



STUDENTS' INTEREST IN WRITING TRANSACTIONAL TEXT BY USING ORIGAMI PAPER AT MTS PP DARUL QUR'AN KAMPAR

Sofia Listika¹, Muhammad Taufik Ihsan²

^{1,2}English Education Department, Universitas Sultan Syarif Kasim Riau, Indonesia

Correspondence E-mail: ¹sofialistiky4@gmail.com, ²muhammad.taufik.ihsan@uin-suska.ac.id

ABSTRACT

Using origami paper become one of the effective ways to teach writing. In fact, each student has different interests in writing and the use of origami paper in increasing student interest is still considered unclear. This study is designed to describe student's level of interest and the dominant indicator of students' interest in writing transactional text by using origami paper. The design of this research was descriptive quantitative research and the researcher uses a survey model. The population of this study was second year students at MTs PP Darul Qur'an and the sample of this research was taken by using total sampling was 60

students. The techniques of collecting data were close-ended questionnaire. Based on the analysis of student's interest in writing transactional text by using origami paper, shows that the total score was 5059 with the percentage 84%. It means that the category of student's interest in writing transactional text by using origami paper is very high level. The researcher also found that the enjoyment indicator was the most dominant indicator of students' interest.

Keywords:

Interest, Writing Transactional Text, Origami Paper

INTRODUCTION

Writing is one of the skills that must be mastered by students. Writing is an interactive act that can be read by a reader since it is written down (Chan, 1986). According to Cotterall and Cohen positive participation in how students improve writing skills is that students can develop their writing skills and get direct feedback from the teacher during the writing process (in Abid., *et al* 2021). Even though writing has the same importance as other skills, there are still many students who are less interested in writing activity. There are several reasons, such as : because students have difficulty expressing their ideas, students lack of confidence in writing, and lack of linguistic competence such as lack of mastery of vocabulary, spelling and grammar in English (Kacawati, *et al* 2013).

In line with the problem above, the researcher also found the practical problem at MTs PP Darul Qur'an kampar that use 2013 Curriculum as a guideline in teaching and learning process. According to the interview with an English teacher at May 27th, 2023, she stated that students' interest in writing was still very low. This can be seen from the fact that most students still write by looking at their friends' assignment without trying to make their own or just by copying book.

However, teachers must find better strategies to achieve goals in writing. To increase student learning interest and motivation, the teacher can use media in the learning process. According to Gagne (1970) learning media refers to various components of the learning environment that generate stimulation for learners by using the teacher's role as a planner of the use of media in accordance with learning objectives. The use of learning media in the learning process is useful for generating new desires and interests, fostering motivation and stimulating desire in learning activities, and even has a psychological influence on students in learning (Salam, *et al.* 2018).

One example of fun and inexpensive learning media is origami paper. Teachers can use origami paper as a media for teaching students writing. Origami paper is available in various colors, such as red, blue, green, yellow and other colors. This color can be used as a tool to attract students' interest. Color can help students increase their learning efficiency (Vetter, Ward, & Shapiro, 1995). According to Dzulkifli & Mustafar (2013) students may have different interpretations of colors because of their previous experiences with colors or their assumptions about colors related to cultural norms and events in their lives. So, by using origami paper students can choose colors that suit their interests.

According to Tegegne (2018) interest is a strong motivation for learning English and at the same time arousing student interest is something that teachers must be able to do when students take part in learning. Having a high interest is the same as having high motivation in learning. Based on the problem above, the researcher is motivated to conducting the research entitled **“Students’ Interest in Writing Transactional Text by Using Origami Paper at MTs PP Darul Qur’an Kampar”**

METHOD

This research used descriptive quantitative research and the researcher uses a survey model. This research was conducted on November 2023 at MTs PP Darul Qur'an kampar which is located at Jl. Kubang raya KM 2,5 Tarai Bangun, Tambang, Kampar, Riau. The population of this study was second year students at MTs PP Darul Qur'an. Because the population in this study was less than 100, the researcher decided to use total sampling to take samples and make the entire population a sample in the study. So, the total sample of this research was 60 students from 2 classes.

Table 1. The Sample of the Research

No	Class	Number of Students
1	VII A	36
2	VII B	24
Total		60

In this research, the researcher was uses close ended questionnaire. The purpose of this closed questionnaire is to determine the second-year students' interest in writing transactional text at MTs PP Darul Qur'an Kampar by using origami paper. Therefore, the researcher was uses a students interest questionnaire from Winata (2020) that consisted 25 items. The researcher was modified the questionnaire to be suitable with the research objective.

