

The Correlation of Effective Sentence Mastery and Language Attitude with Students' Writing Summary Ability

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Abstract: The purpose of this study was to analyze the relationship between (1) practical sentence mastery and summary writing ability, (2) language attitude and summary writing ability, and (3) practical sentence mastery and language attitude together with summary writing skills. The research used is the correlational method. The population of this study was students of class VIII Even Semester SMP Negeri 1 Bumi Agung, Way Kanan Regency, 2017/2018 Academic Year. There are 61 people as research samples in this study. The analytical technique used is statistical regression and correlation techniques. The finding shows that language has a significant relationship with the ability to write a summary with a correlation coefficient of 0.693, and mastery of effective sentences and language attitudes have a significant relationship with the students' writing summary with a correlation coefficient of 0.733.

Keywords: Effective Sentences, Language Attitude, Writing Ability

INTRODUCTION

Writing is planning graphic symbols that describe a language that someone understands so that other people can read the graphic symbols if they know the language and explicit descriptions (Tarigan, 2008:21). Meanwhile, Djibran (2008:17) states that writing is expressing thoughts, and reading results in written form, not in speech form

The selection of teaching methods that are not appropriate and do not provide opportunities for students to practice writing ability are some of the factors that are thought to cause the low quality of students' writing. Summary means a brief note from a description of a theory or study that is too broad in scope but does not affect the conceptual meaning or meaning. Liang Gie (2006:114) states that summary writing ability can take the essence of a description or main idea, and then the element is written briefly in his own words.

Alwi et al. (2010:317) define a sentence as the smallest unit of language that expresses a complete thought in spoken or written form. In spoken form, sentences are told in an up and down voice and loud and soft, interrupted by pauses, and ending with a final intonation followed by a silence which prevents the mixing or assimilation of sounds or other phonological processes. Effective sentences can express the user's ideas appropriately and understand listeners/readers. If the idea conveyed is correct, the listener/reader can easily understand the thought. However, sometimes that hope is not achieved because some interlocutors do not know what is written (Suyanto, 2011:48).

Allport in Chaer and Agustina (2010: 150) suggests that attitude is mental and nervous readiness formed through experience that provides a dynamic direction or influence on a person's reaction to all objects and circumstances involving that attitude, while Lambert (in Chaer and Agustina, 2010: 150) states that the attitude consists of three components, namely the cognitive, affective, and conative components. Some of the factors that are thought to cause the low quality of the students' writing above are closely related to their reading comprehension. In other words, these factors stem from students' low reading comprehension ability.

Thus, reading comprehension is thought to be essential in improving students' summary writing skills. Apart from being obtained through summary writing activities, optimal language attitudes must also be based on a positive attitude towards the students' language. Unfortunately, not all students have a positive attitude toward Indonesian. This positive attitude is not necessarily shared by all students, considering that their language background is different, their environment is different, etc. The habit of various uses of Indonesian is mixed with regional languages and slang when they communicate with each other. As a result, many students use language unsystematically in their writing. So, in addition to the factors of teachers, students, and the environment, many factors affect the quality of their written language. The language contact environment, such as family and playmates, which are less supportive of positive student language activities, may cause the poor quality of student writing.

METHOD

The research method used is a test with a correlational approach. In contrast, this type of research uses quantitative research, which is a type of research designed to determine the level of relationship or the magnitude of the relationship between different variables with correlational techniques between independent variables (X1) and (X2) with variables bound (Y).

RESULTS AND DISCUSSION

Results

1. Effective Sentence Mastery

The variable of effective sentence mastery (X1) is measured by the score obtained by giving 30 items. The complete frequency distribution can be seen in the average score of 20.049. The frequency distribution table of the influential sentence mastery variable in full can be described in the following table:

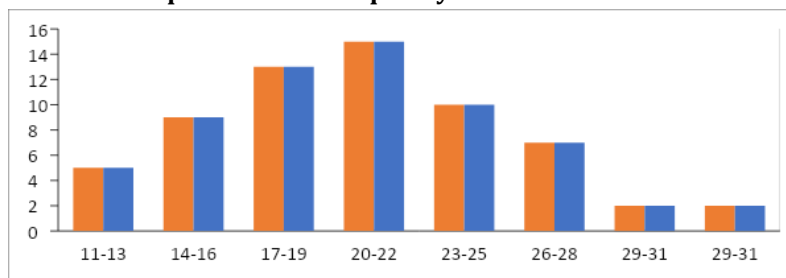
Table 1
Effective Sentence Mastery Frequency Distribution

