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Research Paper

Effective Sentence Assignment as the Key to Improve Skill of Writing Exposition with Online Learning Media Quipper

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Abstract

This study aimed to determine the relationship between the mastery of effective sentences, activity of writing and writing skills exposition text using online learning media *Quipper*. This research was conducted in Vocational School Education of Surakarta. The method used is correlational survey method. The study population was all students in grade X Vocational School Education of Surakarta. Samples numbered 120 people were taken by proportional random sampling. Instruments for collecting data is a test of skill to write text exposition, effective sentences mastery tests, and questionnaires liveliness writing. The analysis technique used was the statistical technique of regression and correlation The analysis showed there is a positive correlation between mastery of effective sentences and liveliness writing together with the skills to write text exposition (Ry12 = 0.59 in the real level of α=0.05 with N=120, Rt=0.120,and F0=31 70>Ft=3.0764). Based on the research results obtained concluded that jointly effective sentence mastery and liveliness write a significant contribution (34.81%) in the text writing skills exposition. It shows that these two variables can be a good predictor for text writing skills exposition.

Keywords: *exposition text writing skills, online, learning media, mastery of effective sentences*

1. Introduction

The special benefit of writing activities for academics is to give an idea of a global problem. Language can refer to the experience of human life [1]. All life experiences are expressed when speaking, interacting with others, and writing it through written language. In light of its future challenges, writing can be an investment to improve human resources [2]. However, writing skill is skill that are considered complicated in text-based learning. In Saragih's study one of the text, exposition had not been fully reached by Junior High School learners in six locations of the study [3]. This 'like exposition' text met most of the generic structure or schematic of the genre of exposition. Thus, this genre was potentially developing into a perfect level senior high school, especially Vocational School Education level.

Therefore, in improving the writing skill of the exposition text need to increase the other variables directly related to writing, such as mastering the composition because of carrying out writing skill means to be able to master the good and correct language of the rationale so that the idea created is understandable by the reader. Writing is the activity of carrying out thoughts and feelings through writing with respect to the aspects of language that is good and true that can be understood by the reader [4]. The rule in this regard is focused on writing effective sentences.

In relation to the ability of the language, the writing activity further enhances the sensitivity to spelling mistakes, structures, and vocabulary selection. This is due to the idea needs to be communicated clearly, precisely and regularly so it does not cause doubts for the author himself and his readers. Writing is a complex communication activity. "Finally, sociocultural research sees writing development as the learning of the genres, values, and practices of the target community" [5],[6]. The writers' writings may be "Linguistic properties," a piece of writing may include syntactic complexity, lexical complexity, and grammatical complexity. In line with the above opinion, one has to master many aspects to maximize writing skill, especially writing exposition texts [7]. As stated by Akhadiah, Arsyad, and Ridwan [8], "in the activities of forming an article, at least fulfill the following elements (a) the theme, (b) the content of the title, (c)consistency of writing type d) the provision of ideas in paragraphs; (e) sentence arrangement, (f) accuracy of word / diction, and (g) accuracy of use of spelling. "Therefore, the accuracy of the sentence structure is an aspect of the requirement of producing a good textual exposition. As stated by Nurjamal, the aspect of the ability to use spelling, vocabulary and sentence forming is very important so that an essay has a good quality of students with high vocabulary allows it to easily draw ideas or thoughts in writing [9]. Like Telebzadeh's opinion that, "They found out that composition writing had a great effect on learning second language vocabulary [10]. The results suggest a

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broader application of composition writing strategies to promote meaningful learning".

Another factor that is allegedly has a positive relationship with writing the text of the exposition is student activity. Gage and Berliner reveal cognitive theory that learning shows the presence of a very active soul, the soul processing the information we receive, not just saving it without transformation [11]. According to this theory children have active, constructive, and capable of planning things. Children are able to search, find and use the knowledge they acquire. In the process of teaching children can identify, formulate problems, find and define facts, analyze, interpret and draw conclusions. If students are able to encourage the writing activity in themselves then students will always be active to obtain information on how to produce good and correct textual exposition so that the writing skill of their expose texts also increase [12].

