The Correlation of Writing Competency Using Indonesian Sentence Structure and Achievement Motivation on Class Student Learning Outcomes XII

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Abstract. The problem in this research is the correlation between writing competence using Indonesian sentence structures and achievement motivation on the learning outcomes of class XII students at MA Al-Hidayah Teluk Panji, Kampung Rakyat District for the 2023-2024 academic year. This research aims to determine the correlation between writing competence using Indonesian sentence structures and achievement motivation together on the learning outcomes of class XII students at MA Al-Hidayah Teluk Panji, Kampung Rakyat District for the 2023-2024 academic year. The method used in this research is a descriptive method with correlation analysis techniques. The population in this study was all class The instruments used in data collection were tests and questionnaires. Tests are used to obtain data about the ability to use sentence structure and write exposition, and questionnaires are used to obtain data about students' achievement motivation. The results of the research show that there is a relationship between the ability to use sentence structure and achievement motivation together on the learning outcomes of class XII students at MA Al-Hidayah Teluk Panji at a significance level of 5%. Compared with the assessment criteria that have been proposed previously, it turns out that the tcount test value is greater than the ttable, so the Ha hypothesis is accepted. Thus, the ability to use sentence structure also has a relationship in writing expositions and student achievement motivation has a relationship in writing expositions in class XII students at MA Al-Hidayah Teluk Panji, Kampung Rakyat District, the academic year 2023-2024.

Keywords: Correlation, Writing Competence, Sentence Structure, Learning Outcomes

I. INTRODUCTION

Education is needed by humans to improve the quality of life, realize themselves in accordance with the stages of developmental tasks optimally so as to reach a certain level of maturity, and have the ability in science and piety. Based on the National Education System Law No. 20 of 2003 article 3, it is stated: National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative and independent, become democratic and responsible citizens.

Education is an important part of human life that also distinguishes humans from other creatures. Education has an important role for students in facing the development and development of the nation and state. The most important activity in education is learning. Learning can be interpreted as a process of activities that make cognitive and motor changes through interaction. Learning can also be interpreted as a process of changing behavior. In terms of psychology, individual differences are caused by various aspects either directly or indirectly arising from students. These aspects are; cognitive (knowledge), affective (ability), and psychomotor (abilities), and psychomotor (skills), not to forget also including intelligence, interests, talents and socio-economic conditions (Winkel, 2009: 57).

Learning is a very important role in education because it determines the results that will be achieved by students. According to Hadiwinarto (2009: 55), the term learning achievement is more appropriate for learning outcomes that achieve very good grades or very high scores. According to Iswanti (in Yulistian, 2013: 12), learning outcomes are the results that a person achieves after going through the learning process, in this case the student's learning outcomes are limited to exposition writing material. Student learning outcomes will be maximally achieved if accompanied by hard work. The hard work intended is the effort to learn to get good results and what is expected by the students themselves. Hard work is part of achievement motivation and is one of the factors that influence student learning outcomes.

Achievement motivation is the driving force to achieve the highest possible level of learning achievement for the sake of expectations for himself (Rahman, 2007: 41). Someone who has achievement motivation tends to always try to achieve what is desired despite experiencing obstacles and difficulties in achieving it. The drive for achievement in students is needed to be able to generate enthusiasm in students in achieving the desired achievement targets or standards. This drive for achievement is also called achievement motivation. Achievement motivation is needed for students to be able to achieve according to existing demands. Achievement motivation affects individual learning outcomes.

Achievement motivation according to McClelland and Atkinson (in Djaali, 2011: 102) is a person's struggle to achieve success or choose an activity oriented towards the goal of success or failure. This achievement motivation is needed by students to achieve the desired academic standards. Mobilizing learning motivation can encourage optimal learning achievement. Even though students have high talents and interests, if they are not accompanied by learning motivation, learning achievement is not optimal and vice versa. It could also be that students who have high intelligence may fail due to lack of motivation. So motivation has an important role in learning activities because motivation is the energy that moves and directs a person.

