



## **The Correlation of Sentence Mastery and Learning Motivation with Service Letter Writing Skills**

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**Abstract:** The skill of writing official letters in Indonesian language lessons is very important and closely related to other learning. In this study, the researchers investigate the skills of writing official letters with mastery of writing and learning motivation. Writing ability and learning motivation are independent variables, and official letter writing skills are dependent variables. In addition, this study uses quantitative research methods, where the results are in the form of numbers calculated using statistical calculations. From the study results, it was found that there was a very close relationship between writing mastery and learning motivation on the skills of writing official letters. The closeness of the relationship can be singly or jointly, where the skills of writing official letters for class VII students of MTs N 2 Bandar Lampung for the 2018/2019 academic year are improving.

**Keywords:** learning motivation, sentence mastery, quantitative research

### **INTRODUCTION**

Language is sound, and humans have used spoken language before spoken language, as well as children who are just learning to speak before learning to write. In the world, many people can speak spoken language but cannot write it. So language is spoken language, while writing is a form of the second language. Writing is a symbol of language, and that language is spoken. Indonesia has a position as the state language and national language (Hastomo, 2016). In its position as the state language, Indonesian has four functions, namely as the official language of instruction for state events, the official language of instruction in educational institutions, the official language in national-level communication activities, and the official language in cultural development and the use of science and technology.

The teaching of Indonesian in schools is often hampered because students underestimate the Indonesian language, which is the language of everyday students. However, suppose students are asked to complete writing tasks, such as writing official letters. In that case, it will appear that most

students have difficulty and do not even know how to distinguish official letters from official letters and ordinary letters. According to Dalman (2014), a letter is a means of written communication to convey information from one party (person, agency, or organization) to another party (person, agency, or organization).

According to Mahsun (2014), an official letter is an official letter that includes various matters concerning the service. Issues relating to the interests of the service, for example, the appointment of employees and promotions. Based on some of the opinions above, letters can be interpreted as a written communication tool/media to convey news from one party to another. The importance of learning to write in Indonesian language lessons needs better efforts from teachers in teaching writing skills, especially in writing official letters. This continuous effort is also said to motivate students in learning. According to Lestari et al. (2018), motivation can be expressed as the overall driving force in students that causes learning activities, which ensures the continuity of learning activities and provide direction to learning activities so that the goals desired by the subject of study can be achieved.

People will be motivated if they believe that certain behaviors will produce specific results, these results have a positive value for them, and the efforts made by someone can achieve these results. However, even that motivation cannot work if it does not have a motivator. Two functions of motivation in the learning process are proposed by Sukmadinata (2003), namely: One, encouraging students to be active. Everyone's behavior is caused by an impulse that comes from within, which is called motivation. The size of a person's enthusiasm to work is primarily determined by the size of that person's motivation. Students' excitement about completing tasks given by the teacher on time and wanting to get good grades because students have high motivation to learn. Second, as a guide, The behavior shown by each individual is directed to meet their needs or to achieve predetermined goals. Thus, motivation functions as a driver of effort and achievement. The existence of good motivation in learning will show good results.

Brophy (2004) states that the factors that influence learning motivation include: student goals/aspirations, student abilities, student and environmental conditions, dynamic elements in learning, and teacher efforts in teaching students. Based on the description above, it can be concluded that students who are motivated in learning will carry out learning activities well so that the learning objectives that have been set can be achieved. Motivation has an important position in achieving the learning objectives that have been set. The emergence of motivation is not solely from the students themselves, but teachers must involve themselves to motivate student learning. The existence of reason will provide enthusiasm so that students will know the

direction of education.

According to Wahyuningsih, Sutiyono & Hastomo (2019), spelling is the absolute rule in symbolizing speech sounds, placing punctuation marks, cutting syllables, and connecting words. Spelling is a science that studies how a speech or what is spoken by someone is written using symbols or sound images. Moreover, the implementation of sentence mastery in writing has been quite long because it is more than three decades. It is hoped that the skills of writing official letters will follow the standard rules set as part of writing an official letter. So that the hypotheses in this study include: There is a positive and mutually influential relationship between sentence mastery and learning motivation with skills in writing official letters.

## METHOD

This study uses quantitative methods using formal, standard, and measurable instruments. The quantitative research data were analyzed using statistical formulas to explore the research results in the form of numbers. According to Arikunto's opinion (2008), the sample in this study says that for a benchmark, if the subject is less than 100, it is better to take all so that the research is a population study. Then if the number of subjects is large, it can be taken between 10% - 15% or 20% - 25% or more. Based on the calculation results, the class that meets the provisions in this study is class VII F, considering that the research class student condition can provide an overview of the entire population of class VII MTs N 2 Bandar Lampung for the 2018/2019 school year.