This study aimed to find out whether or not there is a relationship between effective fifth-generation and writing skill of exposition texts, writing skill and exposition text skill, as well as the mastery of effective sentences and the activeness of writing together with the writing skill of the exposition text [13]. This study tries to offer a way to improve the writing skill of exposition text through student cognitive improvement regarding effective sentence control using onlne media learning *Quipper*. Effective sentence contribution picture can be a reference to educators to improve the writing skill of exposition text by improving the mastery of effective sentences that include, how to make logical deaths, make parallel sentences, unambiguous sentences and certainly in accordance with the linguistic rules of Indonesian language.

2. Methodology

This research was conducted for six months, from November 2017 to April 2018 at Vocational School Education of Surakarta. The research method used in this research was a survey method with correlation technique. This research sample was all grade X students of vocational school in Surakarta. The sample in this study was determined by a total of 120 students who were taken by Proportional Random Sampling of the whole population. Sugiyono explains that proportional random sampling is a balanced sampling technique in populations with different divergences in each area (in this class study) [14]. This is because the class should be balanced in number.

Reliability relates to the level of reliability of something. Reliability means trustworthy, so reliable.Validity is a measure that suggests the validity or validity levels of an instrument [15]. An instrument is said to be valid when it can reveal the data of the exact variables examined. The validity of test instrument writing skill of the text of the exposition used construct validity, the validity test of mastery of the effective sentence used the Point Biserial correlation formula, while the instrument of writing activity used the Product Moment correlation formula. Exposition text writing skill used ratings reliability. Then the reliability test of mastery effective sentence was tested using the formula Kuder-Richardson-20 or KR-20, while the test of reliability of the questionnaire equipment was by using Alpha Cronbach formula.

3. Results and Discussion

Basically writing skill is composed of good compatibility skill, such as spelling, word selection, and effective sentence control. Effective sentence is a factor that can influence the increase of writing skill [16] [17]. Wijayanti, et al. argue that in writing, the author should convey his or her thoughts in the series of effective sentences [18]. Each particular sentence should be easy to understand, brief, and clear. Furthermore, "Writing skill is considered to be successful if the idea or idea written can be correctly received by the reader according to the correct context" [19]. In other words, the effective sentence is the sentence that conveys the same information as the information the reader receives through the mastery of effective sentences. Someone is able to express an opinion or mandate in the form of an effective sentence in context.

A person is able to produce good in quality and quantitative writing if he has a high level of writing activity because if the student is active in obtaining information and actively trains his writing, his insights and writing skill will be high [20]. Student activity is an element of support from inside students. Through student activity it is able to do maximum problem solving and produce a good text through the acquisition of insights that will solve the obstacles encountered by students when producing texts, particularly the text of the exposition [21]. Gage and Berliner [22]. According to this theory the child has active, constructive, and able to plan something. The child is able to find, find and use the knowledge he has acquired. In the process of teaching and learning children are able to identify, formulate problems, find and determine facts, analyze, interpret and draw conclusions. In this way, Ahmadi and Prasetya divide the activity into two, physical activity and spiritual activity [23]. students do all their limbs, like making things, playing or working. So it's not just sitting looking, listening and passive. Active learning, on the other hand, involves an interactive environment in which questions, participations, and critical thinking are essential [24]. The efforts exerted to increase engagement are extensive in instigating students' involvement and interest as well as enhancing their understanding. "Active learning is a learning paradigm that can enhance student understanding.

Through the students' ability to do the maximum problem solving and producing a good text through the acquisition of insights that will solve the obstacles encountered by students when producing texts, especially the text of the exposition [25]. This is because "Students who are not confident about their ability to express their ideas orally will not be comfortable or competent relating their thoughts in writing" [26].

Before the hypothesis test is performed, it is necessary to carry out prerequisite data tests that include, normality test, simple and multiple regression rigor test, and simple and double linearity test. The device performs data prerequisite test to find descriptive statistical data rates available. These can be seen in detail in Table 1 below.

