



The Effect of Applying Blended Learning Using Interactive Writing on Learning Interest and Indonesian Writing Skills in Writing

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Abstract: This study deals with the effect of blended learning using interactive writing on learning to write simple Indonesian essays on interests and writing skills. This study aims to determine the influence of the application of good learning methods by teachers and students after their application in the learning process. This research method uses a quantitative research design Quasi-Experimental Design with the Nonequivalent Control Group Design type. The population in this study were all 123 class III students. The subjects in this study were students of class III D at SD Telkom Makassar. The data collection technique was filling out a student response questionnaire and written test. The data analysis technique used is quantitative data analysis techniques. The results of the analysis of the description of the interest of the experimental class (III D) students obtained by the researcher showed an increase in student interest after the application of blended learning using interactive writing in a very good category, while for the control class (III B) the results of the analysis of the description of student interest showed an increase but still in the poor category. The results of the description of the writing skills of the experimental class students showed a significant increase after the application of blended learning using interactive writing. There was no significant difference between the students' writing skills in the control class at the pre-test and post-test. The results showed that it was based on multivariate and manova tests. So the application of blended learning using interactive writing affects students' interest and writing skills.

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Abstrak: Penelitian ini membahas tentang pengaruh blended learning menggunakan interactive writing pada pembelajaran menulis esai bahasa Indonesia sederhana terhadap minat dan keterampilan menulis. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode pembelajaran yang baik oleh guru dan siswa setelah penerapannya dalam proses pembelajaran. Metode penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian Quasi Experimental Design dengan tipe Nonquivalent Control Group Design. Populasi dalam penelitian ini adalah seluruh siswa kelas III yang berjumlah 123 orang. Subjek dalam penelitian ini adalah siswa kelas III D SD Telkom Makassar. Teknik pengumpulan data yang digunakan adalah pengisian angket respon siswa dan tes tertulis. Teknik analisis data yang digunakan adalah teknik analisis data kuantitatif. Hasil analisis deskripsi minat siswa kelas eksperimen (III D) yang diperoleh peneliti menunjukkan adanya peningkatan minat siswa setelah penerapan pembelajaran belended menggunakan interactive writing dalam kategori sangat baik, sedangkan untuk kelas kontrol (III B) hasil analisis deskripsi minat belajar siswa menunjukkan peningkatan namun masih dalam kategori kurang baik. . Hasil deskripsi keterampilan menulis siswa pada kelas eksperimen menunjukkan peningkatan yang signifikan setelah penerapan blended learning menggunakan interactive writing, pada kelas kontrol tidak terdapat perbedaan yang signifikan antara keterampilan menulis siswa pada kelas kontrol, baik pada pre-test dan post-test. Hasil penelitian menunjukkan bahwa berdasarkan uji multivariat dan manova. Sehingga dapat disimpulkan bahwa penerapan blended learning menggunakan interactive writing berpengaruh terhadap minat dan keterampilan menulis siswa.

A. Introduction

Writing is a productive and expressive language skill used to communicate indirectly with other parties. This statement aligns with Rofi'uddin and Zuhdi's statement that writing skill is expressing thoughts, ideas, and opinions about something, responding to a statement or expressing feelings using written language. All students, starting from the elementary school (SD) level to tertiary institutions, must master writing skills (Syakur et al., 2020).

Writing skills are one aspect of the assessment in Indonesian language lessons at the elementary level, starting from grades III to VI. Writing skills require persistence and creativity. Students are required to find ideas and arrange words to produce good writing. In odd-semester Indonesian lessons in class III, there are several writing materials, one of which is writing simple essay texts (Arlena et al., 2018). Preliminary observations that researchers and teachers have made show that students' learning process activities on essay writing material tend to be boring because learning is one-way. When doing assignments, students are seen copying the work of their friends without any effort to find their ideas in writing their essays. This is because students consider writing essays a subject that is very difficult to do, so students have no interest in learning the material (Burhanuddin, 2022).

As for the initial data on student learning outcomes, it was concluded that the learning carried out had not optimized student learning in essay writing skills because the score did not reach the KKM determined by the school, namely 80. The initial data showed that student achievement did not meet the KKM value standards in SD Telkom Makassar. Meanwhile, in the third-grade curriculum for the Indonesian language subject at SD Telkom Makassar, students must understand and compose simple essays. Composing simple essay text is contained in KD 8.1, which reads, "writing simple essay text based on pictures using the right choice of words and sentences taking into account the use of spelling, capital letters and periods". Students are asked to present simple essays in writing (Destiana, 2019).