Based on this, it is clear that achievement motivation is a major factor in obtaining good results, because with the drive to achieve, the learning results that will be obtained will be more satisfying. In addition to the achievement motivation factor, another factor that is no less important and affects the learning outcomes of students' exposition writing is the ability to use Indonesian sentence structure.

The ability to use sentence structure in Indonesian is a type of ability that students need to have, especially at the high school level. This ability is the key that can facilitate students to communicate effectively. In writing, high school students as a result of the formal education process need to be equipped with the ability to master good and correct Indonesian sentence structure. This is an asset to continue education to a higher level as well as a provision for living in society. In relation to language teaching in secondary schools, the Merdeka Curriculum seeks the deployment of a curriculum that clearly leads to the development of students' language skills. Knowledge and mastery of language in the sense of internalization. Language structure in all levels of language is always associated with fostering communication skills, both orally and in writing. The forms of communication and their structure must be in accordance with the grammatical rules in the language system concerned, and every language user must master this.

The author quotes an expert who says that a sentence is a collection of words that expresses a thought or idea to clarify the meaning of the sentence: "A sentence is a collection of words that supports a complete understanding and is marked by reading" (Keraf, 2002: 40). Meanwhile, according to Ramlan (2001: 27), a sentence is a grammatical unit delimited by a long pause accompanied by a final tone that goes up and down.

Thus, we can conclude that a sentence is a linguistic unit of two or more words containing complete thoughts with a final intonation pattern. The relationship of words to words in the formation of phrases (groups of words) and the relationship of phrases to other phrases in the formation of clauses, as well as the relationship of clauses to sentences is often discussed in syntax.

From the above description we can see that sentences are one of the problems discussed in syntactic research. Therefore, before continuing, the author will quote the opinion of linguists who propose the following definition of a sentence. Parera (2002; 14) says that "a maximum linguistic form that is not part of another larger linguistic form and is characterized by a final silence that determines the end of the form is a sentence".

From the explanation given by the linguists above, we can see that a sentence is a language utterance characterized by segmental elements, supra-segmental has a meaning and is in a certain situation. Segmental elements are words, phrases or clauses. Suprasegmental elements are features of prosody or intonation. Full meaning is an expression that can be understood by others in a given situation.

Sentences in everyday use play an important role in communication. Sentences can also describe the expression of a person's soul, and sentences can also convey knowledge to others. From the definitions of some of the sentences quoted above and from the examples, it can be concluded that a sentence is a grammatical unit delimited by a long pause accompanied by a falling or rising final tone. In written language, a sentence begins with a capital letter, ends with a period, question mark, exclamation mark, and may contain a space, comma, colon, semicolon, or a pair of short hyphens. This means that a sentence is a perfect linguistic form. Every sentence has constituent parts. The combination of phrase elements forms a sentence that contains meaning.

The subject is the element that performs a work action in a sentence. The predicate is the element of the verb. Object is the element that is subjected to work by the subject. A description can be a description of time or place during the event. Complement is an element that completes a sentence without an object. Example: Sister cried bitterly.

According to Kuntjono (2002: 234) a sentence is the smallest unit of language that expresses a complete thought, either by oral or written means. In spoken form, sentences are pronounced with a soft rising and falling voice, interrupted by pauses, and ended with a final intonation followed by a silence that prevents the fusion or assimilation of sounds or other phonological processes. In written form, sentences begin with a capital letter and end with a full stop (.), question mark (?), or exclamation mark (!); and they may include punctuation marks such as commas (,), colons (:), dashes (-), and spaces. The full stop, question mark, and exclamation mark in the written form correspond to the final intonation in the spoken form while the space following them represents silence. Other punctuation marks are equivalent to pauses. From some of the opinions above, it can be concluded that a sentence is a grammatical unit that forms the meaning of a sentence.

