The Correlation of Students' Emotional Intelligence, Sentence Structure Mastery and Writing Ability

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Abstract: This study aims to determine whether there is a correlation between (1) emotional intelligence and the ability of writing news texts, (2) sentence structure mastery and the ability of writing news texts, (3) emotional intelligence and sentence structure mastery with the ability of writing news texts. This research was conducted at SMP Negeri 1 Bangunrejo, Lampung Tengah, from January to May 2021. The research method used was a survey method with correlational techniques. The population of this research were the Eight grade of students SMP Negeri 1 Bangunrejo. The sample of 44 students was taken by simple random sampling. The instruments to collect data were a test of the ability of writing news texts, an emotional intelligence questionnaire, and a test of mastery of sentence structure. The data analysis technique used is regression and correlation (simple, multiple). The results of the analysis show that (1) there is a significant positive correlation between emotional intelligence (ry.1 = 0.74 at the level of significance a = 0.05 with n = 80 the result is rt = 1.66), (2) there is a positive correlation between sentence structure mastery and the ability of writing news text (ry.2 = 0.79) at a significant level of a = 0.05 with n = 80 the result is rt = 11.38), (3) there is a significant positive relationship between emotional intelligence and mastery of sentence structure with the ability of writing news texts (Ry.12 = 0.837 at a significance level of a = 0.05 with n = 80 the result is Ft = 3.12). In the significance test of the multiple regression coefficients Y over X1X2 produces t1 = 2.37, t2 = 5.57. From the distribution list t with dk 77 (a = 0.05) obtained tt of 1.66 which turns out to be t1 > tt and t2 > tt. It means that the regression coefficient related to X1X2 is significant.
Keywords: correlation, emotional intelligence, writing

INTRODUCTION

Mastery of Indonesian language skills means the process, method, act of mastering, understanding or the ability to use knowledge and intelligence. According to the Lestari et al. (2018), the word mastery can also be interpreted as a person's ability in something. Iswatiningsih, Fauzan & Lestari (2020) state that mastery is a person's ability that can be realized both from theory and

practice. Student's learning achievement includes three domains, namely cognitive, affective, and psychomotor. Cognitive characteristics of students are influenced by attention or interest, perception of learning, creativity, listening, memory, intelligence, and cognitive power which are internal factors, while external factors include family, school, and society (Wahyuningsih, Sutiyono & Hastomo, 2019). Meanwhile, someone is said to be successful in education or the learning process if he goes to class with good grades and gets a good rating, or in other words, a student is said to be successful if he has good learning achievements. Admittedly or not the learning achievement obtained by students focuses more on cognitive aspects than affective and psychomotor aspects.

Over time, several phenomena were discovered that seemed to be an anomaly from the above theory. Quite a lot of people have IQs above the average, but many of them are not successful in their personal lives or in their work. Finally, in the 1960s, more and more research questioned the relative merits of cognitive and analytical factors as measures of overall intelligence. Emotional intelligence according to Bangun & Iswari (2015) is a person's ability to recognize one's own feelings and the feelings of others, motivate oneself to manage emotions well in oneself, and in relationships with others. Emotional intelligence is needed once for a person both as an individual and as a social being in order to remain acceptable and successful in an environment such as a school where he works. Meanwhile, emotional intelligence is needed for someone, both as an individual and as a social being, in order to remain acceptable and successful in their environment, such as in schools where students study every day.

Correlation with one of the intentions of learning Indonesian in the Standard Contents of the Curriculum at the Elementary Education Level for SMP Negeri 1 Bangunrejo which is related to emotional intelligence, it is stated that students are expected to be able to use Indonesian to improve intellectual abilities, as well as emotional and social maturity, including writing skills. Tarigan (2008:3) argues that writing is "a language skill that is used to communicate indirectly, not face to face with other people". The essence of the purpose of this education is that through learning Indonesian, students are expected to achieve intellectual, emotional, and social development according to their level of development.

