The Relationship of Learning Motivation and Sentence Structure Mastery with Description Writing Ability

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Abstract: This study aims to describe the relationship between learning motivation and the ability to write descriptions, mastery of sentence structure and writing skills, and the relationship between learning motivation and mastery of sentence structure and ability to write descriptions. The research method used in this study is correlational, a type of research designed to determine or describe the relationship between existing variables. This study describes the relationship between learning motivation (X1) and mastery of sentence structure (X2) with the ability to write descriptions (Y). The findings showed that learning motivation and mastery of sentence structure are the essential variables that need attention to improve the ability to write reports of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba. in general. Motivation to learn and mastery of sentence structure is the essential part that students must master to improve their ability to write descriptions. The ability to write reports can increase if students have high mastery of sentence structure. Both aspects need to be enhanced by the teacher in line with efforts to improve the ability to write descriptions of students in class VIII SMP Negeri 4 Way Tuba.

Keywords: motivation, sentence structure mastery, writing ability

INTRODUCTION

Indonesian language learning emphasizes the acquisition of four language skills. The four skills are listening, speaking, reading, and writing skills. The four language skills are presented in an integrated manner, but it is possible to emphasize one of the writing skills. Writing skills are productive skills, meaning that writing skills are skills that produce writing. Writing, in general, can be interpreted as an activity of delivering messages or communication using written language as a tool or medium. Language as a communication tool has four functions. The four functions are (1) information function, (2) self-expression function, (3) adaptation and integration function, and (4) social control function (Santoso, 2007). The

most crucial language tool is sound, although later, it was found that there was also written media. Language is human because language becomes functional as long as humans use it, not other creatures. A language is a communication tool because it unifies family, community, and nation in all activities (Hastomo, 2016).

Various government efforts to improve education quality through formal and non-formal education. This is proven by the government's efforts to eradicate illiteracy through study groups in each village. Likewise, in the matter of curriculum and teaching materials, improvements continue to be made. Finally, the government is serious about improving the quality of education through the School Operational Assistance (BOS) program for elementary school students (SD) and junior high school students (SMP). This aims to improve the quality of education in Indonesia, which is far behind neighboring countries.

The quality of education, especially the achievement of Indonesian subjects, needs to be improved. Teaching Indonesian includes four aspects: listening, reading, speaking, and writing. Mastery of writing is an integral part of teaching Indonesian, such as descriptive writing skills are prepared with the aim that students can express ideas in their minds in written form. Writing skills need structured planning because writing skills are one aspect of language teaching. Everyone feels the importance of writing skills. This shows that writing is a tool to communicate ideas that exist in written or oral form (Akhadiyah, 2000).

The pouring of ideas in the form of writing or scientific work as a benchmark reflects one's ability to think that the progress of a nation and state is seen from the gain or not of the written communication of the country and state. Even the current government is very aggressive in holding various scientific work competitions to hone one's thinking skills. The low mastery of writing sentence structure in students is estimated by many factors that influence it, both from students (internals) from parents, the surrounding environment, facilities, and infrastructure, and the methods teachers use in teaching. From the teacher's side, perhaps the cause of the low writing skills achieved by students can be identified through the less than optimal writing learning process being taught, the selection of methods and learning strategies that are not appropriate, and the lack of opportunities given by the teacher to students to practice intensively. In addition, the writing assignments the teacher gave are still lacking, so the students feel that the writing they have made is good and correct. This can be seen in the field; most students in writing do not meet the provisions such as spelling, sentences, content, paragraphs, and other conditions (Chaedar & Suzanna, 2005).

The student's factor is the most dominant in mastering writing sentence structure. Factors that influence the low mastery of writing include talent, motivation, the ability to sentence structure, lack of knowledge about writing, and low motivation to learn. As educators need to know the needs desired by students, such as the need for achievement, each student has different requirements for achievement. Some students have high achievement motivation to learn. Students have high achievement learning motivation if the desire to succeed comes from themselves. Students will work hard both in themselves. Students will work hard in competitive situations with others and work alone. At the same time, students with low motivation tend to be afraid of failure and do not want to take risks in achieving high achievements (Fukuzawa, Boyd & Cahn, 2017).

The listening ability of students, on average, is still lacking. This is influenced by the condition of a person's health quality, vocabulary, and speaking ability. The results will be good if there is continuous training. We can do that every day, listening to whatever is around us, speeches, sermons, music, conversations, radio broadcasts, and television. This activity is carried out with total concentration, and conclusions are drawn. Thus the results of student listening will increase. Writing is an activity a person does to produce a piece of writing. Good writing has meaningful, transparent, unified, concise characteristics and fulfills linguistic rules. Language is the most critical communication tool. With language, we can convey feelings and ideas. Even with language, we can think and reason. Of the four language skills, writing is an indirect communication activity because the writer does not deal directly with the reader (Blagojevic, 2016).