Meaning is an integral part of semantics and is always attached to whatever we say. The definition of meaning itself is very diverse. Pateda (2001:79) argues that the term meaning is confusing words and terms. The meaning is always integrated in the speech of words and sentences. According to Ullman (in Pateda, 2001:82), meaning is the relationship between meaning and understanding. In this case, Ferdinand de Saussure (in Chaer, 2008: 286) reveals the notion of meaning as an understanding or concept that is owned or contained in a linguistic sign. In the Dictionary of Linguistics, the notion of meaning is elaborated into:

a. The intention of the speaker;
b. The effect of language application in the use of human or human group perception or behavior;
c. Relationships in the sense of equivalence or incongruence between language or between utterances and all the things they indicate, and
d. How to use language symbols (Kridalaksana, 2001: 132).

Bloomfied (in Wahab, 2005: 40) argues that meaning is a form of language that must be analyzed within the limits of the important elements of the situation in which the speaker speaks. Related to this, Aminuddin (2006: 50) argues that meaning is the relationship between language and external language that is mutually agreed upon by language users so that they can be mutually understood. From the understanding of the linguists above, it can be said that the boundaries of meaning are very difficult to determine because each language user has different abilities and perspectives in interpreting an utterance or word.

There are four aspects of meaning in semantics according to Pateda (2001: 92), namely:

Understanding is also called theme. This understanding can be achieved if the speaker and his interlocutor or between the writer and the reader have the same language used or agreed upon. Lyons (in Pateda, 2001: 92) says that sense is a system of relationships that are different from other words in the vocabulary.

The aspect of meaning related to the value of feeling is related to the speaker's attitude towards the thing being discussed. In other words, the value of feeling related to meaning is words related to feelings, both related to encouragement and judgment. So, every word has a meaning related to the value of taste and every word has a meaning related to feelings.

The aspect of tone meaning according to Shipley (in Pateda, 2001: 94). is the speaker's attitude towards the interlocutor. The aspect of tone is also related to the aspect of meaning that is worth feeling. In other words, the relationship between the speaker and the listener will determine the attitude reflected in the words used.

The aspect of intention according to Shipley (in Pateda, 2001: 95) is the intention of happy or unhappy, the effect of hard work carried out. The intention can be declarative, imperative, narrative, pedagogical, persuasive, recreational or political. These aspects of meaning certainly have an influence on the types of meaning that exist in semantics. Below we will explain how the aspects of meaning in semantics are related to the types of meaning in semantics.

Emotive meaning according to Sipley (in Pateda, 2001: 101) is the meaning that arises due to the speaker's reaction or the speaker's attitude about or towards something that is thought or felt. Exemplified by the word buffalo in the sentence Thou buffalo, the word certainly causes bad feelings for the listener. In other words, the word buffalo has an emotional meaning. The word buffalo is associated with the attitude or behavior of being lazy, slow, and is considered an insult. The intended person or listener will certainly feel humiliated or uncomfortable. For people who hear this as something that is addressed to them, it will certainly cause a sense of wanting to fight back. Thus, emotive meaning is the meaning in a word or sentence that can cause the listener emotions and this is clearly related to feelings. Emotive meanings in Indonesian tend to refer to things or meanings that are positive and usually arise as a result of changes in society's values.

Connotative meaning is different from emotive meaning because connotative meaning tends to be negative, while emotive meaning is positive meaning (Djajasudarma, 2005: 9). Connotative meanings arise as a result of our emotional associations with what is said or heard. For example, in the sentence Anita became the village flower. The word nunga in the sentence does not mean a flower in the garden but rather an idol in her village as a result of her physical condition or beauty. The word flower added with one of the physical or social psychological elements that can be associated with a special position in society can create a negative meaning.

Cognitive meaning is the meaning indicated by its reference, the meaning of language elements that are closely related to the world outside the language, objects or ideas, and can be explained based on the analysis of its components (Pateda, 2001: 109). The word tree means a plant that has a trunk and leaves with a tall, large and sturdy shape. This is what is meant by cognitive meaning because it is more with the intention of the mind.