The curriculum at school determines several language skills that must be learned by students, one of which is writing skills. Writing is an activity to generate ideas and package those ideas in the form of graphic symbols in the form of writing that others can understand (Indriani, 2019). In writing activities, a person performs an activity that produces a product called writing. Writing is used to express oneself and communicate ideas to others indirectly. According to Tarigan, writing is a language skill used to communicate indirectly without meeting others (Hastoeti, 2019). Based on some of the explanations above, writing skills are difficult for all students. Besides requiring sufficient knowledge, students' interest in learning is also related to the results of student essays. Kusumawaarti also stated that the ability to write essays is not born out of anywhere, but students must learn and have experience, willingness, and a genuine interest in learning. Learning in question explores ideas based on objects seen or read to write essays (Muliana et al., 2022).

Simple essays have the following characteristics: (a) the language is easy to understand; (b) the words used are simple; (c) the sentences are short so that the essay is also short; and (d) the contents of the story are usually about the daily environment of

students (Anderson et al., 2018). In other words, simple essays use simple sentences, the sentences are short, and the theme is around the world and the surrounding environment. Composing is a challenging activity. It requires continuous practice. One must have writing skills to convey meaning through writing (Oktaviani, 2021).

Heuken revealed that things must be considered in learning to compose, namely; (a) ideas must be clear and focused, (b) understanding composing techniques; (c) studying grammar so that readers easily understand writing; and (d) disclosure must be clear, orderly and realistic (Parto, 2020). Thus, simple essays taught to third-grade students can be in the form of simple essays with environmental themes that students can access by observing their surroundings to familiarise them with the theme. For learning to write simple essays per the expected goals, the teacher must be able to optimize all learning components (Al-Maroof et al., 2022). One important component that must be optimized is the learning method. Determining the right learning method will determine the success of the student learning process. Therefore the teacher must be able to choose the right learning method (Permanasari, 2017).

The blended learning method using interactive writing is a method that, according to researchers, is suitable for the process of assisting students in their writing skills. In addition, this method requires students to be active in learning and invites students to share the information obtained. Using interactive writing in essay writing lessons, the blended learning method can create cooperative learning situations where texts are jointly composed and written (Rahmah & Sukmara, 2022). The teacher uses interactive writing sessions to model writing strategies when she engages students in composing texts. Irene Fountas and Gay Su Pinnell also include interactive writing as part of a balanced literacy framework. Like co-writing, interactive writing allows teachers and students to "share a pen" to create sentences together (Wicaksono & Siska, 2020).

The blended learning method can be an alternative to learning simple essay writing skills for class III students. This is because the blended learning method using interactive writing has advantages, namely training students to interact well with teachers in composing essays and deepening student knowledge (Ratnasari et al., 2018).

Some of the research results that have become references for researchers are related to blended learning and interactive writing methods. One of them is the research by Cheri Williams titled "Learning to Write with interactive writing instruction". The results of his research show the success of first-grade students in learning to write and instilling students' self-confidence because the teacher supports them in learning to write through explicit instructions, modelling, and guided practice (Williams, 2018).

Desy has also researched blended learning entitled "The effect of blended learning on elementary school students' motivation and learning achievement". The results showed that there was a significant difference between the motivation and learning achievement of students who used the blended learning method and students who used the face-to-face learning method, there was a significant increase in student motivation and achievement due to the application of the blended learning method, and there was no the interaction of

the effect of applying learning methods and motivation on student achievement (Indriani, 2019).

Utilization of the method has been carried out by several researchers as described. Even so, the results of literature searches through Google Scholar and various national education journals show that no research refers to the application of blended learning using interactive writing, especially in writing essays for class III of this elementary school in the context of South Sulawesi (Rizki & Fitriani, 2018).

Researchers took the blended learning method using interactive writing to determine its effect on essay writing skills and students' learning interests. Based on the relevant research results, several differences were found between the research that would be carried out and the research that had been carried out. The researchers combined blended learning and interactive writing methods, which had conceptual similarities and connectedness (Saepurokhman & Royani, 2022).

The blended learning method combines online and face-to-face learning and then an interactive writing approach to assist teachers in teaching and learning activities, especially in essay writing material. The teacher will share ideas and knowledge with students in compiling their essay assignments without being limited by time and resources.