## RESULTS AND DISCUSSION

### Results

#### *Data on Sentence Mastery*

The data processing of the sentence mastery test results obtained the lowest value = 40 and the highest value of 100, with a range of 60 and sample N = 33. Based on research data, the sentence mastery score collected using the test instrument has a theoretical range of 0-100. The theoretical value range is obtained from the number of items in the test instrument, namely as many as 40 items arranged based on scoring, that is, if the correct answer scores one and the incorrect answer scores 0. While the empirical value obtained is 97.5 - 37.5 with a value range of 60. The results of the data analysis obtained an average value of 71.89, a standard deviation of 17.24, a median of 71.67, and a mode of 84.17.

Table 1. Frequency distribution of Sentence Mastery (X1)

Interval	F	r <sub>relative</sub> (%)	f <sub>cumulative</sub> (%)
38 - 47	5	15.152	15.152

48 - 57	3	9.091	24.242
58 - 67	4	12.121	36.364
68 - 77	5	15.152	51.515
78 - 87	9	27.273	78.788
88 - 97	7	21.212	100
	33	100	

Based on the data above, it can be stated that the respondents included in the first interval class (38 - 47) were five people or 15,152%; respondents belonging to the second interval class (48 - 57) as many as 3 or 9.09%; respondents belonging to the third interval class (58 - 67) as many as four people or 12.12%; respondents belonging to the fourth interval class (68 - 77) as many as five people or 15.15%; respondents belonging to the fifth interval class (78 - 87) as many as nine people or 27.27%; respondents belonging to the fifth interval class (88 - 97) were seven people or 12.21%.

Based on the theory stated earlier, the lowest value is 0, and the highest is 100. Thus the theoretical range value is 50. The empirical mean value is 72.5. The data shows that students' average sentence mastery score is in the high category because it is above the average theoretical mean of 50.

### ***Learning Motivation Questionnaire Data***

The data processing of the learning motivation questionnaire test results obtained the results, the lowest score was 42, and the highest value was 104, with a range of 68 and sample N = 33. Based on research data, the value of the motivation questionnaire collected using the test instrument had a theoretical range of 40-160. The theoretical value range is obtained from the number of items contained in the test instrument, namely 40 things which are arranged based on scoring, that is, if the correct answer is the score Always = 4, Often = 3, Sometimes = 2, and Rarely = 1. while the empirical value obtained is 104 - 42 with a value range of 62. The results of the data analysis obtained an average value of 70.758; standard deviation 17.24; median 87; mode 92.83.

Table 2. Frequency distribution of Learning Motivation (X2)

Interval	F	r <sub>relative</sub> (%)	f <sub>cumulative</sub> (%)
38 - 47	2	6.061	6.061
48 - 57	6	18.182	24.242
58 - 67	2	6.061	30.303
68 - 77	2	6.061	36.364
78 - 87	6	18.182	54.545
88 - 97	12	36.364	90.909

Based on the data grouping above, it can be stated that the respondents

included in the first interval class (40 - 49) were two people or 6.06%; respondents belonging to the second interval class (50 - 59) as many as 6 or 18.18%; respondents belonging to the third interval class (60 - 79) as many as two people or by 6.06%; respondents who are included in the fourth (70 - 79) as many as two people or 6.06%; respondents who are included in the fifth interval class (80 - 89) as many as six people or 18.18%; respondents included in the sixth interval class (90 - 99) as many as 12 people or 36.36% and the sixth interval class (100 - 109) as many as three people or 9.09%

Based on the theoretical previously stated, the lowest value is 40, and the highest is 160. Thus the theoretical range value is 71, and the empirical mean is 73.03. From these data, it shows that the average result of the student learning motivation questionnaire is in the high category because it is above the average theoretical mean of 84.5.

***Data on Ability to Write Official Letters***

Data processing of the test results of the ability to write official letters obtained results, the lowest score was 38, and the highest value was 98, with a range of 60 and sample N = 33. Based on research data, the ability to write official letters collected using test instruments had a theoretical range of 0-100. The theoretical value range is obtained from the number of items in the test instrument, namely 50 items arranged based on scoring, i.e., if the correct answer scores one and the incorrect answer scores 0. While the empirical value obtained is 100-50 with a value range of 50. The analysis got an average value of 74.05, a standard deviation of 19.58, a median of 78.39, and a mode of 81.17.