Referent according to Palmer (in Pateda, 2001: 125) is the relationship between linguistic elements in the form of words, sentences and the world of nonlinguistic experience. Referent or reference can be interpreted in the form of objects, events, processes or reality. A referent is something that is pointed to by a symbol. Referential meaning implies about the meaning that directly points to something, either objects, symptoms, reality, events or processes.

Referential meaning according to the description above can be interpreted as meaning that is directly related to the reference pointed to by the word or utterance. It can also be said that referential meaning is the meaning of language elements that are closely related to the world outside the language, either in the form of concrete objects or ideas that can be explained through component analysis.

Pictorial meaning according to Shipley (in Pateda, 2001: 122) is the meaning that arises due to the image of the listener or reader of the word heard or read. Pictorial meaning confronts humans with the reality of feelings that arise because of the understanding of the meaning of words that are spoken or written, for example the word latrine, listeners or readers will imagine things related to things related to latrines, such as smelly conditions, dirt, disgust, and even nausea.

The definition of motivation includes all conditions of psychological processes such as needs, drives, interests, or intelligence which are usually referred to as motives. Motivation is the structure of various motives that arise. Nasution (2003: 76) states that motivation is all the power that encourages someone to do something. Here it is explained that motivation has a very big influence on a person's actions or actions because something or the impetus generated by the motive is tied to a goal.

Furthermore, Wijaya (2001: 79) states that motivation is a process to activate motives into actions or behaviors and regulate actions or behaviors that satisfy needs or become goals. This opinion explains that motivation will provide encouragement and activate and regulate motives into behavior or actions according to the desired object, where the object can satisfy needs. Maslow (in Arianto, 2000: 11) states that motivation is behavior aroused and directed by certain needs. These needs motivate behavior. The above opinion can be explained that behavior or actions will arise according to the existing motivation, the possibility of behavior or action is directed according to the desired needs.

Menurat Mc. Donald (in Sadirman, 2003: 73) that motivation is a change in energy in a person characterized by the emergence of feelings and preceded by a response to a goal. Furthermore, Mc. Donald suggests that motivation contains 2 important elements, namely:

a. Because it involves changes in human energy (although motivation arises from within humans). Its appearance will involve human physical activity.
b. Motivation is characterized by the emergence of a person's feeling/feeling, and afeki. In this case motivation is relevant to psychological, affectionate and emotional issues that can determine the response to an action, namely the goal.

The term achievement motivation is a combination of the two terms "motivation" and "achievement" which form a unity of meaning and interpretation. Heckhausen (in Fatchurrochman, 2011: 7) suggests that achievement motivation is an effort to improve personal skills as high as possible in all activities using a measure of excellence as a comparison. Mc-Clelland (in Maryanti, 2007: 11) suggests that achievement motivation is related to the desire or desire of individuals to do everything as well as possible, not to obtain social awards or achievements but to achieve inner satisfaction within themselves. Winkel (in Maryanti, 2007: 11) states that achievement motivation is the driving force within a person to achieve success and involve themselves in activities, where success depends on personal effort and abilities.

Meanwhile, according to Rahman (2007: 41) motivation is one of the psychological aspects that encourages individuals to choose, carry out, and direct their activities. The stronger a person's motivation, the more likely he is to successfully carry out an activity or task. Slavin (in Rahman, 2007:40) defines motivation as "Internal process that activates, guides, and maintains behaviors over time". Atkinson and Feather (in Valentino, 2007: 14) describe the theory of achievement motivation based on behavioral indicators of someone who has achievement motivation, namely the tendency to achieve, the possibility of hope for success, perceptions in assessing tasks, and a drive to excel or succeed in their field or learning tasks by having a strong belief in themselves, the desire to be able to overcome failure in order to achieve success or success.

Purwanto (2003: 72) states that motivation refers to a process of influencing an individual's choices towards various forms of desired activities. Furthermore, Purwanto (2003: 73) states that the purpose of motivation is to move or arouse someone so that his desire and willingness to do something can get results or achieve certain goals. From this description, it can be concluded that motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. A strong impulse in human dui will arise if the human being has a great interest in the activity that is being engaged in.