Table 1:. Results of Descriptive Statistics Analysis

Criteria	Y	X1	X2
Mean	74.35	33.14	157.63
Median	73.75	33	157
Variants	39.73	16.11	268.84
Standard Deviation	6.30	4.01	16.40
Max	90	43	204
Min	60	19	108
Modus	76.25	33	159
Range	30	24	96
N	120.00	120.00	120
Mean	74.35	33.14	157.63
Total	570.38	325.26	1166.86

Description:

Y = Writing Skill for Exposition Texts

X1 = Effective Sentence Mastery

X2 = Reading activity

In this research, data normality test was obtained by using Lilliefors technique with the help of Microsoft Excel software used as analysis test requirement. The normality test of exposition text writing skill (Y) resulted in a maximum Lo of 0.04377. Calculation of the critical value L list for Lilliefors test with n = 120 and the real level $\alpha = 0.05$ obtained Lt = 0.0802. Based on the above comparison it appears that Lo is smaller than Lt, so the null hypothesis is accepted and it can be concluded that the data writing skill of exposition text (Y) come from a normal distribution population. The normality test of the effective sentence mastery data (X1) produces a maximum Lo of 0.01760. Calculation of the critical value L list for Lilliefors test with n = 120 and the real level $\alpha = 0.05$ obtained Lt = 0.0802. Based on the comparison above it appears that Lo is smaller than Lt, so the null hypothesis is accepted and it can be concluded that the effective sentence control (X1) data comes from a normal distribution population.

Furthermore, the test of normality to writing active data (X2) produces a maximum Lo of 0.05785. Calculation of the critical value L list for Lilliefors test with n = 120 and the real level α = 0.05 obtained Lt = 0.0802. Listening to the above comparison appears that Lo is smaller than Lt, so the null hypothesis is accepted and it can be concluded that the active data writing (X2) is derived from a normal distribution population.

The first hypothesis proposed in this study was "there is a positive correlation between effective sentence control and writing text skill". Before that, before the hypothesis test I was done, the significance and linear regression test was first Y for X1. The simple linear regression analysis of Y above X1 obtained the equation $\hat{Y}$ = 44.91 + 0.89X1. Anava table for test of significance and regression linearity $\hat{Y}$ = 44.91 + 0.89X1, resulting in Fo of 59.11 and 1.35 respectively. The details of Fo and Ft's income can be seen in Table 2 below.

Table 2. Anava Table for Linear Regression $\hat{Y}$ = 44.91 + 0.89X1

Variation Source	Dk	JK	KT	Fo	Ft
Total	120	668078	668078	-	
Coefficient (a)	1	663350,70	663350,70	-	
Regression (b/a)	1	1515,27	1515,27	55,67	3,924
Residue	118	3212,03	27,22		
Similarity	19	811,12	42,69	1,76	1,732
Error	99	2400,91	24,25		

Based on the calculations from the distribution list F at the real level of α = 0,05 with the counting dk 1 and dk denominator 118 for the null hypothesis (1) that the regression is not significant, it means Ft = 3,924; and with the dk counters 19 and dk denominator for zero hypotheses (2) that the regression is linear, the Ft is estimated at 1,651. See that the null hypothesis (1) is rejected because of Fo is greater than Ft. In conclusion the coefficient of regression direction is real so that in this sense the regression obtained is significant (mean). On the contrary, the null hypothesis (2) is accepted because of Fo more smaller than Ft. Thus, the hypothesis states that Y regression of linear X1 is acceptable.

The simple correlation analysis between the effective sentence mastery and the writing text skill of the exposition obtained a correlation coefficient (ry1) of 0.57. Furthermore, to determine the significance of the correlation coefficient, the t test is performed. Based on the test results that have been performed indicate that the strength of the relationship between the mastery of the effective sentence and the skill of skipping the text of the exposition is 7.45 greater than the t-table of 1,651 Based on the results of the analysis, it can be said that there is a significant positive relationship between effective sentence mastery and writing skill of exposition text. Therefore, it can be concluded that the null hypothesis (Ho) which "no relationship between effective sentence control and writing text skill is rejected". In contrast, alternative hypothesis (H1) "there is a connection between effective sentence mastery and exposition text writing skill "accepted. The coefficient of determination of effective sentence control with the skill of writing the exposition text is 0.3025. That means about 30.25% of the variance of the writing text skill of the exposition can be explained by effective sentence control. Thus, it can be said that effective sentence control contributes to writing ability of 30.55%.

