

**THE CORRELATION BETWEEN STUDENTS' LEARNING MOTIVATION  
AND SENTENCE BUILDING WITH THEIR WRITING ABILITY AT  
THE EIGHTH GRADE OF MTS NEGERI 1 BANDAR LAMPUNG  
THE ACADEMIC YEAR OF 2021/2022**

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**Abstract:** This research aimed to find correlation between students' learning motivation and sentence building with their writing ability. The writer used quantitative method and categorized the research as correlational research. The writer used Cluster Random Sampling Technique in taking the sample and got one class which was consisted of 30 students. In collecting the data, the writer used learning motivation questionnaire, sentence building test and writing test. To prove the hypothesis 1 and 2 the writer used Pearson Product Moment formula, and Multiple Correlation formula to test hypothesis 3. The analysis of hypothesis 1 found that  $r_{count} (0.88) > r_{table} (0.361)$ . It meant that there was a positive and very strong correlation between learning motivation and writing ability. The result of the analysis of hypothesis 2 showed that that  $r_{count} (0,98) > r_{table} (0.361)$ . It could be concluded that sentence building and writing ability had a very strong correlation. The result of the analysis of hypothesis 3 showed that that  $r_{count} (0,87) > r_{table} (0.361)$ . It could be concluded that sentence building and writing ability had a very strong correlation. And based on the data analysis of hypothesis 4, the writer found that the  $r_{count}$  is greater than  $r_{table} (0,98 > 0,361)$  with  $F_{count} = 327,409$  which was higher than  $F_{table} 5\% = 3,354$  and  $1\% = 5,4881$ . It indicated that learning motivation and sentence building had a positive and strong correlation with writing ability.

**Keywords:** Learning Motivation, Writing Ability, Sentence Building

## **INTRODUCTION**

Writing has been in our lives for ages. There are several reasons which show that writing has an important role for people especially students in this era because education puts a strong emphasis on

writing. First of all, in general, writing enables people to express their feeling, thought and idea into written form. Second, writing is predominant in education or academia. Whatever students major at school, they face numerous written

assignments, various essay and projects which they have to tackle them. Then, it can also enrich imagination and enlarge various subjects that they might never think of.

Writing in the first language might already be a problem or difficult skill to master for students, let alone in the foreign language, especially English. In writing English text, the students must not only master vocabulary but also the sentence building which is about how students structure their sentences. Sentence building is a part of grammar and it comes from the grammatical arrangement of words. Grammar is a set of rules (Greenbaum and Nelson, 2002:1). It can be assumed that it is a set of rules of how words can be arranged to form a sentence.

Sentence building can be used to build a variety of sentences or give styles to the writings. Using the same pattern will make the writings become boring and not interested enough. According to Oshima and Hogue (2007:153) "Good writing requires variation of sentences: simple, compound, complex and compound complex. It would be considered to be boring and uninterested if the sentence only consists of a short simple sentence. It is important for the students to know the sentence building in order to make their writings understandable. Thus, students should learn about sentence building in the target language.

However, the students' learning motivation should also be considered. According to Larrive (2006:231) motivation is defined as emotional tendencies that guide or facilitate to reach the goal. Thus, it might effect in learning English. In fact, some students still do not pay attention to the lesson. Some of them also become passive when they are

learning English. It can influence the students' writing ability achievement.

Due to the fact that writing is one of the important skills to be learnt, the students of Mts Negeri 1 Bandar Lampung have been taught to write since they were in the first grade. In learning writing, they are taught how to write some kinds of texts. Every text has organisations, functions, language feature or can be known as sentence building or sentence structure and rules to produce a good one. However, in the reality, many students have less ability in writing. One of the factors that makes writing difficult for the students is they do not know the sentence building in English and lack of learning motivation.

Based on the preliminary research, the English teacher in MTS Negeri 1 Bandar Lampung have taught the students by using strategies. However, the writer still found some problems, such as the students still had difficulties especially in writing, they are lack of motivation to write, they did not know the basic components to build a sentence and they did not have knowledge about sentence patterns. If students have good learning motivation and knowledge of sentence building, they will easily arrange words into written form.