McCarrier suggests that cognitive processes lie in writing activities constructed socioculturally by teachers and students (Siregar & Ramadhani, 2021). The purpose of interactive writing is to mediate students' understanding of what it means to write. Lessons are oriented towards how the teacher exemplifies what students are expected to do during independent writing. The lesson begins with the teacher and students collaboratively planning their written text (Williams, 2018).

The application of blended learning uses the interactive writing method so that students can access learning flexibly so that students' writing skills also increase, while for the learning method that takes place, students have a broad scope so that students can be motivated and collaborate freely either with the teacher or independently in compiling their essays. To maximize the learning outcomes obtained.

Allah says in QS Al-Mujadilah: 11

يَرْفَعُ اللَّهُ أَلَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أَوْتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ حَسِيرٌ

"Allah will raise (degrees) those who believe among you and those who are given knowledge by degrees. And Allah is Aware of what you do." As for HR Muslim, no. 2699 concerning the importance of seeking knowledge, Meaning: "Whoever takes a path to seek knowledge, Allah will make the path to heaven easy for him.

In QS Al-Mujjadi: 11, Allah will exalt the degree of those who are faithful and knowledgeable by several degrees, both in this world and in the hereafter. Allah is All-Knowing what His servants do and the motivations behind those actions, and Allah rewards them for their deeds. Likewise, in Muslim HR, no. 2699, Allah will ease the way to heaven when we take the path to seek knowledge. Therefore, we must keep trying because no action

is in vain, and every action will be rewarded. Likewise, with learning, Allah will exalt those who are faithful and knowledgeable.

In line with this, it is clear that Allah SWT will give people who strive in the way of Allah in seeking knowledge glory. People who set foot from home to school to learn to gain knowledge are among those who strive in the way of Allah. The knowledge obtained at school is a provision for him in this world and the hereafter. If school is a place to gain knowledge, elementary school is the main foundation (Winarni et al., 2022). Knowledge obtained in elementary schools is obtained through learning both inside and outside the classroom (Weniaty & Rochmawati, 2022). One of the lessons that is a source of student knowledge is obtained through learning Indonesian.

Based on this explanation, the researcher raised the title "The Influence of the Application of Blended Learning Using Interactive Writing on Learning Interest and Indonesian Writing Skills on Essay Writing Materials for Class III D SD Telkom Makassar Students".

B. Method

This research uses quantitative methods. Quantitative research is a method used to find the effect of certain treatments on others under controlled conditions (Alamri et al., 2021). This study used a Quasi-Experimental Design with the Nonequivalent Control Group Design type. This design is almost the same as the Pre-test-Post-test Control Group design, and only in this design are the experimental and control groups not randomly selected. This design can be described as follows:

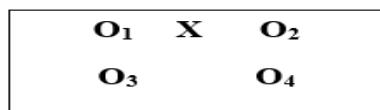


Figure 1. Quasi-Experimental Research Design

The population in this study were all 123 class III students at SD Telkom Makassar. This study used a purposive sampling technique. This sample is taken non-randomly and usually logically represents the population. In this study, two classes will be selected as samples. Class III D is a sample whose learning will use the application of blended learning using interactive writing, while III B is a sample that does not get treatment/learning methods.

In this study, the instruments used were questionnaires, tests and documentation. Data collection techniques are the most important step in research because the main goal is to get data. With knowing data collection techniques, researchers will get data that meets the established data standards (Sugiyono, 2018). This study's Data collection techniques are observation, tests, and documentation. 1. according to Arikunto (2019), tests are a series of questions or exercises and other tools used to measure skills, intelligence, knowledge, abilities or talents possessed by individuals or groups. This study used tests to measure

students' interest and writing skills. 2. Documentation. Documentation taken in this study was in the form of photographs during research which was useful for documenting important events as evidence that strengthened activities in the classroom. To get the results of this research collection, the data in this study will be processed using quantitative methods. For the stages of data analysis used in this study, researchers used Descriptive Statistical Analysis, Normality Test, Homogeneity Test, and Hypothesis Test.

C. Results and Discussion

Result

Description of Student Learning Interest

The results of the descriptive statistical analysis of the assessment of student interest in learning are as follows: Based on the test, the average student interest is obtained. The experimental class (III D) on the pre-test was 72.42. The minimum value is 50, and the maximum is 90, with a standard deviation of 11.79115. while the average student interest at the time of the post-test was obtained at 89.23 with a minimum score of 50, a maximum score of 90, and a standard deviation of 11.79115. Based on the test obtained, the average student interest Control class (III B) on the pre-test is 54. The minimum value is 34, and the maximum is 69, with a standard deviation 6.92238. while the average student interest at the time of the post-test was obtained at 60 with a minimum score of 34, a maximum score of 69, and a standard deviation of 8.26087.

