



Mastering Effective Sentences and Motivation on the Ability of Writing Narratives in Primary School

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ABSTRACT

Purpose of the study: The overarching objective of this research is to investigate the correlation of mastery of effective sentences and learning motivation on the ability to write narratives among fifth-grade elementary school students.

Methodology: The research is quantitative correlational. The study population consists of 168 class V students from Gugus Adiwiyata State Elementary School. Simple Random Sampling was used to select a sample of 100 students. Data collection methods include interviews, tests, document analysis, and questionnaires. Research instruments include interview guidelines, test instruments, assessment guidelines, and questionnaires. Prerequisite tests were conducted. Hypothesis testing techniques involve simple and multiple linear regression, t-tests, F-tests, and determinant coefficients.

Main Findings: The study, conducted at the high school level with a population of 47 students, reveals that learning motivation significantly influences student learning outcomes. Higher learning motivation correlates with better learning achievement compared to students with low motivation.

Novelty/Originality of this study: The mastery of effective sentences and learning motivation demonstrate an influence on the ability to write narratives. Specifically, Mastery of effective sentences contributes 21.3% to students' narrative writing ability. Learning motivation contributes 10.3% to the same ability. Together, these factors significantly impact narrative writing ($F_{count} > F_{table}$, $45.147 > 3.05$), with an overall influence contribution of 38.7%. The remaining 31.3% is influenced by other factors. Based on these findings, teachers should focus on enhancing both sentence mastery and student motivation to improve narrative writing skills.

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1. INTRODUCTION

Language has an important role in the intellectual, social and emotional development of students and supports success in studying all fields of study. Indonesian is the language of the unity of the Indonesian nation, this is stated in the 1945 Constitution Chapter XV Article 36, "The State Language is Indonesian." In line with this, Law of the Republic of Indonesia Number 24 of 2009 Chapter I Article 1 Paragraph 2 explains that the Language of the Unitary State of the Republic of Indonesia, hereinafter referred to as Bahasa Indonesia, is the official national language used throughout the territory of the Unitary State of the Republic of Indonesia. Based

on this explanation, it can be concluded that Indonesian must be mastered by the community. A person can master a language through education. Therefore, learning Indonesian at school is very important for the nation's future generations through learning Indonesian at school. Learning Indonesian is expected to help students know themselves, their own culture and the culture of others, express opinions using effective and efficient language in accordance with applicable ethics and be able to use their analytical and imaginative abilities.

Education is a very important and fundamental aspect for every individual, because with education quality human resources will be formed to build the nation. Through education, humans can gain knowledge to develop themselves, their thinking patterns, attitudes and skills. Hamalik [1] explains that education is a process in order to influence students so that they can adapt themselves as best as possible to their environment and thereby bring about changes in themselves that enable them to function adequately in society. Law Number 20 of 2003 Chapter 1 Article 1 Paragraph 1 formulates the meaning of education, that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state.

Education has the task of producing a good generation, people who are more cultured, people as individuals who have better personalities [2]. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3, which explains that: National education functions to develop abilities and shape the character and civilization of a dignified nation in the context of making the nation's life intelligent, aimed at developing the potential of participants. educate to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Schools, which are places where formal education takes place, will equip students with knowledge, skills and attitudes so that students are able to develop their potential according to their talents, interests, abilities and the environment. The SD/MI level curriculum structure consists of eight subject components contained in the Minister of National Education Regulation Number 22 of 2006. The eight subject components include: (1) Religious Education; (2) Citizenship Education; (3) Indonesian; (4) Mathematics; (5) Natural Sciences; (6) Social Sciences; (7) Arts and Culture and Skills; and (8) Physical Education, Sports and Health. Elementary schools as a form of formal education have a strategic role in realizing national education goals through the learning process. Majid (2014:5) states, "Learning is a concept of two dimensions of activity (learning and teaching) which must be planned and actualized, and directed at achieving goals or mastering a number of competencies and indicators as a description of learning outcomes." Students will be equipped with knowledge, skills and attitudes so that students are able to develop themselves. Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people.

The National Education Standards Agency explains that Indonesian Language subject competency standards are minimum competency qualifications for students that describe mastery of knowledge, language skills and a positive attitude towards Indonesian language and literature. This competency standard is the basis for students to understand and respond to local, regional, national and global situations. According to the National Education Standards Agency (2006) in Susanto [3] the Indonesian language content standards are as follows: Indonesian language learning is directed at improving participants' abilities students to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. Language skills are one of the skills taught to students at school. Students can apply language skills to socialize with other people, either directly or indirectly, both in writing and orally. Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards for Primary and Secondary Education Units reads, "The scope of Indonesian language subjects includes components of literary ability which include aspects namely: (1) listening; (2) speaking; (3) reading; and (4) writing.