N o	Interval Class	F _{absolute}	F _{relative} (%)	F _{commulative} (%)	Description	(%)
1.	11-13	5	8,197	8,197		
2.	14-16	9	14,754	22,951	Below the average	44,262
3.	17-19	13	21,311	44,262		
4.	20-22	15	24,590	68,852	Average Class	24,590
5.	23-25	10	16,393	85,246		
6.	26-28	7	11,475	96,721	Above Average Class	31,148
7.	29-31	2	3,279	100,000		
Total		61	100	100		100,000

Based on Table 1, it can be seen that the average score of 20,049 is in the fourth class. In contrast, those in the class below the average in the category of low practical sentence mastery have a frequency of 5, 9, and 13 or 27 students (44.262%), and moderate 15 students (24.590%), and scores above the average class of 10, 7, and 2 or 19 students (31.148%) belonged to a pretty good practical sentence mastery. Although some are still in a group below the average, the existing experimental sentence mastery factor's percentage tends to be sufficient. If you convert the correct answer, you get 66.83, meaning that it is above the criteria of 60.

Based on the frequency distribution, the number of students in the group have excellent or sufficient mastery of effective sentences and those above the average of 19 plus 15 or as many as 34 students (55,737)%. The description of the frequency data on practical sentence mastery can be seen in the following figure 1.

Figure 1. The Description of The Frequency Data on Effective Sentence Mastery



Based on data from the frequency distribution, most students in the group that already has practical sentence mastery tend to be sufficient. It means that they already have a good ability of effective sentences in the knowledge of (1) unity of ideas, (2) cohesiveness, (3) logicalness, (4) frugality, (5) emphasis, and (6) variance (spelling usage) although they still need to be improved. The questions that were answered correctly out of 30 questions in the 11-13 score interval there were five students, 14-16 there were nine students, 17-19 there were 13 students, 20-22 there were 15 students, 23-25 there were ten students, 26-28 there were seven students and 29-31 as many as two students.

2. Language Attitude

The language attitude variable (X2), measured by the score obtained through giving questions, can be seen in the description of the statistical data in Table 4.1. The value is then grouped based on the criteria and the number of scores obtained based on the Sturges rule. Seven classes are accepted, and a classification is made below the average, grade average, and above average. Furthermore, the frequency distribution table for mastery of language attitudes in full can be described in the following table:

Table 2
Frequency Distribution of Language Attitude Data

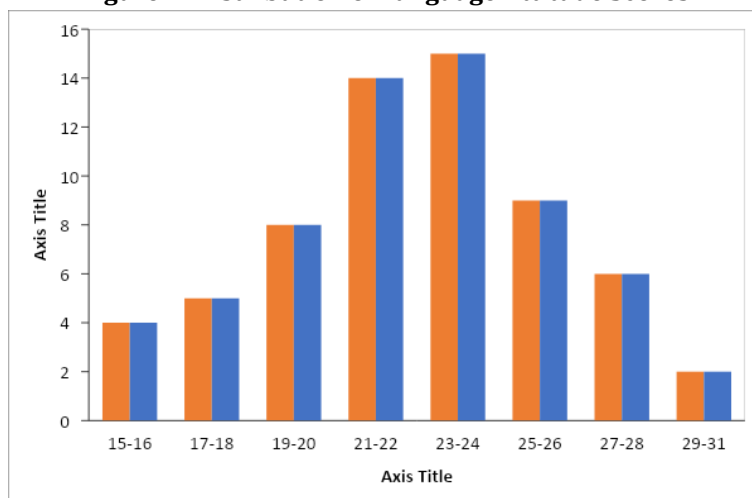
N	Interval Class	F _{absolute}	F _{relative (%)}	F _{commulative (%)}	Description (%)	
1.	15-16	4	6,557	6,557		
2.	17-18	5	8,197	14,754	Below the average	27,869
3.	19-20	8	13,115	27,869		
4.	21-22	14	22,951	50,820	Average Class	22,951
5.	23-24	15	24,590	75,410		
6.	25-26	9	14,754	90,164	Above Average Class	49,180
7.	27-28	6	9,836	100,000		
Total		61	100	100		100,000

In the 15-16 score interval, there are four students, the 17-18 score interval has five students, the 19-20 interval has eight students, the 21-22

interval has 14 students, the 23-24 interval has 15 students, the 25-26 interval has nine students and the interval 27-28 there are six students. Based on the distribution of the frequency distribution in the table above, it can be seen that students who still have language attitudes are below the average at 27.869%, the average class is 22.951%, and above the class, the standard is 49.180%. In percentage terms, it can be illustrated that the language attitude tends to be good. It just needs to be improved because with an average of 22.246, or if it is converted, it is obtained 74.15 there is still 45.238%.