Table 3. Distribution of data frequency of ability to write official letters (Y)

Interval	F	r <sub>relative</sub> (%)	f <sub>cumulative</sub> (%)
38 - 47	4	12.121	12.121
48 - 57	2	6.061	18.182
58 - 67	6	18.182	36.364
68 - 77	1	3.030	39.394
78 - 87	9	27.273	66.667
88 - 97	5	15.152	81.818
	6	18.182	100

**Discussion**

From the results of data analysis or hypothesis testing, it is known that all the hypotheses proposed by the author are accepted. The discussion of each accepted hypothesis is described below:

***Relationship of SENTENCE Mastery (X1) with Official Letter Writing Skills***

**(Y)**

The results showed a positive relationship with a very high level of closeness of sentence mastery with skills in writing official letters. The contribution of sentence mastery to the ability to write official letters was 94.1%. This shows that student's skills in writing official letters to be good require sentence mastery. Sentence mastery is the primary capital to carry out activities in writing official letters. Without good sentence mastery, one will find obstacles in writing official letters. Writing official letters will be difficult if students do not master general sentence mastery. Therefore, knowledge and skills in sentence mastery, both public and specific, through meaning relations such as punctuation marks, capital letters, word meanings or synonyms, and the like, need intensive attention in their learning (Widya & Wahyuni, 2018).

Sentence mastery is a writing rule that has been standardized so that it becomes a rule that students must master well. These abilities are used in language activities, such as speaking, writing, and understanding essay. Good sentence mastery also determines the quality of writing official letters by someone so that the purpose of writing official letters can be understood by those who receive or read them. Concerning the ability to write official letters, adequate sentence mastery will help students to have the ability to interpret the contents of official letters or make correct official letters. So, it is necessary to improve sentence mastery to improve the ability to write official letters to students (Pratiwi, Rukmini & Faridi (2017).

The research data shows that the seventh-grade students of even semester MTs N 2 Bandar Lampung in the 2018/2019 academic year have an average sentence mastery of 87.25% in the medium category. Only 21.87% of students have good sentence mastery. Based on the data from the research, it is known that students still need high effort or motivation from the teacher to have better sentence mastery. With good sentence mastery, it is expected that the ability to write official letters will be better. There is a relationship between sentence mastery and official letter writing skills, with a contribution of 94.1%. This shows that sentence mastery is one of the factors supporting students' skills in writing standard official letters.

### ***Relationship between Sentence Mastery (X1) and Learning Motivation (X2) with Official Letter Writing Skills (Y)***

Based on the results of the study shows that there is a relationship between sentence mastery and learning motivation with skills in writing official letters. The results also show that the contribution of sentence mastery and learning motivation is more significant than that of a single correlation. Sentence mastery is the primary capital to be able to carry out learning activities to write standard official letters. Without good sentence mastery,

someone will find obstacles in doing the task of writing official letters. There are various forms and types of official letters. Students will be more interested in doing the task of making official letters as one of the learning objectives at school (Hasan & Marzuki, 2017).

Sentence mastery and learning motivation contributed 94.2% to the ability to write official letters. The results of this study show that the skills of writing official letters are determined or influenced by sentence mastery and learning motivation singly and in multiple ways. The research results on the skills of writing official letters in class VII students of the Even Semester of MTs N 2 Bandar Lampung in the 2018/2019 academic year. The average score of 73.03% is said to be high. In detail, it is known that the skills of writing official letters to students in the very poor category are six people or 18.18%, in the less category six people or 18.18%, in the good category as many as one person 3.03%, in the good category as many as nine people or 27.27 %, and excellent category six people or 18.18%. This data shows that it takes a serious effort from the teacher to improve students' skills in writing official letters, which can be done through increasing sentence mastery and appropriate learning motivation (Tesfie, 2018).

Based on the data from the research, it is known that students still need high effort or motivation from the teacher to have sentence mastery. With good sentence mastery, it is hoped that the skills of writing official letters will also be even better. There is a relationship between sentence mastery and learning motivation with skills in writing official letters, with a contribution of 94.2%. This shows that sentence mastery is one of the determining factors for the success of students mastering the ability to write official letters.

## **CONCLUSIONS**

Based on the results of data analysis or testing the proposed hypothesis, it can be concluded that the skills of writing official letters can be improved through X1, X2, and Y. This is evidenced by the finding that there is an interrelated relationship with a very high level of closeness in the sentence mastery with the skills of writing official letters for grade VII students in the Even Semester of MTs N 2 Bandar Lampung in the 2018/2019 academic year. The better the sentence mastery, the better the skills in writing official letters. The coefficient of determination of the relationship between sentence mastery and official letter writing skills is 0.95, which shows the contribution of sentence mastery to official letter writing skills is 95.1%.

Furthermore, there is a mutually supportive relationship with a very high level of closeness between learning motivation and the skills of writing official letters in class VII students of the Even Semester of MTs N 2 Bandar Lampung for the 2018/2019 academic year. So that the better the student's

learning motivation, the better the level of writing skills in official letters.

Next, there is a positive relationship with a very high level of closeness between sentence mastery and learning motivation with official letter writing skills in grade VII students of Even Semester MTs N 2 Bandar Lampung in the 2018/2019 academic year. The results also show that sentence mastery and learning motivation to write official letter skills are simultaneously greater than the contribution and correlation. The coefficient of determination ( $R^2$ ) is 0.94, indicating that sentence mastery and reflective learning motivation contribute 94.06% to the skills of writing official letters.

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