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Research Paper

Relationship between Effective Sentence Understanding and Achievement Motivation with Description Text Writing Skill on Google Classroom

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Abstract

This research aimed to determine the correlation between, (1) the understanding of effective sentence and writing skill in descriptive text; (2) the achievement motivation and writing skill in descriptive text; and (3) the understanding of effective sentence and achievement motivation toward writing skill in descriptive text. The research method used was a correlational survey. Population of the research is tenth grade students of Vocational High School of Surakarta with the sample consisted of 60 people were taken by simple random sampling for to analyze the data is statistic regression and correlation technique. The result of this study shows that: (1) there is a positive correlation between the understanding of effective sentence and writing skill in descriptive on google classroom; (2) there is a positive correlation between achievement motivation and writing skill in descriptive text on google classroom; and (3) there is positive correlation between the understanding of effective sentence and achievement motivation toward writing skill in descriptive text on google classroom. Considering the result of research, it can be conclude that understanding of effective sentence and achievement motivation are important factors that can improve student's writing skill in descriptive text, however achievement motivation has bigger contribution than the understanding of effective sentence.

Keywords: *achievement, motivation, vocational, google classroom, understanding*

1. Introduction

Indonesian is a compulsory subject that every student must receive at all levels of education both in state and private school. In the Indonesian there are four aspects of language skills that must be mastered in the students, namely listening skills, speaking skills, reading skills and writing skills. These four skills should gradually be mastered in order to support the learning process. These four skills are basically a unity, it is for become one[1]. From the uniqueness of the language skills learning each has a stage that after learning the listening and speaking skill, followed by the process of reading and writing. Writing skill is the last aspect that students must master, but mastering the writing aspect is not as easy as imagined because writing is a form of communication that is more complex than speaking skills or other aspects of language skills. Therefore, writing skill is mastered after mastering other language skills.

In this case, the skill of writing the description text becomes a sharp spotlight as it is one of the basic of writing skill that requires students to be able to express an idea or feeling to readers so that the reader can understand and seem to be close to the object described by the author. In order to produce the appropriate texts based on linguistic rules, it is necessary to have a better understanding of the effective sentences[2]. The mastery of the skill aspect of writing a description text on a student is not solely supported with an effective sentence understanding, since many other factors both student and other are found to be reason students tend to have difficulty in writing. One of the factor to be the cause of low student writing skills is the low motivation of student achievement[3].

The purpose of this study is to find out whether there is a correlation between effective sentence comprehension and writing skills of descriptive text, achievement motivation and description writing skills, as well as understanding of effective sentences and achievement motivation in conjunction with the writing skills of the description text.

In a school in Finland which states, "Among the four language skills of listening, speaking, reading, and writing, writing is a skill that considered the most difficult for most student, including writing in Indonesian[4]. This suggests that writing skill is one of the aspects of language that needs attention to become the only way to teach writing is through writing exercise. The education milieu is a strategic place to develop the writing tradition because writing is one of the aspects of language skills that has an important role in

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the learning process. If students are capable of mastering writing skills, then students will benefit for present and future lives.

Writing many types, if reviewed from the high school/vocational school syllabus mapping of the 2016/2017, description text is one of the writing skills that must be mastered by grade X students as the basis for mastering other writing skills. The term description here is defined in a limited and specific manner. In other context, this term is used more flexible. In another word, the description is taken from the English description which is also associated with the verb to describe to depict with the language[5]. Description is a type of essay created to convey an objective description of a situation so that the reader has the same understanding as the information conveyed[6]. To be able to write well-written and correct text descriptions, students are required to be able to fulfill the description of the description texts related to their generic structure including identification, classification, and description. Descriptive was developed coherently and cohesively[7]. The coherence was viewed from interrelated theme and rheme of the clause from clause to clause, sentence to sentence and paragraph to paragraph. It means that the development of coherence and cohesion in compiling descriptive texts is indispensable, this is shown from coherence of interrelated themes between the sentences. The description text will be easier to understand if it first understands its structure[8]. It can therefore be argued that knowledge about the structure of the textual description of the organization supports students to make it easier to organize.

Based on the above description, it can be synthesized that writing as a skill is an activity that can only be mastered when one is determined to practice continuously. Writing means trying to convey what is thought to and perceived through an article in the form of an exact sequence of words with a good and correct regulation of sentences, intended for easy readings by readers. So, writing skills is a practice activity to convey what is thought and felt through good grammatical and correct grammatical writing in order to understand the contents of the writing easily. The writing skills of the description text is a mastery of the writing aspect that attempts to describe or describe something in a significant way through written language accompanied by an understanding of the arrangement of sentences in accordance with the prevailing language rules for readers to readily understand. Therefore, students can be said to have mastered the skills of writing the description text if able to fulfill the aspects of assessments which are the scoring guidelines for the writing skills of the description text include: the content of the idea, content organization, language use, and mechanics.