The focus of Indonesian language learning is language skills, which essentially have a central role in the intellectual, social and emotional development of students and are a supporter of success in learning all other subjects. Indonesian language learning is directed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and writing, as well as fostering an appreciation of the work of Indonesian human

literature. Indonesian language learning is expected to help students get to know themselves, their culture, and the cultures of others, express ideas and feelings, participate in communities that use the language, and discover and use their analytical and imaginative abilities (Isodarus, 2017).

Some of the problems that occur among students of SMP Negeri 1 Bangunrejo related to emotional intelligence and learning achievement in Indonesian are as follows: First, data on students shows that 35% of students experience problems in relationships. Second, viewed from the economic and social strata, the parents of SMP Negeri 1 Bangunrejo students are from the lower middle class. Third, data and notes on BK teachers, 10% found students who have low knowledge, understanding, and experience levels of religious values, are not indifferent to worship, ethical values, and manners. Fourth, some students have problems in their respective families, such as an incomplete family because it is far from parental supervision because one of the parents goes abroad/other places to work so that the child does not pay attention to it.

The results of the initial assessment during online class caused by the Covid-19 pandemic indicated that some students experienced boredom, impatience, laziness in carrying out tasks, and participating in online learning modes. The data in grade VIII Student Values Collection book at SMP Negeri 1 Bangunrejo which was supervised by the author, it turns out that the ability of students in writing news texts for grade VIII students in mastering sentence structure is still low, this can be seen in the results of the preparation of news texts, both in at the paragraph level and at the discourse level. In general, when viewed from the results of the First Semester Middle Assessment for the 2020/2021 grade 8 school year, the results are very varied. There are 60% of students who score above the Minimum Completeness Criteria (KKM) while 40% still get scores below the KKM.

The fact also shows that the acquisition of the National Examination (UN) scores for Indonesian subjects at UPTD SMP Negeri 1 Bangunrejo in the last five years shows that the learning achievement of students has not been maximized. It can be seen in 2020 there is an upward trend, but this achievement does not necessarily show consistent data. Based on the description of the research background above, it can be seen that there are many factors that are thought to influence student learning achievement, both internal and external factors. Including internal factors: interest in learning, learning motivation, study time management, physical condition, level of intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). While the external factors of students that affect learning achievement: techniques and teaching styles of teachers, teacher attitudes, learning facilities and infrastructure, learning environment, and so on.

METHOD

This research is an ex post facto type of research (Sugiyono, 2013) which explains that this type of research aims to investigate events that have occurred and then trace back to find out the factors that caused these events to occur. This study uses a descriptive correlational method. This method describes the relationship between the research variables, namely the Emotional Intelligence variable with the Ability to Write News Text, Mastery of Sentence Structure with the Ability to Write News Text, and the simultaneous relationship between Emotional Intelligence, Mastery of Sentence Structure and the Ability to Write News Text. This research was carried out in a number of grades VIII at SMP Negeri 1 Bangunrejo with details of 117 male students and 111 female students.

The data was collected by using a questionnaire technique, in written test used multiple choice, and performance test. Data collection with the questionnaire technique was carried out by distributing a number of instruments in the form of questionnaires to respondents through Google Forms to obtain data on Emotional Intelligence variables (Lain, 2013). This is done with consideration of being more efficient, especially during the COVID-19 pandemic because it is recommended to apply online mode learning. The questionnaire used in this study is a closed type of questionnaire using a Likert scale. The performance test technique uses an instrument in the form of a practical test tool to explore data regarding the ability to write news texts through Google Forms to obtain Emotional Intelligence variable data. This is done with the consideration that it is more effective and efficient, especially during the COVID-19 pandemic because it is recommended to apply online mode learning. Meanwhile, data on sentence structure mastery uses a set of multiple-choice objective written tools via Google Form to obtain variable data on sentence structure mastery. This is done with the consideration that it is more effective, especially during the COVID-19 pandemic because it is recommended to apply online mode learning. While the documentation technique is used to obtain initial data of students in terms of the ability to compose news texts and mastery of sentence structure.