The second hypothesis proposed in this study was "there is a positive relationship between student activeness and writing text skill". Before that, before the hypothesis test II was conducted, the significance and linear regression test was first used Y for X2. Simple linear regression analysis of Y over X2 yields equation $\hat{Y}$ = 58,27 + 0.10X2. Anava table to test regression significance and linearity y = 58,27 + 0.10X2. each yielding Fo of 8.90 and 1.21.

Table 3:. Anava Table for Linear Regression $\hat{Y}$ = 58,27 + 0.10X2

Variations Source	Dk	JK	KT	Fo	Ft
Total	120	668078	668078	-	
Coefficient (a)	1	663350,70	663350,70	-	
Regression (b/a)	1	326,33	326,33	8,90	3,924
Residue	118	4400,98	36,57		
Similarity	50	2068,15	41,36	1,21	1,53
Error	68	1332,82	34,31		

Anava table for significance and regression linearity test y = 58,27 + 0.10 X2 yields Fo 8.90 and 1.21 respectively. Based on the calculations from the distribution list F at a real level of α = 0,05 with the counting dk 1 and dk denominator 119 for null hypothesis (1) that the regression is not significant / meaningless, it produces Ft = 3,924; and with the counting dk 50 and dk denominator 68 for the null hypothesis (2) that the regression is linear, the Ft is about 1,514. It appears that the null hypothesis (1) was rejected due to the large Fo more than Ft. In conclusion, the regression direction coefficient is real in nature so in this sense the regression is obtained significantly (mean). On the contrary, the null hypothesis (2) is accepted because of Fo smaller than Ft. Thus, the hypothesis which states that Y regression of linear X2 is acceptable.

Based on the above exposure, it is known that the simple linear regression analysis Y for X2 is significant and linear, then the next step is the simple correlation analysis to test the hypothesis II. Simple correlation analysis between student activeness and writing text skill is obtained by correlation coefficient (ry2) of 0.27. Furthermore, to determine the significance of the correlation coefficient, the t test is performed. Based on test results that have been performed indicate that the strength of the relationship between student activity and writing text skill is 2.99 greater than t-table of 1.645. Based on the results of the analysis, it can be said that there is a significant positive relationship between student activity and writing text skill, so it can be concluded that the zero hypothesis (Ho) which "no relation between student activity and writing text skill" is rejected. , the alternative hypothesis (H1) which reads "there is a connection between student activity and writing text skill" is accepted.

Student's determinant coefficient with the ability to write the text of the expression is 0.0729. That means around 7.29% of the variance of writing text skill can be explained by student activity. Thus, it can be concluded that the student's activity contributes to the writing skill of the exposition text of 7.29%. Therefore, from the results of the Double linear regression analysis between effective sentence control and student activeness in conjunction with the writing skill of the exposition text produces the direction of regression coefficient b1 of 0.84; b2 is 0.07; and b0 constants of 35.51 (see Appendix 15, page 175). It results in the form of regression line equations between effective sentence control and student activeness together with the writing skill of the exposition text as follows: $\hat{Y}$ = 35,51 + 0.84X1 + 0,07X2. To find out the degree of significance of the multiple linear regression equation between effective sentence control and student activeness together with exposition writing skill, it is necessary to do F test. Based on the calculation of Fo test result is 31.70 greater than F table with dk counter 2 and dk denominator 117 at α = 0.05 at 3.0764 so it can be concluded that the linear regression equation between effective sentence control and student activity together with writing text skill is significant (meaningful).

Thus, from the results of the double correlation analysis between effective sentence control and active writing together with the writing text skill of the exposition obtained a correlation (Ry.12) of 0.3364. Furthermore, to determine the significance of multiple correlation coefficients it is necessary to perform a test F. Based on the test results obtained Fo as big as 30.63 greater than F table with dk counters 2 and dk denominator 120 at real level α = 0,05 by 3,0764. It can therefore be concluded that there is a significant positive correlation between effective sentence control and student activity together with writing text skill (Ho accepted). The determination coefficient of mastery of the effective sentence and student activeness together with the writing skill of the expo text is 0,3249. That means about 32.49% of the variance of writing skill can be explained by vocabulary mastery and writing motivation together. So, it can be said that vocabulary mastery and writing motivation together contributed to the writing skill of writing texts of 34.81%