Based on the explanation above, the writer intended to know whether there is a correlation between students' learning motivation and sentence building with their writing ability. Therefore, the writer proposed a research entitled "the correlation between students' learning motivation and sentence building with their writing ability at the eighth grade of Mts Negeri 1 Bandar Lampung in the academic year of 2021/2022".

## **METHODS**

This research is a correlational research. According to Lodico *et al* (2006:14) “Correlational research is a quantitative method designed to show the relationship between two or more variables”. Lodico *et al* (2006:14) also added that “It is similar to descriptive survey in that it is nonexperimental, consisting of only one group of individuals (e.g., fifth-grade students) and two or more variables that not manipulated or controlled by the researcher (e.g., reading score and IQ)”.

Gay *et al* (2018:223) stated that “Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables”. Thus, the writer collected and analyzed the data from the students’ score of each variable

which are students’ learning motivation (X1), students’ sentence building (X2) and students’ writing (Y) in this research.

The writer took the population from the students at the eighth grade of Mts Negeri 1 Bandar Lampung in the academic year of 2021/2022. The total population in this research was 369 students which were divided into 12 classes. The writer used cluster random sampling as the sampling technique because the population is large. The sample was from J class.

To know the students learning motivation, the writer used closed-type questionnaire. The questionnaire consists of 20 items with 5 alternatives answers: (a) very agree, (b) agree, (c) neutral, (d) disagree, and (e) very disagree. The score ranges from 1 to 5 can be seen in the following table:

**Table 1**  
**The Way to Score Questionnaire**

Statement	Options				
	VA	A	N	D	VD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The items consist of two kinds of motivation, they are: (1) intrinsic motivation and (2) extrinsic motivation. There were 10 positive statements and 10

negative statements. The blueprint of learning motivation questionnaire can be seen as follow:

**Table 2**  
**The Blueprint of Learning Motivation Questionnaire**

Variable	Indicator	Item Number		Total
		Positive	Negative	
Learning Motivation Questionnaire	Intrinsic Motivation	1,3,7,8,11	2,14,15,18,20	<b>10</b>

	Extrinsic Motivation	4,5,6,9,10	12,13,16,17,19	<b>10</b>
<b>Total</b>		<b>10</b>	<b>10</b>	<b>20</b>

To get the data of the students' sentence building, the writer gave them a test. It is a jumbles word test which will consist of 20 items. The score for each correct answer is 5 and 0 for incorrect answer. The highest score is 100 and the lowest is 0.

To know the students' writing ability, the writer asked the students to write a text to get their writing score. Each of them should write a text at least 150 words based on the topic chosen.

**Table 3**  
**Scoring of Writing**

Areas	Scores	Descriptor
<b>Content</b>	<b>30-27</b>	<b>Excellent to very good:</b> knowledgeable – substantive
	<b>26-22</b>	<b>Good to average:</b> some knowledge of subject-little substance.
	<b>21-17</b>	<b>Fair to poor:</b> limited knowledge of subject – no stated
	<b>16-13</b>	<b>Very poor:</b> does not show knowledge of subject – non substantive
<b>Organization</b>	<b>20-18</b>	<b>Excellent to very good:</b> fluent expression – ideas clearly stated.
	<b>13-10</b>	<b>Fair to good:</b> non-fluent – ideas confused of disconnected.
	<b>9-7</b>	<b>Very poor:</b> does not communicate – no organization.
<b>Vocabulary</b>	<b>20-18</b>	<b>Excellent to very good:</b> sophisticated range – effective word/idiom choice and usage.
	<b>17-14</b>	<b>Good to average:</b> adequate – occasional errors of word/idiom form, choice, usage but meaning not obsucred.
	<b>13-10</b>	<b>Fair to poor:</b> major problem in simple/complex construction.
	<b>9-7</b>	<b>Very poor:</b> essentially translation – little knowledge of English vocabulary.
<b>Language use</b>	<b>25-22</b>	<b>Excellent to very good:</b> effective complex constraction.