Motivation can include various things according to the desired object, such as motivation in learning. The existence of learning motivation in a person, that person will arise the desire to try on his own with the strength and courage to show his behavior and actions to solve the problems faced in each of his learning activities. The existence of high achievement motivation in students is a requirement so that students are encouraged by their own abilities to overcome the various learning difficulties they face, and furthermore students will be able to learn on their own. So what is meant by achievement motivation is the internal state of an individual that encourages him to achieve (Setiawan, 2009: 11).

From the description above, it can be concluded that achievement motivation is an effort to improve personal skills as high as possible in all activities by using a measure of excellence as a comparison, and achievement motivation is used as a driving force in a person to gain success and involve himself in activities, where success depends on personal effort and abilities he has.

One of the goals of students attending school is to achieve maximum learning results according to their abilities. Someone who has done a job certainly expects to get a result from his activities. Suprijono (2010:7) states that learning outcomes are changes in overall behavior not just one aspect of human potential. This means that the learning outcomes categorized by education experts as mentioned above are not seen fragmentarily or separately but comprehensively.

Hakim (2010: 7) states that learning is "A process of change within humans and these changes are manifested in the form of an increase in the quality and quantity of behavior such as: increased skills, knowledge, attitudes, habits, understanding, thinking power, abilities, and others. According to Sudjana (2008: 23-28) learning outcomes are the result of changes in behavior which include three cognitive domains consisting of: knowledge, understanding, application, analysis, synthesis, and evaluation. According to Syah (2008: 192) achievement is the result of learning that includes all psychological domains that change as a result of students' learning experiences and processes. According to Witherington (2003: 155) achievement is the result that individuals achieve through efforts that are experienced directly and are skill activities in certain situations.

According to Sukmadinata (2003: 102) achievement is a learning outcome that is an emphasis on the potential skills or capacities that a person has, while the indication can be seen from his behavior, both behavior in the form of knowledge, thinking skills, and motor skills. According to Sardiman (2009: 22) in general, learning can also be said to be an interaction between the human self (id-ego-super ego) and its environment, which may take the form of a person, fact, concept or theory. In

this case, it means that the interaction process is: (a) the process of internalization of something into the learning self; (b) carried out actively, with all five senses playing a role.

According to what is stated in the Education Unit Level Curriculum (KTSP), learning is carried out with a mastery learning approach, while the assessment applies a continuous assessment system that covers 3 aspects, namely cognitive, psychomotor and affective aspects (Sagala, 2006: 23). Furthermore, it is clarified by Sagala (2006: 23) that in general learning outcomes can be grouped into three domains, namely: cognitive, psychomotor, and affective domains. Explicitly, these three domains cannot be separated from one another. Every teaching subject always contains these three domains, but the emphasis is always different.

According to Sudjana (2008: 22) learning outcomes are the abilities that students have after they receive their learning experience. Furthermore, Kingsley divides three kinds of learning outcomes, namely: (a) skills and habits; (b) knowledge and understanding; (c) attitudes and ideals.

Hamalik in Suprayetno (2010: 56) states that learning outcomes are results achieved through learning actions. This means that learning and learning outcomes are two things that cannot be separated, because learning outcomes will be achieved through the efforts made in learning itself. The learning outcomes referred to in this case are student learning outcomes through the tests given.

With the end of a learning process, students get a learning outcome. Learning consists of two words, namely results and learning. Results are the result of what is caused by a process of activity. Meanwhile, learning is a series of activities to obtain changes in behavior as a result of individual observations in interaction with the environment.

For teachers, learning outcomes are taken into consideration to find out how useful the learning methods that have been used are. If a model used by the teacher does not encourage satisfactory learning achievement, the teacher should change the method or combine it with other compatible models. Teachers must be able to attract students' interest in learning so that their learning outcomes improve. Therefore, the teacher is responsible for the teaching and learning process. If the learning outcomes obtained by students are optimal, it means that the teacher has carried out the teaching and learning process accordingly. From the several opinions above, the researcher concludes that learning outcomes are the results or level of ability that students have achieved after participating in the teaching and learning process within a certain time in the form of changes in behavior, skills and knowledge and then will be measured and assessed which are then realized in numbers or statements.