Writing ability is the most complex language skill because, at the time of writing, we must be able to remember and apply various elements of writing immediately (Sabarti, 2007: 21). According to Abidin (2012: 181), writing is a process of communicating indirectly between the writer and the reader. Writing is a process where the product produced by a writer is made through stages. These stages start from the idea generation stage, idea management the idea generation stage. This is following the opinion of Tarigan (2008: 3) that writing is one of the language skills that a person uses to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. Writing skills are not obtained directly but through a lot of practice and regular practice.

METHOD

The research method used in this study is correlational, a type of research designed to determine or describe the relationship between existing

variables. This study describes the relationship between learning motivation (X1) and mastery of sentence structure (X2) with the ability to write descriptions (Y).

RESULTS AND DISCUSSION
Results
Learning Motivation (X1)
The results of the study on the learning motivation of class VIII students of SMP Negeri 4 Way Tuba in the 2017/2018 academic year obtained the following data:

Table 1. Learning Motivation Data (X1)

Number	Description	Score
1	Maximum Score	90
2	Minimum Score	50
3	Mean	73,00
4	Median	73
5	Standard Deviation	10,80
6	Variants	116,62
7	Modus	67

The relationship variable of learning motivation (X1) was obtained from the provision of 30 questions with four choices spread among 43 class VIII students. Based on the description of the statistical data, the following results were obtained; the maximum value for learning motivation is 90, the minimum value is 50, the average value is 73.00, the median value is 73, the mode value is 67, the standard deviation value is 10.80, and the variance value is 116.62.

Sentence Structure Mastery (X2)
The results of the study on the mastery of sentence structure of eighth-grade students of SMP Negeri 4 Way Tuba in the 2017/2018 academic year obtained the following data:

Table 2. Sentence Structure Mastery Data (X2)

Number	Description	Score
1	Maximum Score	97
2	Minimum Score	57
3	Mean	77,74
4	Median	77
5	Standard Deviation	8,86
6	Variants	78,58
7	Modus	77

The data shows that the highest score obtained by students on the variable mastery of sentence structure of class VIII students of SMP Negeri 4

Way Tuba in the 2017/2018 school year is 97. The minimum score obtained by students is 57. The average score of students' sentence structure mastery is 77.74. The median of the data obtained by the students is 77. The mode of the score on the variable of sentence structure ability is 77. The standard deviation of the score of mastery of the sentence structure students is 8.86.

Ability to Write Description (Y)

The results of research on the ability to write descriptions of class VIII students of SMP Negeri 4 Way Tuba in the 2017/2018 academic year obtained the following data:

Table 3. Data Description of Writing Ability (Y)

Number	Description	Score
1	Maximum Score	95
2	Minimum Score	65
3	Mean	80,12
4	Median	80
5	Standard Deviation	5,72
6	Variants	32,72
7	Modus	80

The data shows that the highest score obtained by students on the variable ability to write descriptions of class VIII students of SMP Negeri 4 Way Tuba in the 2017/2018 school year is 95. The minimum score obtained by students is 65. The average score for the ability to write descriptions is 80.12. The median of the data obtained by the student's ability to write reports was 80. The mode of the score on the variable of descriptive writing ability was the same as the median score of 80. The standard deviation of the students' sentence structure mastery scores was 5.72.

Based on the calculation results of hypothesis testing, the first, second, and third hypotheses were all significant. This means that this study shows the relationship between learning motivation (X1) and the ability to write descriptions (Y), mastery of sentence structure (X2), and the ability to write reports (Y). In addition, this study has also proven that learning motivation (X1) and mastery of sentence structure (X2) together have a very positive relationship with the ability to write descriptions (Y). The clarity of the relationship between the independent and dependent variables can be described briefly as follows.

Discussion
Relationship between learning motivation and ability to write a description

The research data shows a close relationship between learning motivation

and the ability to write descriptions, r count = 0.766 at level = 0.05 r table = 0.301. This answers the first hypothesis: there is a significant relationship between learning motivation and the ability to write descriptions of class VIII students of SMP Negeri 4 Way Tuba. The statement is based on the results of calculations that r arithmetic is greater than r table. This also means that learning motivation significantly contributes to the ability to write descriptions of eighth-grade students of SMP Negeri 4 Way Tuba.

The correlation coefficient value obtained is 0.766, which is very significant. The data shows the strength of a positive relationship between learning motivation (X1) and the ability to write descriptions (Y). it can be said that the higher the reading, the higher the ability to write descriptions of students. The value of the coefficient of determination is (R2) = (0.766)2 = 0.587 or 58.7%. This finding proves that the contribution of learning motivation to the mastery of sentence structure is 58.7%. It can also be explained through the regression equation = 18.232 + 0.495X1. Thus, the regression equation model = 18.232 + 0.495X1 is statistically very significant (significant). By looking at the results obtained, the regression equation = 18.232 + 0.495X1 shows that every increase in one learning motivation score will cause an increase in the description writing ability score of 0.495 at a constant 18.232.