The most significant percentage in the language attitude group, below the average, means that the student has given a less than optimal answer. The new language attitude is quite good because the most significant percentage is below the average, namely 17 students or around 27.869%, students still in class are 14 or about 22.951%, and students are still above the average category. The average is 30 students or approximately 49.180% with suitable criteria. Based on the number of students and the percentage, it can be grouped that the language attitude is entirely good or excellent on average. The histogram of the distribution of language attitude scores can be described as follows.

Figure 2. Distribution of Language Attitude Scores



Based on the histogram of the frequency distribution, most students are in the position of having sufficient mastery of language attitudes. The rest are in a place of mastery of language attitudes that are already good. It means that mastery of language attitudes is a reaction to an assessment of a particular language, including (1) language loyalty, (2) language pride, and (3) awareness of language norms.

3. Summary Writing Ability

The variable of writing summary ability (Y) is measured by the readings that students read. The assessment includes the ability to write a

summary is the ability of students to make a summary in a writing that is measured through a test that provides for (1) the skills to capture general impressions on other people's writings to be summarized, (2) the skills to capture the main ideas in writing to be summarized, (3) the variety the language used, (4) skills in composing sentences with the correct structure and (5) the application of correct spelling rules that are perfected for the ability to write summaries and express ideas through writing in a logical order and can be understood by others, which is related to It is an effort to provide details about the object being discussed which describes a thing, situation, place, event, or behavior of a person in as clear away as possible. Description of statistical data based on Table 4.1 above, the distribution of data for students' ability to write summaries obtained an average value of 71.557.

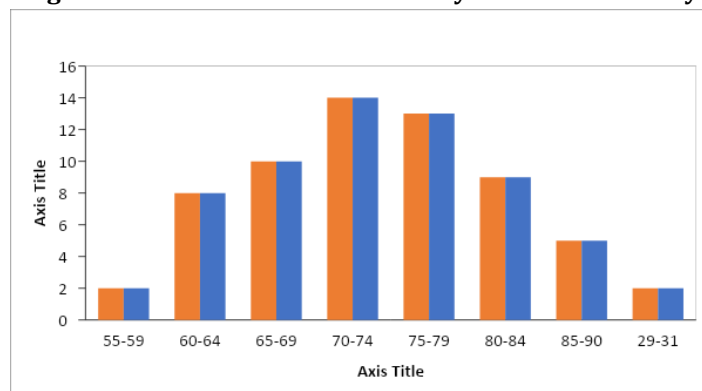
The percentage of students in the average and the above-average group is already above the average by 60%, meaning that, on average, students can write summaries. The description of the frequency distribution data, percentages, and histogram scores of students' ability to write summaries manually are shown in the following table.

Table 3
Frequency Distribution of Data Ability to Write Summary

N o	Interval Class	F _{absolute}	F _{relative} (%)	F _{commulative} (%)	Description (%)	
1.	55-59	2	3,279	3,279		
2.	60-64	8	13,115	16,393	Below the average	32,787
3.	65-69	10	16,393	32,787		
4.	70-74	14	22,951	55,738	Average Class	22,951
5.	75-79	13	21,311	77,049		
6.	80-84	9	14,754	91,803	Above Average Class	44,262
7.	85-90	5	8,197	100,000		
Total		61	100	100		100,000

Based on the frequency table and the average ability to write a summary of 60% with the distribution of data below the average, 32.787% have sufficient ability, 22.952%, while those in the class are above the average at 44.262%.

Figure 2. Distribution of Data Ability to Write Summary



Writing a summary is quite good, or the average class is above the criteria. This is indicated by the average class being above the criteria. The score on the ability to write a summary based on the frequency distribution is at most in a position above the ability to write a summary, which is below the average by 60% but based on the average, it is quite high. Writing a summary is considered good because the average percentage is above the criteria (60), 71.557.

Discussion

1. The Relationship between Effective Sentence Mastery and Summary Writing Ability

The first simple linear regression analysis results stated that practical sentence mastery was significantly related to writing a summary. It is indicated by a significant level of 0.05 with a correlation coefficient of 0.630, and the magnitude of the relationship is 39.80%. Based on the table of correlation coefficients, the relationship is at a comparable level. The results of the analysis also if the higher the students master the effective sentences, then there is a tendency, the better the level of writing summary ability.