II. METHODS

What is meant by research design is all the processes necessary in planning and conducting research. In another sense, research design is only about data collection and analysis (Nazir, 2003: 99). The research design used in the research used in this research is descriptive correlation research design. The purpose of descriptive research is research that tries to solve actual problems that exist at the present time.

The author uses this method because the author wants to find the relationship between the three variables in this study. In summary, the research procedure is described as follows:
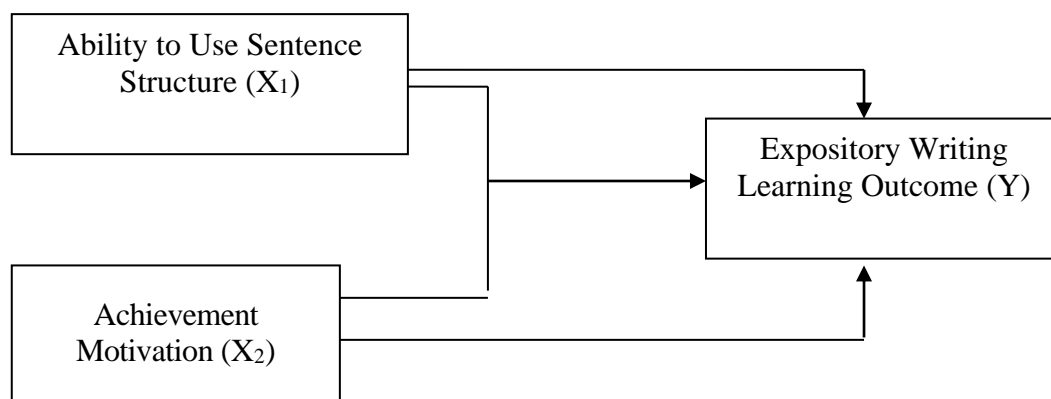

Fig 1. Research Framework

Population is the whole that is equipped with the characteristics of the problem to be studied, so that a study must be clear about the research population (Arikunto, 2006: 105). Based on this description, the population in this study were all XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 school year, totaling 75 students.

The sample is a representative of the population. The selected sample must be a representative representative of the population. Because the purpose of the investigation is to find generalizations that apply in general, a portion of the population can be taken. This is in accordance with the opinion of Arikunto (2006: 107) who says, "For just ancer-ancer, then if the subject

is less than 100 people, it is better to take all, the research is population research. Furthermore, if the subject is large, it can be taken between 10-15 or 20-25% or more "

Based on the above opinion, the sample in this study is class XII MA Al-Hidayah Teluk Panji students of Kampung Rakyat District in the 2023-2024 learning year, totaling 75 people who are taken as a whole, so this research is population research. To prove the hypothesis that has been previously set, data is needed. To get this data, a tool is needed that is used to collect the data. The tool is called a research instrument. The instrument used in this study is a questionnaire, which is to collect data on student achievement motivation by using a list of questions (questionnaire) or a list of entries for the object under study. The assessment of the questionnaire given to respondents (sample) refers to the Likert Scale. The test used in this study is a multiple choice test used to obtain data on the level of ability to use Indonesian sentence structure, while the essay test is used to obtain data on the ability to write expositions.

Validity test is a measure that shows the levels of validity or validity of an instrument (Arikunto, 2006: 144). An instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied precisely. The high and low validity of the instrument shows the extent to which the collected data does not deviate from the description of the intended validity. The method used in testing the level of validity is with internal variables, namely testing whether there is a match between parts of the instrument as a whole. To measure it using item analysis. Measurement on item analysis is by means of existing scores then correlated using the product moment correlation formula proposed by Pearson (in Arikunto, 2006: 146).