An effective sentence understanding is one's ability or willingness to construct sentences based on prevailing rules, such as the essential elements that should have a complete sentence and simplicity so readily understood by the reader. Effective sentences are communicative sentences, capable of conveying messages, ideas, feelings, and notifications in accordance with the author's intent[5]. Illustrates the features of effective sentences are clarity of subjects and predicates, alignment, prudence, firmness, logic[9]. The sentence is considered to be effective if it fulfills two general requirements, namely effective sentence structure and effective sentence feature[10]. In the effective sentence structure includes general sentence, parallel sentence, and periodic sentence. While effective sentence features include unity, economical, emphasis, and variance. By general, the effective sentence must meet the standardization of the use of good and correct language.

Examined the relationship between effective sentence and student writing ability with the result of simple correlation analysis shows a positive relationship between effective sentence mastery and writing ability for grade 5 students of SD Negeri Sidoarjo subdistrict has been tested[11].

Thus, based on the description above, it can be synthesized that the meaning of effective sentence understanding is the willingness, capability or ability of a person in compiling a communicative sentence in accordance with the prevailing language rules so that the message to be delivered is well received by the reader [12]. The minimum requirements for the formation of sentences that need to be understood include the clarity of compulsory elements of a subject and predicate sentence on the unity of ideas, the alignment of the words, the prudence of words to construct a sentence, firmness in the disclosure of intent and logical in conveying information messages to readers to avoid ambiguous understanding.

In learning, teachers tend to use incentives to motivate students to achieve desired goals of achievement. This incentive will be useful if it contains a goal that can give satisfaction to the psychological needs of the students. In this case the teacher must be active, creative and imaginative in an effort to provide such incentives. The need for achievement is a desire to: perform tasks or difficult tasks; overcome the obstacles to achieving high standards; achieve top performance for yourself, be able to win in competition with other people[13]. Therefore, achievement can be defined as an effort to achieve high achievement by believing in the hope of success in a competition. Based on the description can be concluded that the essence of achievement is the intellectual ability in a person who has a desire for success.

Motivational achievement is motivation that encourages one to do better than what has ever been made or achieved before or created or achieved by others, which can be measured by trying to excel in the group, completing the task well, rational in achieving success, open to challenge, accepting personal responsibility, feedback, and mid-level risk[14].

The results of the research, "The result also indicated statistically significant interaction at 0,05 level between school related hardiness and achievement motivation with regard to academic achievement[15]. Overall, these findings provide new insights about a comprehensive understanding of school related hardiness and achievement motivation as correlates of academic achievement. "Meaning that the result of the research indicates the meaningful interaction between achievement motivation and academic achievement. Overall, this finding provides new insights into the comprehensive understanding of achievement motivations related to academic achievement. The analysis of the relationship between achievement motivation and student achievement or in this case is the writing skills of the description text has a positive power price which means seen from the large correlation coefficient[16], [17].

Based on the above description, it can be synthesized that achievement motivation is a necessity that encourages individuals to achieve success or excellence by considering the standards to be achieved either intrinsically or extrinsically and aims to obtain incentive value of success.

2. Methodology

This study was held at Vocational High School of Surakarta. The research method used in this research was a correlational survey method. The population in this study was all students of grade 10 in Vocational High School of Surakarta numbered at 130 students consisting of six classes. Samples taken using the simple random sampling technique were only 60 people from a total of 95 people consisting of five classes, because one class was used for instrument testing.

This research consists of three variables, one is bounded variables and two independent variables. Description writing skills (Y) is dependent variable, effective sentence understanding and achievement motivation are independent variables. The test instrument used, i.e. the test of writing the description text, the effective sentence understanding test and the achievement motivation questionnaire.

The validity of the test instrument writing skills of the description text was by using construct validity, effective sentence understanding test using the biserial point correlation formula, while the achievement motivation questionnaire used the Product Moment correlation formula. The reliability of test instrument writing skills of the description text using rating reliability, an effective sentence understanding test using the Kuder-Richardson-20 or KR-20 formula, while the achievement motivational questionnaire was test-

ed using the Alpha Cronbach formula. Data analysis techniques include descriptive analysis and inferential analysis. The descriptive analysis was used to present the data descriptively by describing the data acquisition process, namely the central tendency, the distribution tendency, the result of the frequency distribution of each variable value and the frequency histogram image, while the inferential analysis used regression and correlation techniques (simple and double) used to test hypotheses and draw conclusions.