	<b>21-19</b>	<b>Good to average:</b> effective but simple construction.
	<b>17-11</b>	<b>Fair to poor:</b> major problems in simple /complex construction rules.
	<b>10-5</b>	<b>Very poor:</b> virtually no mastery of sentence construction rules.
<b>Mechanics</b>	<b>5</b>	<b>Excellent to very good:</b> demonstrates mastery of conventions.
	<b>4</b>	<b>Good to average:</b> occasional errors in spelling, punctuation.
	<b>3</b>	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization.
	<b>2</b>	<b>Very poor:</b> non mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing.

(Heaton, 1989:146)

The writer used validity and reliability to measure the data out of sample. In this research, to have a content validity of the test, the writer created the instrument of the test by following the materials applied on the syllabus of eighth grade of Mts Negeri 1 Bandar Lampung. To know the reliability of the test, the writer conducted a try out to the students outside of the sample. These are the following steps:

1. Try the test to 15 students out of the sample of the research.
2. Divide the test into two parts; X and Y.
3. Analyze the result by calculating the X and Y by using product moment as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Note:

$r_{xy}$  : The coefficient correlation between X and Y

$Xy$  : The total of X and Y

$X$  : The total number of X score (odd items)

$Y$  : The total number of Y score (even items)

$x^2$  : The sum square of variable X

$y^2$  : The sum square of variable Y

$N$  : The total of number of sample

(Arikunto, 2010:170)

4. Calculate the reliability of the item test by using Spearman Brown formula as follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Note :

$r_{11}$  : The coefficient of reliability of the test

$r_{xy}$  : The coefficient of correlation between x and y

2&1 : The constant number

According to Arikunto (2006:276) “The criteria of reliability coefficient are as follows”:

**Table 4**  
**The Criteria of Reliability Coefficient**

$r_{11} > 0,80$	Very High Reliability
$r_{11} > 0,60$	High Reliability
$r_{11} > 0,40$	Fair Reliability
$r_{11} > 0,20$	Low Reliability
$r_{11} > 0,00$	Very Low Reliability

Before conducting the writing test, the writer tried out the writing test to know the readability of the instrument. Dubay (2004:3) states that “Readability is what makes some texts easier to read than the others. In other words, it is an indicator to measure whether the direction or instruction

can be read or understood. To know whether the writing test is readable or not, the writer will give the students questionnaire. The score is 1 for *yes* answer and 0 for *no* answer. If the result is more than 75% of respondent gives yes answer, it means the writing test is readable.

Readability of the test items:

1. Do you understand the instruction of the writing test?
2. Is the kind of text in this test understandable?
3. Are the topics giving in this test understandable?
4. Are the topics interesting?

The last activity in this research is the writer analysed the data to know the result of the research. In analysing the data, the writer used some formulas to calculate the students’ score. The formula that was used is product moment.

## RESULT

This was used to prove the hypothesis proposed by the writer that they are accepted or not by using product moment formula.

From the data, it obtained:

$$\begin{array}{lll}
 N = 30 & & \\
 \sum X_1 = 2179 & \sum X_1^2 = 160967 & \sum X_1 X_2 = 151630 \\
 \sum X_2 = 2040 & \sum X_2^2 = 144550 & \sum X_1 Y = 153489,5 \\
 \sum Y = 2074,5 & \sum Y^2 = 147221,25 & \sum X_2 Y = 145795
 \end{array}$$

## 1. Learning Motivation and Writing Ability

- $H_0$  is accepted if the  $r_{\text{count}}$  is lower than  $r_{\text{table}}$  ( $r_{\text{count}} < r_{\text{table}}$ ).
- $H_a$  is accepted if the  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

$$r_{x1.y} = \frac{N \sum x_1 y - (\sum x_1)(\sum y)}{\sqrt{\{N \sum x_1^2 - (\sum x_1)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{x1.y} = \frac{30(153489,5) - (2179)(2074,5)}{\sqrt{\{30(160967) - (2179)^2\} \{30(147221,25) - (2074,5)^2\}}}$$

$$r_{x1.y} = \frac{4604685 - 4520335,5}{\sqrt{\{4829010 - 4748041\} \{4416637,5 - 4303550,25\}}}$$

$$r_{x1.y} = \frac{84349,5}{\sqrt{(80969)(113087,25)}}$$

$$r_{x1.y} = \frac{84349,5}{\sqrt{9156561545,25}} = \frac{84349,5}{95689,9239} = 0,881487795$$