Based on this, reject the null hypothesis (Ho) and accept (H1), which means a positive and significant relationship exists between learning motivation and the ability to write descriptions. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning there is no relationship between learning motivation and the ability to write descriptions. On the other hand, accept the hypothesis (H1) if r count > 0 (r table), meaning that there is a relationship between learning motivation and the ability to write descriptions.

Thus, the higher the students' learning motivation, the increased tendency for the ability to write descriptions. This is also in line with the interview data of several students and some teachers regarding the causes of students being less enthusiastic in learning to write reports of students lacking the cause of students lacking learning motivation. Summarize as follows: Learning motivation and interest in reading activities are still lacking, so students' awareness to carry out reading activities needs to be developed again. This can be seen from their actions when given assignments or homework to read articles or other charges. In general, students pay less attention to the teacher's task.

Furthermore, teachers do not carry out learning innovations that stimulate student learning activities. Next, there is still less praise for students who excel and are more likely to give punishment. Then, the spirit of competition or competition between students is still lacking. Moreover, students' motivation to learn is also lacking. And the teacher still acts as the only source of learning, so student learning creativity has not developed correctly (Baran, Correia & Thompson, 2011).

The data above suggests that interest will grow and develop in a person if using methods or forms to give numbers for each activity carried out by students. In addition, the learning creativity factor must be designed to stimulate student learning activities and creativity. The competition factor needs to be fostered in the classroom, between classes, and even between schools at the regional, regional, national, and international levels. Teachers must give more confidence to students by positioning them as facilitators and motivators in learning, not as the only source of knowledge (Uluyol & Şahin, 2016).

In addition, students also need to grow their self-awareness to read and learn by being given educational advice from teachers and parents. Teachers also need to provide opportunities or opportunities for all students to be able to achieve better. Not students who excel with only high scores are considered, but also students who have less achievement. This comprehensive and integral attention will impact a more active and responsive learning process. Thus, the conclusion that can be drawn from the results of this study is that learning motivation is one of the essential variables that need attention to improve the ability to write descriptions of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba, the ability to write reports will be able to increase if students have high learning motivation.

The Relationship between Sentence Structure Mastery and Description Writing Ability

The research data shows a close relationship between the mastery of sentence structure and the ability to write descriptions, rcount = 0.662 at level = 0.05 rtable = 0.301. This answers the second hypothesis, namely that there is a significant relationship between mastery of sentence structure and students' ability to write descriptions in class VIII SMP Negeri 4 Way Tuba. This statement is based on the results of calculations that r arithmetic is more significant than r table. This also means that mastery of structured sentences makes a real contribution to the ability to write descriptions of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba in the 2017/2018 school year. The correlation coefficient value obtained is 0.662, which is very significant. The data shows the strength of a positive relationship between mastery of sentence structure (X2) and the ability to write descriptions (Y). It can be said that the higher the knowledge of sentence structure, the higher the students' ability to write reports.

The value of the coefficient of determination is (R2) = (0.662)2 = 0.438 or 43.8%. This finding proves that the contribution of learning motivation to the mastery of sentence structure is 58.7%. It can also be explained through the regression equation = 26.460 + 0.651X2. Thus, the regression equation model 26.460 + 0.651X2 shows that each increase in the score of mastery of sentence

structure will cause an increase in the score of writing description ability by 0.651 at a constant 26,460. Based on this, reject the null hypothesis (Ho) and accept (H1), which means a positive and significant relationship exists between mastery of sentence structure and the ability to write descriptions. Reject the null hypothesis (Ho) if rcount = 0 (rtable), meaning there is no relationship between learning motivation and the ability to write descriptions. On the other hand, accept the hypothesis (H1) if r count > 0 (r table), meaning that there is a relationship between learning motivation and the ability to write descriptions.

Thus, the higher the mastery of sentence structure in students, the tendency for the ability to write descriptions to increase. This is also in line with interview data for several students and some teachers regarding the causes of students being less enthusiastic in learning to write descriptions; the causes of students' lack of interest and reading habits. The reasons can be concluded as follows: First, the ability to write student descriptions is lacking because students' mastery of sentence structure is also lacking. Second, the students lacked practice writing reports because they did not lack knowledge of sentence structure. Last, in implementing learning, teachers pay less attention to individual differences. The success of education must also pay attention to individual differences. Naturally, students faced by teachers have differences in terms of thinking maturity, language skills, and intelligence levels (Baltaci, 2016).