3. Results and Discussion

This research consists of three variables, one variable dependent and two independent variables. The writing skills of the description text as the dependent variable, while the effective sentence understanding and achievement motivation as independent variable. The data are as follows.

Table 1:. Results of Descriptive Statistics Analysis

Criteria	Y	X_1	X_2
Total	**4565**	4193	4421
N	60	60	60
Mean	76	70	74
Median	75	71	73
Modus	71	74	65
Variant	81	135	196
Standard deviation	9	12	14
Max	94	98	97
Min	57	47	49
Range	37	51	49

Description:
Y = Description Text Writing Skills
X1 = Effective Sentence Understanding
X2 = Achievement Motivation
In this study analysis requirements test was conducted through the normality of data obtained by Microsoft excel software using Lilliefors technique, the real level of α = 0,05 and n = 60. The details are as follows.

Table 3:. Frequency Distribution of Achievement Motivation Score (X_2)

Value	$f_{absolute}$	$F_{relative}$(%)
49 - 58	9	15,00
59 - 68	16	26,67
69 - 78	12	20,00
79 - 88	10	16,67
89 - 98	13	21,67
Sum	60	100

Table 4:. Results of Data Normality Testing

No.	Variable	L_o	L_t	Status
1.	Description text writing skill (Y)	0,0743	0,1144	Normal
2.	Effective sentence understanding (X_1)	0,0943	0,1144	Normal
3.	Echievement motivation (X_2)	0,0867	0,1144	Normal

In the first hypothesis states that there is a positive which means correlation between the effective sentence understanding and description text writing skills is necessary to be tested out the meaning and simple linier regression. Simple linear regression analysis results in the equation Ŷ = 31.97 + 0.63X1 with details as follows.

Table 5: Anava Table for Linear Regression Ŷ = 31.97 + 0.63X1

Variation Source	dk	JK	KT	F_0	F_t
Total	60	352075	-	-	-
Coefficient (a)	1	347320,4167	-	-	
Regression (b/a)	1	3144,6974	3144,6974	113,30	1,81
Residue	58	1609,8858	27,7566		
Similarity	20	400,6429	20,0321	0,63	1,85
Error	38	1209,24291	31,8221		

At the real level α = 0,05 it appears that the null hypothesis (1) is rejected (because F0> Ft); so the regression direction coefficient is real in nature so in this sense the regression obtained meaningful (significant). Instead the null hypothesis (2) is accepted (because F0 <Ft); so it is accepted that the form of linear regression.

In the second hypothesis which states that there is a positive and meaningful relationship between achievement motivation and the writing skills of the description text it is necessary to test the understanding and the simple regression linear. Simple linear regression analysis results in the equation Ŷ = 35,56 + 0,55X2 with the following details.

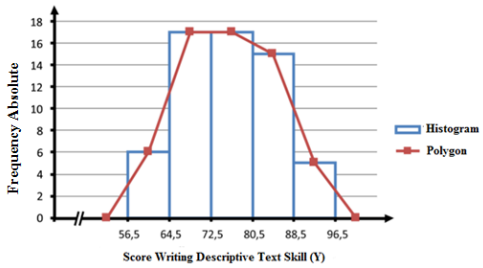


Fig 1.: Histogram and Polygon of Frequency of Descriptive Text Writing Skill Score (Y)

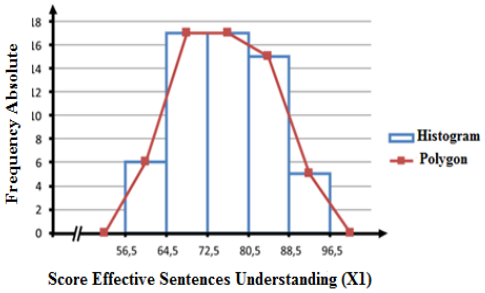


Fig 2:. Histogram and Polygon of Effective Sentence Understanding Score (X_1)

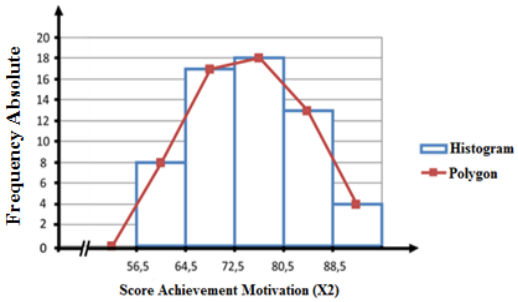


Fig 3:. Histogram and Polygon of Achievement Motivation Score (X_2)