Based on the result above,  $r_{\text{count}} = 0,88$ . It can be continued on product moment table with  $n=30$  by using 5% significance level which is 0,361. It means that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,88 > 0,361$ ). So,  $H_a$  is accepted which is there is significant correlation between learning motivation and writing ability which is categorized very strong

## 2. Sentence Building and Writing Ability

- $H_0$  is accepted if the  $r_{\text{count}}$  is lower than  $r_{\text{table}}$  ( $r_{\text{count}} < r_{\text{table}}$ ).
- $H_a$  is accepted if the  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

$$r_{x2.y} = \frac{N \sum x_2 y - (\sum x_2)(\sum y)}{\sqrt{\{N \sum x_2^2 - (\sum x_2)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{x2.y} = \frac{30(145665) - (2040)(2074,5)}{\sqrt{\{30(144550) - (2040)^2\} \{30(147221,25) - (2074,5)^2\}}}$$

$$r_{x2.y} = \frac{4369950 - 4231980}{\sqrt{\{4336500 - 4161600\} \{4416637,5 - 4303550,25\}}}$$

$$r_{x2.y} = \frac{137970}{\sqrt{(174900)(113087,25)}}$$

$$r_{x2.y} = \frac{137970}{\sqrt{19778960025}} = \frac{137970}{140637,691} = 0,981$$

Based on the result above,  $r_{\text{count}} = 0,981$ . It can be continued on product moment table with  $n=30$  by using 5% significance level which is 0,361. It means that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,981 > 0,361$ ). So,  $H_a$  is accepted which is there is significant correlation between sentence building and writing ability which is categorized very strong.

## 3. Learning Motivation and Sentence Building

- $H_0$  is accepted if the  $r_{\text{count}}$  is lower than  $r_{\text{table}}$  ( $r_{\text{count}} < r_{\text{table}}$ ).
- $H_a$  is accepted if the  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

$$r_{x1x2} = \frac{N (\sum x_1 x_2) - (\sum x_1)(\sum x_2)}{\sqrt{\{N \sum x_1^2 - (\sum x_1)^2\} \{N \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{x1x2} = \frac{30(151630) - (2179)(2040)}{\sqrt{\{30(160967) - (2179)^2\} \{30(144550) - (2040)^2\}}}$$

$$r_{x_1x_2} = \frac{4548900 - 4445160}{\sqrt{\{4829010 - 4748041\}\{4336500 - 4161600\}}}$$

$$r_{x_1x_2} = \frac{103740}{\sqrt{(80969)(174900)}}$$

$$r_{x_1x_2} = \frac{103740}{\sqrt{14161478100}} = \frac{103740}{119002,009}$$

$$= 0,871749$$

Based on the result above,  $r_{\text{count}} = 0,87$ . It can be continued on product moment table with  $n=30$  by using 5% significance level which is 0,361. It means that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,87 > 0,361$ ). So,  $H_a$  is

accepted which is there is significant correlation between learning motivation and sentence building which is categorized very strong.

#### 4. Learning Motivation and Sentence Building with Writing Ability

To know the correlation between learning motivation and sentence building with writing ability, the writer used Pearson Product Moment formula with multiple correlation to test these hypothesis with reference to the following assumptions:

- $H_0$  is accepted if the  $r_{\text{count}}$  is lower than  $r_{\text{table}}$  ( $r_{\text{count}} < r_{\text{table}}$ ).
- $H_a$  is accepted if the  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ).

$$r_{x_1x_2y} = \frac{\sqrt{(r_{x_1y})^2 + (r_{x_2y})^2 - 2(r_{x_1y})(r_{x_2y})(r_{x_1x_2})}}{1 - (r_{x_1x_2})^2}$$

$$r_{x_1x_2y} = \frac{\sqrt{(0,88)^2 + (0,98)^2 - 2(0,88)(0,98)(0,87)}}{1 - (0,87)^2}$$

$$r_{x_1x_2y} = \frac{\sqrt{0,7744 + 0,9604 - 1,500576}}{1 - 0,7569}$$

$$r_{x_1x_2y} = \frac{\sqrt{0,234224}}{0,2431} = \sqrt{0,963488276}$$

$$= 0,98$$

To know the significant correlation between  $x_1x_2$  and  $y$ , the writer used formula as follows:

$$F_h = \frac{R^2/k}{(1 - R^2)/(n - k - 1)}$$

$$F_h = \frac{0,98^2/2}{(1 - 0,98^2)/(30 - 2 - 1)}$$

$$F_h = \frac{0,9604/2}{0,0396/(27)}$$

$$F_h = \frac{0,4802}{0,001466667}$$

$$F_h = 327,409$$

$$\text{With } F_{\text{table}} = \frac{Df_1}{Df_2}$$

$$F_{\text{table}} = \frac{k - 1}{n - k}$$

$$F_{\text{table}} = \frac{3 - 1}{30 - 3}$$

$$F_{\text{table}} = \frac{2}{27}$$

$$5\% = 3,354$$

$$1\% = 5,4881$$

Based on the result of calculation above with  $N=30$  for significant level 5% and 1%, it was obtained  $F_{\text{count}} = 327,409$  which was higher than  $F_{\text{table}}$  5% = 3,354 and 1% = 5,4881. So, there is significant correlation between students' learning motivation and sentence building with their writing ability.

## DISCUSSION

Based on the analysis of hypothesis 1, it was found that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,88 > 0,361$ ). It means that there is a positive correlation between learning motivation and writing ability and the level of correlation is very strong. Students who have high motivation to learn something are more active than others in planning their learning, carrying out a learning plan and retaining the information they obtain (Slavin, 2009: 100). It means that having motivation in learning is important because it can impact the achievement in their writing.

The result of the analysis of hypothesis 2 showed that that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,98 > 0,361$ ). It can be concluded that sentence building and writing ability have a very strong correlation. Walpole (2000:15) said that “If you understand the grammar of a sentence and can consciously manipulate that grammar, your writing will gain in style, precision, and effectiveness. It means mastering grammar or sentence building can make us having a good writing,

The result of the analysis of hypothesis 3 showed that that  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0,87 > 0,361$ ). It can be concluded that learning motivation and sentence building have a very strong correlation. According to Penny (2012:10) “Motivation is a crucial factor in successful language learning and a good deal of research has been carried out how and why learners are motivated to learn and what teachers can do to enhance such motivation”. It means that learning motivation can affect in sentence building.

And based on the data analysis of hypothesis 4 above showed that that  $r_{\text{count}}$  is

greater than  $r_{\text{table}}$  ( $0,98 > 0,361$ ) with  $F_{\text{count}} = 327,409$  which was higher than  $F_{\text{table}} 5\% = 3,354$  and  $1\% = 5,4881$ . It means that learning motivation and sentence building have a significant, positive and strong correlation with writing ability. According to Lestari (2018:53), “Grammar and learning motivation are two important elements to perform communicative productive skill, especially writing”. Thus, the writer concluded that the higher the level of sentence building and the higher motivation in learning, it might be automatically the higher the level of someone to be able to write.

Based on the description above, the results of this study concluded that students’ writing ability is supported, influenced, and very closely related to their learning motivation and sentence building. The students who are motivated in learning will have a good sentence building and writing ability. With high learning motivation and good sentence building, the students might easily make a good writing.

## CONCLUSION

Based on the result, the writer drew some conclusion as follows:

1. There is a significant and strong correlation between students’ learning motivation and their writing ability at the eighth grade of MTS Negeri 1 Bandar Lampung in 2021/2022. It means that their writing ability will increase as if they have high motivation in learning English.
2. There is a significant and strong correlation between students’ sentence building and their writing ability at the eighth grade of MTS Negeri 1 Bandar Lampung in 2021/2022. It means that their writing ability will increase as if

- they have good sentence building mastery.
3. There is a significant and strong correlation between students' learning motivation and their sentence building at the eighth grade of MTS Negeri 1 Bandar Lampung in 2021/2022. It means that their sentence building will increase as if they have high motivation in learning English.
  4. There is a significant and strong correlation between students' learning motivation and their sentence building with their writing ability at the eighth grade of MTS Negeri 1 Bandar Lampung in 2021/2022. It means that their writing ability will increase as if they have high motivation in learning English and have good sentence building mastery.

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