The data shows that this research is in line with Hastomo's (2016) opinion, which states that students who have mastery of sentence structure will be able to apply it in writing descriptions. With high mastery of sentence structure, students can write reports well. Student results in writing descriptions will be higher if students have a good knowledge of sentence structure.

This shows that the ability to write descriptions will be better if students master sentence structure well. In other words, if the mastery of sentence structure is high, the student's ability to write descriptions will be better. The conclusion that can be drawn from the results of this study is that mastery of sentence structure is one of the essential variables that need attention to improve the ability to write descriptions of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba who had high mastery of sentence structure.

Relationship between learning motivation and mastery of sentence structure with ability to write the description

The research data shows a close relationship between learning motivation and mastery of sentence structure with the ability to write descriptions, r count = 0.804 at level = 0.05 r table = 0.301. This answers the third hypothesis, namely that there is a significant relationship between learning motivation and mastery of sentence structure with the ability to write descriptions of class VIII students of SMP Negeri 4 Way Tuba. This statement is based on the results of calculations that

the r count is more significant than the r table. This also means that students' learning motivation and mastery of sentence structure substantially contribute to the ability to write descriptions of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba.

Based on this, reject the null hypothesis (Ho) and accept (H1), which means a positive and significant relationship between learning motivation and mastery of sentence structure with the ability to write descriptions. Reject the null hypothesis (Ho) if rcount = 0 (rtable), meaning that there is no relationship between learning motivation and mastery of sentence structure with the ability to write descriptions. On the other hand, accept the hypothesis (H1) if rcount > 0 (rtable), meaning that there is a relationship between learning motivation and the ability to write descriptions.

The correlation coefficient value obtained is 0,.804, which is very significant. The data shows the level of strength of a positive relationship between learning motivation (X1) and mastery of sentence structure (X2) with the ability to write descriptions (Y). it can be said that the higher the reading, the higher the ability to write reports of students.

It can be said that the higher the learning motivation and mastery of sentence structure, the higher the students' ability to write descriptions. The value of the coefficient of determination is (R2) = (0.804)2 = 0.646 or 64.6%. This data proves the contribution of learning motivation and mastery of sentence structure to the ability to write descriptions is 64.6%. It can also be explained through the regression equation = 0.207 + 0.373X2 + 0.303X2. Thus, the regression equation model = 0.207 + 0.373X2 + 0.303X2., shows that each increase in learning motivation scores and mastery of sentence structure will cause an increase in the description writing ability score of 0.676 at a constant of 10.207

Thus, the conclusion that can be drawn from the results of this study is that learning motivation and mastery of sentence structure is one of the critical variables that need attention to improve the ability to write descriptions of students of class VIII SMP, especially class VIII students of SMP Negeri 4 Way Tuba. in general. Motivation to learn and mastery of sentence structure is the essential part that students must master to improve their ability to write descriptions. The ability to write reports can increase if students have high mastery of sentence structure (Saddler & Graham, 2005). Both aspects need to be improved by the teacher in line with efforts to improve the ability to write descriptions of students in class VIII SMP Negeri 4 Way Tuba.

CONCLUSIONS

Based on the calculations and studies of the data that have been described in the previous chapter, the authors conclude several things, namely that there is a positive and significant relationship between learning

motivation and the ability to write descriptions. This shows that if learning motivation increases, the ability to write descriptions also increases. The significant correlation coefficient test results show that the research hypothesis is accepted because r count = 0.766 > r table = 0.301. The value of the coefficient of determination is (R2) = (0.766)2 = 0.587 or 58.7%.

Furthermore, there is a positive and significant relationship between mastery of sentence structure and the ability to write descriptions. This shows that if the mastery of sentence structure is improved, the ability to write descriptions increases. The significant correlation coefficient test results show that the research hypothesis is accepted because r count = 0.662 > r table = 0.301. The correlation coefficient between mastery of sentence structure and ability to write descriptions of 0.662 is significant. Thus, there is a positive relationship between mastery of sentence structure (X2) and the ability to write descriptions (Y). It can be said that the higher the mastery of sentence structure, the higher the ability to write descriptions of students. The coefficient of derivation is (R2) = (0.662)2 = 0.438 or 43.8%.

Finally, there is a positive and significant relationship between learning motivation and mastery of sentence structure with the ability to write descriptions. This shows that if reading motivation and vocabulary mastery are simultaneously improved, the ability to write descriptions increases. The significant correlation coefficient test results show that the research hypothesis is accepted because r count = 0.804 > r table = 0.301. It can be concluded that the correlation coefficient between the variables of reading motivation and mastery of sentence structure, together with the ability to write descriptions of 0.804, is significant. Thus, there is a positive relationship between reading motivation (X1) and sentence structure mastery (X2) with the ability to write descriptions (Y). The coefficient of determination is (r2) = (0.804)2 = 0.646 or 64.6%.

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