Table 6:. Anava Table for Linear Regression Ŷ = 35,56 + 0,55X2

Variation source	dk	JK	KT	F_0	F_t
Total	60	352075	-	-	-
Coefficient (a)	1	347320,4167	-	-	
Regression (b/a)	1	3513,4	3513,4	164,18	1,81
Residue	58	1241,1833	21,3997		
Similarity	16	510,33975	31,8962	1,83	1,89
Error	42	730,84355	17,4010		

At the real level α = 0,05 it appears that the null hypothesis (1) is rejected (because F0> Ft); so the regression direction coefficient is real in nature so in this sense the regression obtained meaningful (significant). Instead the null hypothesis (2) is accepted (because F0 <Ft); so it is accepted that the form of linear regression.
The simple correlation analysis of the first hypothesis is that between the effective sentence understanding and the description text writing skills, the correlation coefficient (ry1) is 0.81. Furthermore, to know the meaning of the correlation coefficient, then the t test was conducted. From the test results shown that the rela-

tionship between the effective sentence understanding and the description text writing skills is 10.52 which is greater than the t table of 1.59. Therefore, based on the results of the analysis above, it can be drawn that there is a meaningful positive relationship between the effective sentence understanding and the description text writing skills. Thus the null hypothesis (H0) states that "no positive relationship between achievement motivation and description text writing skills" is rejected and an alternative hypothesis (Ha) which "there is a positive relationship between effective sentence understanding and writing description text skills" is accepted. The coefficient of determination between the effective sentence understanding and the writing skills of the description text is 65.61. It means that the effective sentence understanding variable contributes to the variable description writing skills of 65.61%.

The simple correlation analysis of the second hypothesis is between the achievement motivation and the writing skills of the description text obtained the correlation coefficient (ry2) of 0.86. Furthermore, to know the meaning of the correlation coefficient, then the t test is done. From the test result is shown that the relationship between the achievement motivation and the description text writing skills is 12.84 which greater than the t table of 1.59. Therefore, based on the results of the above analysis, it can be concluded that there is a significant positive relationship between achievement motivation and the description text writing skills. Thus, the null hypothesis (H0) stating "no positive relationship between achievement motivation and writing description text skills" is rejected. Instead the alternative hypothesis (Ha) which "there is a positive correlation between achievement motivation and writing skills of the description text" is accepted. The determinant coefficient between achievement motivations with the writing skill of the description text is 73.96 that means the achievement motivation variables contribute to the variable description text writing skills of 73.96%.

In the third hypothesis that there is a positive and meaningful relationship between the effective sentence understanding and the achievement motivation together with the description text writing skill is a test of the understand and the multiple regressions linear.

Multiple linear regression analysis between effective sentence understanding and achievement motivation together with description text writing skills, resulted in regression coefficient b1 of 0.268; b2 for 0.368; and constant b0 of 84.47 then regression line equation $\hat{Y} = 80.47 + 0.268X1 + 0.368X2$. Based on F0 testing 98,15 bigger than F tabel with dk numerator 2 and dk denominator 57 at $\alpha = 0{,}05$ equal to 3.16 so it can be concluded that linier regression equation between effective sentence understanding and achievement motivation together with description text writing skill is significant. Furthermore, from the results of multiple correlation analysis between the effective sentence understanding and the achievement motivation together with the description text writing skills obtained correlation (Ry.12) of 0.88. Furthermore, to find out the meaning of multiple correlation coefficients, then the F test is performed. From the test results obtained F0 is 98.8 greater than F tabel with dk numerator 2 and dk denominator 57 at the real level of $\alpha = 0{,}05$ is 3,16. It can be later concluded that there is a meaningful positive relationship between effective sentence understanding and achievement motivation together with description text writing skill. The coefficient of determination of both variables together with the description writing skills is 77.44%. Achievement motivation contributes greater than the effective sentence understanding of 73.96%. This indicates that achievement motivation is a strong foundation to build a desire to have good writing skills, supported by the opinion of Hamalik (2008: 108) stating that the function of motivation is to encourage behavior or action because without motivation will not arise an act such as learning to seize high achievement. The better the motivation of achievement is the better also the desire to have the description text writing skill by trying to understand the effective sentence. Based on the results of data analysis and the hypothesis testing in detail by using Microsoft excel software that has been shown, the result that all the hypotheses proposed are accepted. Results show that the findings are meaningful to all students of grade 10 Vocational High School of Surakarta.

4. Conclusion

Based on the result of the analysis, it can be concluded that the three hypotheses of the proposed research are accepted and tested empirically. Thus the effective sentences understanding and achievement motivation both individually and together have a positive and meaningful relationship with the description text writing skill on google classrooms. Viewed by the large value of the contribution of the free variable (predictor) to the dependent variable (response), it is known that the achievement motivation contributes to greater contribution than the effective sentence understanding.

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