Description of writing skills

The results of the descriptive statistical analysis of the control class pre-test and control class post-test are as follows: Based on the test, the average value of students' writing ability (mean) in the control class pre-test was 59.7. The minimum value is 43, with a standard deviation of 7.91886. While the average value (Mean) in the control class post-test was 66.95. The minimum value is 50, and the maximum is 81, with a standard deviation of 7.01208. These results indicate that the average of students in the pre-test is almost equivalent to the average post-test control class on the assessment of writing skills, so to find out the differences in these assessments, it can be seen in the descriptive analysis of the control class.

Table 1. Categorization, Percentage and Frequency of Students' Writing Skill Levels in Control Class Pre-test and Post-test

No	Intervals	Category	Pre-test		Post-test	
			F	(%)	F	(%)
1	81.26 – 100	Very good	-	-%	-	-%
2	62.51 – 81.25	Good	9	28.13%	17	53.13%
3	44.76 – 62.50	Enough	22	68.75%	15	46.88%
4	25 – 43.75	Not enough	1	3.13%	-	-%
Total			32	100%	32	100%

The table shows that there are no students with very good assessment categories. Suppose you look at the categorization, percentage and frequency in the pre-test and post-test control class. In that case, it is stated that there is no significant difference between the students' writing skills in the control class, both in the pre-test and post-test.

Based on the test, the average value obtained by students in the experimental class pre-test was 65.26. The minimum value is 50, and the maximum value is 81, with a standard deviation of 7.98788. while the results obtained during the post-test, namely the average student score, was 87.21. The minimum value is 68, and the maximum is 100, with a standard deviation of 8.31530. These results indicate a significant difference in the average students' writing skills scores in the pre-test and post-test of the experimental class.

Table 2. Categorization, Percentage and Frequency of Students' Writing Skills in Pre-test and Post-test Experiment Class

No	Intervals	Category	Pre-test		Post-test	
			F	(%)	F	(%)
1	81.26 – 100	Very good	-	-%	25	78.13%
2	62.51 – 81.25	Good	21	65.63%	7	21.88%
3	44.76 – 62.50	Enough	11	34.37%	-	-%
4	25 – 43.75	Not enough	0	-%	-	-%
Total			32	100%	32	100%

The results of the categorization and frequency on the pre-test and post-test showed that the percentage of students' writing skills after being given treatment was higher than before. This can be seen from the student achievement in the experimental pre-test in the very good category of 78.13%, and the rest are in the good category with a percentage of 21.88%. So there is a significant difference between students' writing skills in the pre-test and post-test of the experimental class.

Normality Test

The normality test aims to test whether the distribution of the data obtained is normally distributed and is a prerequisite test for parametric inferential analysis.

Table 3. Results of the Inferential Analysis of the Shapiro-Wilk Normality Test

Variable	Class	Data	Sig.	Information
Student essay writing skills	Control	Pre-test	0.189	Normal
		Post-test	0.174	Normal
	Experiment	Pre-test	0.405	Normal
		Post-test	0.093	Normal
Student Learning Interest	Control	Pre-test	0.180	Normal
		Post-test	0.537	Normal
	Experiment	Pre-test	0.081	Normal

Variable	Class	Data	Sig.	Information
		Post-test	0.079	Normal

The significance value obtained from each pre-test and post-test data in the experimental and control classes is more than 0.05. Therefore, the data obtained is normally distributed.

Homogeneity Test

The homogeneity test aims to determine whether the two groups of data obtained are homogeneous or not and is a prerequisite test for parametric inferential analysis.

Table 4. Results of Inferential Analysis of Homogeneity Test

Variable	Levene Statistics	df1	df2	Sig.
Simple essay writing skills	0.932	1	62	0.338
Student learning interest	0.780	1	62	0.381

The significance value obtained by each variable in the two data groups is more than 0.05. Therefore, the data obtained in both groups are homogeneous.