RESULTS

The Level of Students' Interest in Writing Transactional by Using Origami Paper

Table 2. The Distribution of Frequency Score of Students' Interest in Writing Transactional Text by Using Origami Paper

Categories Level	Criteria %	Frequency	Percentage
Very High	81-100	44	73,3%
High	61-80	16	26,7%
Medium	41-60	0	0%
Low	21-40	0	0%
Verly low	0-20	0	0%
Total		60	100%

Based on the table above, there was no students in categories medium, low and very low. 44 students' in very high category was 73,3% and 16 students in high category of was 26,7%. The total of the frequency was 60.

The Dominant Indicator of Students Interest in Writing Transactional Text by Using Origami Paper

Table 3. Students' Interest in Writing Transactional Text by Using Origami Paper for Each Indicators

No	Indicators	Average Percentage
1	Attentions	85%
2	Willingness	82%
3	Needs	84%
4	Participations	84%
5	Enjoyment	86%
Average/Mean		84%

Based on the table above, it can be seen that the average percentage score of the attentions was 85%. The average percentage for willingness was 82%. The average percentage for needs and participation was 84% and the average percentage of enjoyment was 86%. The average/mean percentage for all indicators was 84%.

DISCUSSIONS

Based on the result, students' interest in writing transactional text by using origami paper was at **very high interest level**. With the high level of student's interest in this research shows that using origami paper as a learning media is a very effective way of teaching writing activities. This result is in line with Bafadal & Rizka (2017) they found that the effect of using origami paper in teaching writing make students' more enthusiast and happy in learning to write procedure text.

The result of the analysis indicates that the majority of students stated the dominant indicator of students' interest in writing transactional text by using origami paper was enjoyment. This result is in line with Winata (2020) findings that the indicator of enjoyment is the most influential indicator in students interest. Maintained enjoyment acan be

considered imperative for supporting learning exercises. The level of student interest is depends on the student self. Students' interest will rise if they find learning enjoyable and have a positive outlook on it.

To summarize, the used of origami paper can make students more interested in writing transactional text. Enjoyment was chooses to be the dominant indicator of students interest in writing transactional text by using origami paper.

CONCLUSIONS

This research was conducted to find out the level of students interest in writing transactional text by using origami paper at MTs PP Darul Qur'an Kampar. It can be concluded that student's interest level was categorized into Very High Levels with the percentage was 84%. The researcher also found the dominant indicator of students interest in writing transactional text by using origami paper was enjoyment with the score 86%. The level of student interest is depends on the student self. Students' interest will rise if they find learning enjoyable and have a positive outlook on it.

REFERENCES

- Abid, N. A & Yusna B. (2021). Challenges in Teaching Enlish Writing Skills: Lesson Learnt From Indonesian High School English Language Teachers. *Jambura Journal of English Teaching and Literature*. Vol. 2, No.1
- Chan, M. M. (1986). Teaching Writing as a Process of Communication at the Tertiary Level. *Japan Association of Language Teachers Journal*. Vol.8, No.1
- Gagne, R.M. (1970). *The Condition of Learning (Second Edition)*. New York: Holt, Rinehart and Winston
- Kacawati, *et al.* (2015). Building Student's Interest in Writing by Describe and Identify Game. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. Vol. 4, No. 6
- Dzulkifli, & Mustafar (2013). The Influence of colour on memory performance: A review. *Malaysian Journal of Medical Sciences*. Vol. 20 No.2
- Salam, R., *et al.* (2018). Utilization of Learning Media in Motivating Student Learning. *1st International Conference on Social Sciences*. Atlantis Press. Vol. 226
- Tegegne, M. (2018). How can we Promote our Students' Interest in their English Language Learning? A case in Abbiy Addi Teacher Education College on First Year Students. *International Journal of Engineering Development and Research*, vol 6, issue 3.
- Vetter, R., Ward, C., & Shapiro, S. (1995). Using color and text in multimedia projections. *IEEE Multimedia*. Vol 2 No.4
- Winata, J.A. (2020). The Students Interest in Learning English at Eight Grade of SMPN 1 Ujan Mas. *Thesis*. IAIN Curup