The data obtained from the questionnaire was then tabulated, processed, and analyzed to be easily understood and translated so as to provide benefits to various parties in need. The analysis technique used is descriptive analysis, prerequisite analysis test and hypothesis testing.

RESULTS AND DISCUSSION
Variable Emotional Intelligence

The research variable that is thought to have a positive and significant

relationship with the ability to write news texts for class VIII students of SMP Negeri 1 Bangunrejo is emotional intelligence. Based on the results of using the percentage formula, it is known that the percentage results of indicators for recognizing emotional intelligence are as follows:

Table 1. Variable Emotional Intelligence

No.	Class Interval	Frequency	Percentage	Category
1.	24-22	30	68%	Very High
2.	21-19	9	20%	High
3.	18-16	4	10%	Low
4.	15-13	1	2%	Very low
	Total	44	100%	

The results of data analysis based on table 1.1 of the data distribution above show that as many as 30 students scored 24-22 or around 68% were in the very high category. Meanwhile, as many as 9 students or about 20% were in the high category with a score of 19-21. There are 4 respondents or about 10% that fall into the low category with a score of 16-18. And there is 1 respondent or 2% in the very low category by obtaining a score of 13-15.

Variable Sentence Structure Mastery

The research variable that is thought to have a positive and significant relationship with the ability to write news texts for class VIII SMP Negeri 1 Bangunrejo students is the mastery of sentence structure. After the data is inputted and grouped using the percentage formula, the scores are interpreted in the following table:

Table 2. Frequency Distribution of Sentence Structure Mastery Variables

No.	Class Interval	Frequency	Percentage	Category
1.	14-12	38	86%	High
2.	11-10	6	14%	Low
	Total	44	100%	

Based on table 2 the data distribution above shows that as many as 38 participants or 86% fall into the high category because in this case students can determine the function (SPOK) in sentences. Meanwhile, as many as 6 students or 14% fall into the low category in this case students can determine the SPOK function in sentences.

Variable the Ability of Writing News Text

The research variable which is the independent variable associated with the dependent variable is thought to have a positive and significant relationship. Data on the students' ability to write news texts were taken

through a set of practical test skills tests given to students with 1 question item compiling news texts. The test results of the instrument concluded that the instrument met the elements of validity and reliability. After grouping with the percentage formula, the scores are interpreted in the following table:

Table 3. Frequency Distribution of News Text Writing Ability Indicators

No	Class Interval	Frequency	Percentage	Category
1	20-19	38	86%	High
2	18-16	6	14%	Low
	Total	44	100%	

Based on table 3 the distribution of the data above shows that as many as 38 respondents or about 86% fall into the high category because in this case students can compose news texts. Meanwhile, as many as 6 students or about 14% fall into the low category in this case students can compose news texts.

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Multiple correlation analysis between X1 and X2 together with Y produces a correlation coefficient (Ry.12) of 0.837. The significance test of the multiple correlation coefficient resulted in an F-count of 90.45. From the distribution list F with dk in the numerator of 2 and dk in the denominator 77 at the real level a = 0.05, Ft is 3.12. It appears that the value of Fcount is much greater than the value of Ft. It shows that Fcount is significant; and therefore, the multiple correlation coefficient of 0.837 is also significant. Thus, the null hypothesis stated above fails to be accepted or rejected; and consequently, the alternative hypothesis (H1) is accepted. The conclusion is that there is a significant positive correlation between emotional intelligence and mastery of sentence structure together with the ability to write news texts.

DISCUSSION

The results of the analysis and hypothesis testing show that the three hypotheses proposed in this study are all accepted. This finding implies that in general for students of SMP Negeri 1 Bangunrejo, Central Lampung Regency, there is a positive relationship between emotional intelligence, and mastery of sentence structure with the ability to write news texts, either individually (singularly) or together (simultaneously). In detail, the discussion of the results of the analysis and hypothesis testing is described as follows.