Hypothesis Testing

1. Differences in Student Learning Interests After the Application of the Blended Learning Method using Interactive Writing

Testing hypothesis 1 to determine the effect of the blended learning method using interactive writing on students' learning interests was carried out using the independent sample t-test with the help of the SPSS version 26 application. The results of the independent sample t-test test to determine the effect of the blended learning method using interactive writing on interest student learning are as follows:

Table 5. Independent Sample T-Test Hypothesis 1

		F	Q	Df	Sig. (2-tailed)
Results	Equal Variances Assumed	0.780	-14,552	62	0.00
	Equal Variance is not Assumed		-14,552	61,346	0.00

The significance value obtained from the independent sample t-test is 0.00, smaller than 0.05. Therefore, there is influence of the blended learning method using interactive writing on students' learning interests. The existence of this influence shows the difference in students' interest in learning after the implementation of Blended Learning using Interactive Writing.

2. Differences in Students' Writing Skills After the Application of the Blended Learning Method using Interactive Writing

Testing hypothesis 2 to determine whether there is a difference in students' interest in learning after applying the Blended Learning method using Interactive Writing on simple essay writing material.

Table 6. Results of Independent Sample Test Analysis T-Test Hypothesis 1

		F	Q	Df	Sig. (2-tailed)
Results	Equal Variances Assumed	0.932	-11,548	62	0.00
	Equal Variance is not Assumed		-11,548	60,282	0.00

The significance value obtained from the independent sample t-test is 0.00, which is smaller than 0.05. Therefore, there is an influence of the Blended Learning method using Interactive Writing on writing skills. The existence of this influence at the same time indicates that there are differences in students' writing skills after applying Blended Learning using Interactive Writing.

3. Differences in simple essay writing skills and learning interest between students who used the Blended Learning Interactive Writing method and students who were not given treatment in learning Indonesian in simple essay writing material

Testing hypothesis 3 to determine whether there are differences in the results of interest in learning and writing skills between students in the control class and the experimental class using the Manova test with the help of the SPSS version 20 application. The test results show that the value of Sig. Box's M is 1.241, with a significance of 0.754. Because the significance value is $0.754 > 0.05$, accept H_0 , which states that the covariance variant matrix is homogeneous, so it can be said that the sample is homogeneous.

The results of the Manova test to find out the difference between writing skills and interest between students who apply the blended learning interactive writing method and students who are not given the Wilks' Lambda value is often used in multivariate tests. The F value obtained was 180.305 with a significance value of 0.00 less than 0.05, meaning that H_0 was rejected and H_1 was accepted so that it was stated that there were differences in the writing skills and interests of students (grade III D) who studied using blended learning interactive writing with students (class III B) who did not—given a method in learning Indonesian material for writing simple essays. Based on the results of the basic output decision-making, namely, if the significance value of 0.00 is less than 0.05, it can be stated that there are differences in writing skills and interests between students who use the blended learning interactive writing method and students who are not given treatment or learning methods.

In the test, the relationship between learning methods and writing skills has a significance of $0.00 < 0.05$. This means there are differences in the writing skills of students who learn using the blended learning interactive writing method and students who need to

be given the method of teaching Indonesian language essay writing material. The relationship between learning methods and interest in learning has a significance value of $0.00 < 0.05$. This means there are differences in the interests of students who use the blended learning interactive writing method with students who need to be given the method in learning Indonesian essay writing material. Therefore the results of this hypothesis test state that H_0 is rejected and H_1 is accepted.

Discussion

The research results obtained by the researcher from the descriptive analysis of class III D (experimental class) at the pre-test with an average score of 72.42, then at the post-test, the average student score became 90. The minimum score at the pre-test was 50, and it increased to 70 and 83 at the post-test. The maximum score in the pre-test is 90 and increases to 100 after applying the blended learning method using interactive writing (post-test). While the results of student learning interest obtained in class III B which is the control class (does not get the application treatment), show the pre-test average is 54, then the post-test average score is 60. The minimum pre-test score is 34 to 44 in the post-test. The maximum pre-test score is 69, and the maximum score in the post-test is 75.

The data above shows the difference between the control and experimental classes from the pre-test and post-test. This difference can be seen from the grades that apply blended learning using interactive writing (grade III D) is higher than those that do not use interactive writing (class III B).

The results showed increased students' interest in learning Indonesian in simple essay writing material because interactive learning between students and teachers was not limited by space and time. McCarrier, Pinell and Fountas (in [Arta et al., 2019](#)) suggest that interactive writing is intertwined as a cognitive and social process in which teachers and students work collaboratively through meaningful interactions to write messages, in connection with which the student learning environment also supports increased interest student learning.