One of the language skills that is important for students to master is writing skills. Fitriyani [4] explains that one of the writing skills is in the form of an essay, namely the formal and orderly explanation of an idea about a topic or subject matter. Writing is putting down graphic symbols that represent language that other people understand. So, other people can read the graphic symbol, if they know that it is part of a linguistic expression. Writing is a language skill that is used to communicate indirectly, not face to face with other people. It is important for students to master writing skills because it can improve memory, students can think critically and writing can train students' sensitivity to the surrounding environment [4], [5]. Writing can help us explain our thoughts. Not infrequently, we discover what we really think and feel about people, ideas, problems, and events just in actual writing. According to the type, essays consist of narrative, persuasive, exposition, argumentation and description essays. A narrative essay or story is a style of writing that aims to tell a series of events or human experiences based on developments over time. The narrative paragraph is intended to tell the reader or listener about what the author knows or what has experienced. Narrative places more emphasis on the time dimension and the existence of conflict [6]-[8]. Based on the results of interviews with class V homeroom

teachers, writing skills, especially the ability to write narrative essays, in class V elementary school students in Gugus Adiwiyata, show that students have not fully mastered the skill of writing narrative essays. Students often think composing is a difficult activity. Students experience many obstacles in selecting good and correct vocabulary and grammar. There are many difficulties experienced in starting writing activities, such as having no ideas, feeling unable and being afraid. Basically, writing is not obtained naturally but through a teaching and learning process. Therefore, the role of the teacher is very necessary so that students are motivated to learn to write.

Writing skills are influenced by various factors. Syarif [9] explains that the factors that influence writing skills are categorized into two factors, namely internal and external factors. Internal factors include psychological and technical factors, while external factors include the condition of the physical environment such as supporting facilities or means to support writing activities. Motivation is one of the psychological factors that influences the results of writing essays [10]-[14]. motivation is defined as a process of trying to influence the person or people they lead to carry out the desired activities, in accordance with certain goals that are set first. Motivation can be said to be a strong encouragement for someone to carry out an activity to achieve a goal. Motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something and if he doesn't like it, he will try to eliminate or avoid the feeling of dislike [15], [16]. Therefore, motivation is very necessary in the learning process because learning outcomes will be maximum, and vice versa, if students lack motivation, the goal of learning will fail. The lack of motivation that students have causes them to be reluctant to pay attention to the teacher's explanation of the material being taught, for example when the teacher explains the material, students chat with their classmates or do other activities while Indonesian language learning activities are taking place. This incident was actually seen by the author when carrying out practical field experience activities at school and based on information from the class V homeroom teacher at the elementary school.

Language skills are the ability to organize thoughts, ideas, opinions or thoughts in spoken or written language. Elementary school age is the right time to practice language activities. Language learning starts from short sentences, main sentences, simple sentences, single sentences in lower grades [17]-[19]. Further language learning progresses to broad sentences, compound sentences, transformation sentences until children can assemble sentences into simple discourse. This grammar includes combining simple sentences, with complementation, relevance, and conjunctions. Grammar improvements made by children in this period include learning about various exceptions to grammatical and phonological regularities in the language concerned. Therefore, the role of teachers in teaching Indonesian, especially language skills, is very necessary. Learning Indonesian is very important for students, because students are directed to be able to communicate in Indonesian well and correctly, both orally and in writing. Therefore, teachers are required to master Indonesian and its learning. This is because apart from Indonesian being directed at teaching students to be able to communicate well, learning Indonesian also includes learning in the form of appreciation of Indonesian literary works. this research is to investigate the correlation of mastery of effective sentences and learning motivation on the ability to write narratives among fifth-grade elementary school students.

2. RESEARCH METHOD

This research uses a quantitative correlational research approach. The population in this study was the Gugus Adiwiyata State Elementary School with a total of 168 students. Samples were taken from this population using the Simple Random Sampling technique. The total population is 168, so the sample size in this study took 60% of the total population, $60/100 \times 168 = 100$ students. Data collection techniques in this research are test techniques, interviews, observation methods, and documentation. The test instruments used for mastery of effective sentences and mastery of narrative writing are multiple choice because respondents just have to choose the answers provided by the researcher. Meanwhile, the instrument for measuring students' writing skills uses an essay test guided by an assessment rubric. An assessment rubric is a scoring tool for subjective assessments, in which there is a set of criteria and standards related to the learning objectives that will be accessed by students.