Based on the results of the data analysis and the hypothesis testing in detail with the help of Microsoft Excel software that has been presented, the result is that all the hypotheses proposed are accepted. In the first hypothesis test, the findings state that the first hy-

pothesis has an effective sentence mastery relationship with the writing skill of the exposition text. Simple linear regression analysis between effective sentence control and writing text skill with obtained regression direction of 0.89 on constant of 44.91. Simple linear regression analysis between effective sentence control and exposition text skill, obtained a regression direction of 0.89 on a constant of 44.91. This resulted in the form of regression line equations between effective sentence control and writing text skill as follows: $\hat{Y} = 44 , 91 + 0.89X1$. It shows there is a link between effective sentence control and writing text skill.

The research that supports the linkages between the effective and successful writers' variables is demonstrated by an internationally published Rukayah's research project in the international journal Macrothink Institute, entitled "The Writing Skill of 3th Grade Students of Sibulue Subdistrict Junior High School of Bone Regency" [27]. The result of correlation analysis shows that there is a significant positive correlation between writing knowledge based on objective test and writing skill based on subjective test: correlation coefficient = 0,23 Related to that, Expert writing skill can be improved through the ability of students to construct effective sentences in a way that students multiply their schedules sentence writing exercises cover aspects of unity, coherence, greed, prudence, emphasis, and variety. Effective sentences are sentences that have the ability to create ideas on the minds of readers or listeners such as what the author or the speaker thinks. This phrase has the ability to express the idea of the speaker so that listeners or readers can understand the idea that the speaker is talking. Effective sentence is a short sentence, solid, and clear and easy to understand by the reader.

In the second hypothesis, the finding suggests that the first hypothesis is the relationship between writing activism and the writing text skill of the exposition. Simple linear regression analysis between student activeness and writing text skill is obtained by regression direction of 0.10 on constants of 58.03. Based on the calculations from the distribution list F at a real level of $\alpha = 0,05$ with the counting dk 1 and dk denominator 119 for null hypothesis (1) that the regression is not significant / meaningless, it produces Ft = 3,924; and with the counting dk 50 and dk denominator 68 for the null hypothesis (2) that the regression is linear, the Ft is about 1,514. It appears that the null hypothesis (1) was rejected due to the large Fo more than Ft. In conclusion, the regression direction coefficient is real in nature so in this sense the regression is obtained significantly (mean). On the contrary, the null hypothesis (2) is accepted because of Fo smaller than Ft. Thus, the hypothesis which states that Y regression on linear X2 is acceptable. In relation to that, according to cognitive theory, learning to show a very active soul, the soul processes the information we receive, rather than simply save it without transforming. According to this theory, children have active, constructive, and able to plan things. Children can find, find and use the knowledge they acquire. In the process of teaching and learning children are able to identify, formulate problems, find and determine the facts, analyze, interpret and draw conclusions.

In the third hypothesis test, Exposition writing skill basically requires mastery of effective sentences because effective sentences are an important element in make a discourse as a message conveyor. Good and correct textual exposition must have the correct spelling, sentence structure, diction accuracy, and paragraph structure. The terms of application of writing signs there are several aspects of writing, namely "The aspects of writing include: (1) spelling, (2) diction, (3) sentence structure, 4) paragraph structure. "Effective sentence loads cohesion and coherence of a discourse with the purpose of the author's conveyance will be targeted at the reader's mind [28].

4. Conclusion

The result of this study shows that the effective mastery of student sentences using online learning media *Quipper* is one of the determining factors for the high or low ability of writing student negotiation texts. This means that the better the mastery of the effective sentence possessed by the students, the better it will be the writing skill of the student's exposition text. The effective mastery of the student's sentence will increase, if the student always applies the effective sentence theory that has been obtained. Students are also required to sharpen their sensitivity in order to distinguish a sentence or text already effective or not, because by sharpening the intuition of the students by continuing to practice then students will easily apply effective sentence theory or edit the less effective sentences he encounters. Student activity is also one of the determining factors for high or low Skill writing writing skill. If so, then the improvement of the writing skill of the exposition text can be done by increasing their activity

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