First, the results of the analysis regarding the relationship between emotional intelligence and the ability to write news texts. The existence of a positive relationship between the two variables means that the better the level of emotional intelligence of students, the better their ability to write news texts. With a degree (level) of relationship strength of 0.74 and an effective

contribution of 54.76%, it can be said that about 54.76% of the variance in the score of the ability to write news texts for class VIII students of SMP Negeri 1 Bangunrejo, Central Lampung Regency can be explained by intelligence. emotions they have. Or in other words, emotional intelligence contributed 54.76% to the variance of the score of the ability to write news texts.

Second, regarding the results of the analysis related to the relationship between mastery of sentence structure and the ability to write news texts. By obtaining the value of the strength of a significant relationship which is reflected through a correlation coefficient of 0.79, it can be interpreted that the two variables are positively related. That is, the better the mastery of sentence structure, the better the ability to write news texts. The effective contribution given by this sentence structure mastery variable to the variance of the score of the ability to write exposition is about 62.41%. Thus, the results of this test indicate that mastery of sentence structure is proven to be a determining variable (predictor) for the variable of the ability to write news texts.

The third discussion relates to the relationship between the two independent variables together with the ability to write news texts. The acceptance of the research hypothesis which states that there is a positive relationship between emotional intelligence and mastery of sentence structure together with the ability to write news texts, means that the position of the two independent variables as predictors of variance scores on the ability to write news texts cannot be doubted (Nisa, 2017).

By obtaining a multiple correlation coefficient of 0.837 and the effective contribution given by emotional intelligence and mastery of sentence structure together to the ability to write news texts is around 70.05%, meaning that there are still around 29.95% determined by variables other than these two variables. Between the two variables, it is known that the greatest effective contribution is given by mastery of sentence structure. This means that in writing news texts, mastery of sentence structure is more important, because writing is an activity to apply or communicate ideas and ideas in writing (Samosir, 2018).

Expressions of students' thoughts require mastery of language skills. In expressing their ideas students must have the ability to master sentence structure, so that the process of compiling, recording, organizing communicative and interactive ideas can be achieved. To have such abilities, it is not enough for students to only have the breadth of the substance to be written, but they also need to have adequate linguistic competence or linguistic abilities. Language skills that need to be possessed include mastery of diction, vocabulary, understanding of cohesive and coherent sentences, reasoning skills, mastery of language structures, namely morphology and syntax. For this reason, mastery of sentence structure is very necessary in

writing activities. Although actually emotional intelligence is also needed, because every activity that is done seriously, supported by a good level of emotional self-regulation will get good results too.

CONCLUSIONS

Based on the results of data analysis and hypothesis testing that has been carried out in advance, the following conclusions can be drawn. First, the results of a simple correlation analysis show that the hypothesis that there is a positive relationship between emotional intelligence and the ability to write news texts in class VIII students of SMP Negeri 1 Bangunrejo has been tested. The two go hand in hand, meaning that the better their emotional intelligence, the better their ability to write news texts.

Second, the results of a simple correlation analysis show that the hypothesis which states that there is a positive relationship between mastery of sentence structure and the ability to write news texts for eighth grade students of SMP Negeri 1 Bangunrejo has been verified. These two variables go hand in hand, meaning that the better the mastery of sentence structure, the better their ability to write news texts.

Third, the results of multiple correlation analysis show that the hypothesis that there is a positive relationship between emotional intelligence and mastery of sentence structure together with the ability to write news texts in class VIII students of SMP Negeri 1 Bangunrejo has been tested. The two independent variables (predictors) namely emotional intelligence and mastery of sentence structure go hand in hand with the dependent variable (response), namely the ability to write news texts. Going hand in hand here means having a well-shown positive relationship between emotional intelligence and mastery of sentence structure, the better their ability to write news texts.

Based on the description above, it can be seen that the three proposed research hypotheses are accepted, namely emotional intelligence and mastery of sentence structure individually or collectively have a positive relationship with the ability to write news texts for class VIII students of SMP Negeri 1 Bangunrejo.

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