Debbagh revealed that the learning environment is open by considering aspects of learning and may use the internet and web-based technologies to facilitate the learning process and build meaningful knowledge. This is in line with the research conducted by Abroto and Anna. H., which shows that the blended learning method and the interactive writing method affect student learning motivation. Therefore, blended learning and the interactive writing method can be used as a recommendation for learning methods to help students be motivated and remain interested in learning.

The researcher has conducted a descriptive statistical analysis to see and compare the values obtained by the experimental and control classes on the writing skill variable at both the pre-test and post-test. The statistical analysis for the control class (III B) obtained a mean value of 59.7 in the pre-test and 65 in the post-test. The minimum pre-test score is 43 to 50 at the post-test stage. The maximum score in the pre-test was 75, and then in the post-

test, it became 77. The percentage of writing skill score categories in the control class post-test was 0% in the very good category 53% in the good category 46% in the enough category.

While the results obtained in the class that applied blended learning using interactive writing (III D) obtained a mean value of 65 (pre-test) to 87 (post-test). The minimum score on the pre-test is 50, and the minimum score on the post-test is 68. The maximum score obtained in the pre-test is 81 to 100 in the post-test stage. The percentage of the category of writing skill scores in the experimental class post-test was 78% in the very good category. 21% are included in the good category and 0% in the good and fewer categories. This shows that class III D on average, gets grades in the very good category.

The results of the above analysis clearly show differences in students' writing skills in the experimental class (III D) after implementing blended learning using interactive writing with the control class (III B), which did not receive treatment in the learning process. In the process of analyzing data to see differences in students' writing skills, researchers and teachers apply Blended Learning using Interactive Writing optimally, namely using internet media and objects around students as images that can guide students to get ideas in solving problems.

It was also stated by [Hijazi et al](#) (2020) that students could use objects to compose experiences that are more factual and whose truth is more accountable. The results obtained by researchers are relevant to the results of Roth Kate's research, namely that using interactive writing methods can improve students' writing skills. The results of this study are by the theory put forward by [Hijazi et al](#) (2020) that the blended learning method uses interactive writing to increase the attractiveness of learning. Therefore, the blended learning method using interactive writing is highly recommended for use by teachers as a method that can help optimize students' time and skills.

The relationship between learning methods and writing skills shows differences in the writing skills of students who learn using the blended learning interactive writing method and students who need to be given the method for learning Indonesian essay writing material. The relationship between learning methods and interest in learning also has the same result, namely that there are differences in the interests of students who learn using the blended learning interactive writing method with students who still need to be given the method in learning Indonesian essay writing material.

The results of this study indicate that the blended learning method using interactive writing significantly affects essay writing skills and students' learning interest in class III D SD Telkom Makassar. This study's results are based on the theory put forward by Clark in Plomp and Ely (in [Holiver et al., 2020](#)) that the application of blended learning can improve learning outcomes. This theory is reinforced by Graham's opinion that the learning process will be interactive if there is direct feedback from the companion/teacher to remove the impression of loneliness, so it is motivated to continue learning.

Aritonang, in his research, shows that there are impacts and influences caused by using blended learning on student learning outcomes ([Aritonang & Safitri, 2021](#)). Based on the theory and research results that are in line with the results contained in this study, it can

be concluded that the use of blended learning uses interactive writing, besides being able to optimize writing skills, can also increase students' learning interest in the subject matter of writing simple essays which many students initially find difficult. Therefore, this method can be used and developed by teachers to improve simple essay writing skills and optimize students' interest in learning Indonesian.

D. Conclusion

Based on the data analysis and discussion above, the researcher can conclude that there are differences in students' learning interests after applying the blended learning method using interactive writing. This difference can be seen from the results of descriptive data analysis and statistical tests, which show that the blended learning method using interactive writing affects students' interest in learning III D SD at Telkom Makassar.

There are differences in students' writing skills after applying the blended learning method using interactive writing. This difference can be seen from the results of descriptive data analysis and statistical tests, which show that the blended learning method using interactive writing affects the writing skills of students III D SD at Telkom Makassar. There is a significant difference in the results of the writing skills and learning interest of students who get the application of the blended learning method using interactive writing with students who did not get the application of the method in the Indonesian language learning process for writing simple essays in class III SD Telkom Makassar.

The F value obtained was 180.305 with a significance value of 0.00 less than 0.05, meaning that H_0 was rejected and H_1 was accepted so that it was stated that there were differences in the writing skills and interests of students (grade III D) who studied using blended learning interactive writing with students (class III B) who did not—given the method on learning Indonesian in the material of writing simple essays.

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