The instrument was tested first in a trial class and analyzed for validity, reliability, level of difficulty and distinguishing power. The normality test is carried out to find out whether the data being analyzed is normally distributed or not. The normality test was carried out on the dependent variable Y (narrative writing ability). The linearity test was carried out to determine whether the regression line between variables X1 (Mastery of Effective Sentences) and Y (ability to write narratives) forms a linear line or not. Then the variables X2 (motivation) and Y (ability to write narratives) form a linear line or not. If it forms a linear line, then the regression can continue. Final data analysis in this study used a simple correlation test and a multiple correlation test. A simple correlation test is used to determine the relationship between variables X_1 and Y and between variables X_2 and Y using the product moment correlation technique. Meanwhile, the multiple correlation test is used to find the direction and strength of the relationship and prove the hypothesis of the relationship between

two or more independent variables together with one dependent variable using the multiple correlation technique.

3. RESULTS AND DISCUSSION

The aim of this research is to find out whether there is a relationship between the ability to master effective sentences and the ability to write narratives and the motivation of class V students at Gugus Adiwiyata State Elementary School. The data in this research consists of the independent variable (X1), namely the ability to master effective sentences, (X2) student motivation and the dependent variable (Y), namely the ability to write narratives. This research was carried out on class V students of Gugus Adiwiyata State Elementary School, with a data sample of 100 students. The research data was processed using the SPSS (Statistical Product and Service Solution) version 21 program.

The characteristics of the research data collected determine the analysis techniques used. Therefore, before data analysis for hypothesis testing is carried out, the data is first tested. These tests involve: (1) normality test, and (2) linearity test. Based on the results of the normality test using SPSS, a sig value of 0.078 was obtained. Because $0.078 > 0.05$, accept H_0 which means that the data in this study is normally distributed. Meanwhile, the results of the linearity test show that there is a linear relationship between variables X1 and Y and between variables X2 and Y.

Final data analysis was carried out to find the correlation value between variable X and variable Y according to the problem formulated. The researcher determined the level of significance used in this research to be 5% ($\alpha = 5\%$). Based on the results of the final data analysis, it is known that there is an influence of mastery of effective sentences and paragraphs on the narrative writing ability of class V students at Gugus Adiwiyata State Elementary School. Based on calculations using the help of the SPSS program, the results are obtained in table 1.

Table 1. The results of Correlation

		Mastering Effective Sentences	Motivation	Writing Narrative
Mastering Effective Sentences	Pearson Correlation	1	0.622**	0.642**
	Sig. (2-tailed)		0.002	0.004
	N	100	100	100
Motivation	Pearson Correlation	0.622**	1	0.618
	Sig. (2-tailed)	0.002	-	0.031
	N	100	100	100
Writing Narrative	Pearson Correlation	0.642**	0.618**	1
	Sig. (2-tailed)	0.004	0.031	-
	N	100	100	100

Based on table 1, significant value is $0.00 < 0.05$. The value showed that significant data was lower than the alpha value (0.05). It means that there is a correlation between Mastering Effective Sentences, Motivation and Writing Narrative. The degree of correlation can be seen on the Pearson correlation value. The Pearson correlation value in this research is 0.6. Based on the guidance of correlation degree, this value is in the high range (0.62 – 0.8). So, in this research, the degree of correlation is in the middle correlation. Thus, it can be concluded that the level of correlation coefficient, in this case the influence between the variables of effective sentence mastery and motivation and the ability to write narratives, is moderate. From this description, it can be seen that mastery of effective sentences and mastery of paragraphs contributes to improving the ability to write narratives, so that mastery of effective sentences and high motivation will result in high narrative writing ability and vice versa, if the level of mastery of effective sentences and motivation is low then you will have poor narrative writing skills.

Effective sentences should support an idea or ideas. So that the idea or idea of a sentence is easy for readers to understand, the function of the parts of the sentence which include subject, predicate, object and information, must appear clear (explicit) and the sentence must also be assembled logically and orderly [20]-[26]. If students have mastered effective sentences accompanied by good motivation, their ability to write narrative essays will improve. Effective sentences are sentences that meet the criteria of being clear, in accordance with the rules, concise and easy to read [27]-[32]. Therefore, effective sentences are very important in writing essays because effective sentences will convey the idea or main idea clearly. Thus, the theory presented above confirms that mastery of effective sentences is closely related to students' ability to write, just as the results of this research show that mastery of effective sentences and motivation have a positive relationship to the ability to write narrative essays.

4. CONCLUSION

The conclusion of this research is that there is a significant relationship between mastery of effective sentences and students' ability to write narratives; There is a significant relationship between motivation and students' ability to write narratives. The narrative writing ability of fifth grade elementary school students is in the good category; and finally there is a significant relationship between mastery of effective sentences and motivation and students' ability to write narrative text content which has a positive relationship.

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