language in China. *English Language Education*, 2, 90362–90366.
- Pennycook, A. (2017). *The cultural politics of English as an international language*. Routledge.

- Selvi, A. F., Galloway, N., & Rose, H. (2023). *Teaching English as an international language*. Cambridge University Press.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.
- Zein, S. (2017). The pedagogy of teaching English to young learners: Implications for teacher education. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 12(1), 61–77.



licensed under a  
**Creative Commons Attribution-ShareAlike 4.0 International License**