Based on the results of this study, the average influential sentence mastery variable is relatively high, namely 66.83, but seeing the level of correlation is quite large. It shows that mastery of effective sentences affects students' ability to write summaries because effective sentences are critical aspects of students' ability to write summaries. So, the students can apply effective sentences to develop their essay ideas (Doroudi, Kamar, & Brunskill, 2019).

2. The Relationship between Mastery of Language Attitudes and The Summary Writing Ability

The results of the correlation analysis stated that the mastery of language attitudes was significantly related to the ability to write a summary. It was indicated by the correlation coefficient value of 0.693. Based on the table

of correlation coefficients, it is classified as having a reasonably strong relationship or if it is connected with the hypothesis that it is in a close category, and if it is seen from the magnitude of the relationship that mastery of language attitudes can be significantly related by 48.00% with the ability to write a summary.

In the results of the analysis, it was also found that there was a relationship between mastery of language attitudes and the ability to write a summary, which means that the higher the mastery of language attitudes possessed by students, the students will tend to have a high level of summary writing skills. Mastery of language attitudes is one factor that supports the ability to write a summary, so the students who can compose sentences tend to write a good summary.

This finding follows the opinion (Kosasih, 2008:172). Knowledge of language attitudes is the basic knowledge possessed by students about the correct rules in Indonesian, including, among others, (1) language loyalty, (2) language pride, and (3) awareness of language norms. Mastery of language attitudes is one factor that determines a person's ability to write a summary. The relationship between mastery of language attitudes and the ability to write a summary depends on how much mastery of language attitudes he has, which is reflected in his language attitudes. In this study, mastery of language attitudes was significantly related to 48.00% with the ability to write a summary.

3. The Relationship between Effective Sentence Mastery and Language Attitude with Summary Writing Ability

According to the third hypothesis, the multiple linear regression analysis results stated that practical sentence mastery and language attitude were significantly related to summary writing ability. It is indicated by a significant level of 0.05. The magnitude of the correlation coefficient is 0.733 when consulted with the correlation coefficient table. The relationship between the two dependent variables together has a close relationship.

The results of the analysis also found that there was a strong relationship between practical sentence mastery and language attitude with summary writing ability. It means that the more effective sentence mastery students have and the better language attitude mastery, the better the summary writing ability, and vice versa (Dörnyei, Csizér, & Németh, 2006). So, the fewer effective sentences and the lower the level of mastery of language attitudes, the lower the ability to write student summaries so that students have difficulty in summarizing the stories they make. It is proven that practical sentence mastery and language attitude are significantly related either individually or simultaneously to writing a summary.

Based on the magnitude of the relationship successively, practical sentence mastery has a correlation coefficient of 0.630. Mastery of language attitudes has a correlation coefficient of 0.693 and simultaneously has a correlation coefficient of 0.733. It shows that practical sentence mastery has a dominant relationship compared to other factors because it is the most dominant supporting factor in summary writing ability. Furthermore, the ability to write a summary is quite good because it reaches 71.56 on average; The level of practical sentence mastery has gained an average of 20,049 if it is converted to a value of 0-100, the average value is 66.83, the mastery of language attitudes is 22.246 or if it is converted to a value of 74.15.

Moreover, writing students' summaries at SMP Negeri 1 Bumi Agung is good. Still, writing summaries of assessment techniques is less objective and different from multiple-choice questions. But it shows a positive attitude if students are given a description test. Students are freer in expressing their answers. Based on the results of this study, it is evident that these factors are indirectly related to the ability to write summaries, such as practical sentence mastery and the more frequent students understand sentences and their constituent elements, for example, through spelling and signs and rules in writing summaries in writing—a story.

CONCLUSIONS

Based on the result and discussion, the researchers conclude that practical sentence mastery has a significant relationship with writing a summary. It shows that the better the mastery of effective sentences, the better the ability to write a summary. This statement is indicated by a correlation coefficient of 0.630. Language attitude has a significant relationship with the ability to write a summary. It shows that the better the language attitude, there is a tendency for these students to have good summary writing skills, as indicated by a correlation coefficient of 0.693. Practical sentence mastery and language attitude have a significant relationship with writing a summary. It shows that the better the level of mastery of effective sentences and language attitudes, there is a tendency for these students to have good summary writing skills as well. This statement is indicated by a correlation coefficient of 0.733.

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