Instrument items are considered valid if the correlation coefficient (r count)> r critical (0.30) (Sugiyono and Wibowo, 2004: 225). With assessment:
1. The value of r = +1 or close to 1, then the correlation between X and Y is said to be positive and very strong.
2. The value of r = -1 or close to -1, then the correlation between X and Y is said to be strong and negative.
3. The value of r = 0 or close to 0, then the relationship between the two variables is very weak or there is no relationship at all.

Reliability is an instrument that can be trusted enough to be used as a data collection tool because the instrument is good (Arikunto, 2006: 154). In this study, to find the reliability of the instrument using the alpha α formula, because the instrument in this study is in the form of a questionnaire or list of questions whose score is a range between 1-5 and the validity test uses total items, where to find the reliability of instruments whose scores are not 1 and 0, for example a questionnaire or question form description, then use the alpha α formula:

Reliability is the extent to which the results of a measurement can be trusted, meaning that if in several measurements of the same group the results are relatively the same (Azwar, 2000: 3). In this study, the reliability test was carried out using the Cronbach Alpha Formula technique and by using the SPSS 18.0 for windows program.

In general, reliability in the range of 0.00 to 0.20 is not good, > 0.20 to 0.40 is somewhat good, > 0.40 to 0.60 is quite good, > 0.60 to 0.80 is good, and in the range of > 0.80 to 1.00 is considered good. (Santoso, 2001: 227). Test Level of Difficulty A good test is not too easy and not too difficult. The number that indicates the difficulty or ease of a question is called the difficulty index.

Data collection is a very decisive stage in a study. Errors in collecting data will cause inaccurate research data which will cause the conclusions made will experience errors. For this reason, data collection requires careful and thorough planning.

The steps taken by the author in collecting this data are:
1. Researchers asked the principal's permission to carry out research at the school
2. After obtaining permission, the researcher entered the classroom
3. Researchers explained to students about the material to be studied
4. After the researcher distributes test questionnaires to be filled in by students
5. After the students finished, then the researcher collected the student answer sheets to be analyzed and scored.

The data analysis technique was carried out using the following steps to describe the data, descriptive statistics were used by displaying the frequency distribution and histogram of each variable studied. After being depicted in the frequency distribution table and histogram, the average score (M) was calculated. The Analysis Requirement Test is taken because this research is correlational (relationship), for that the data to be correlated must be normally distributed between variable X and variable Y showing linear symptoms.

III. RESULTS AND DISCUSSION

After the learning process was carried out, the researchers distributed tests to all students who were sampled in this study. After the questions were answered by the students, the researchers collected their answer sheets for analysis. In processing the data, the two test results are as follows: For the achievement motivation data, a questionnaire with a total of 40 items was used, and for the test of ability to use sentence structure, an objective-shaped test with 40 questions was used. After being tested on 40 students, it turned out that there were 10 invalid questionnaire items of achievement motivation, so that only 30 questionnaire items were used in this study, as well as the test of ability to use sentence structure, there were 15 invalid items, so the test used in this study was only 25 items.

The results of the calculation are expressed in the form of an assessment score, so the highest score is 22 and the lowest is 9. From the data above, the frequency distribution of the X2 variable can be determined as follows:

Tabel 1. FREQUENCY DISTRIBUTION OF SCORES ON THE ABILITY TO USE SENTENCE STRUCTURE

No	Class Interval	Freq	Percentage
1	9 – 10	1	1.67%
2	11 – 12	2	3.33%
3	13 – 14	5	8.33%
4	15 – 16	6	10.00%
5	17 – 18	23	38.34%
6	19 – 20	15	25.00%
7	21 – 22	8	13.33%
Total		**60**	**100.00%**

Based on the data in the frequency distribution table of the ability to use sentence structure scores, it can be concluded that the highest score obtained by students is in the interval class 17-18, namely 23 students (38.34%), and in the interval class 19-20, namely 15 students (25. 00%), in the interval class 21-22, namely 8 students (13.33%), in the interval class 15-16, namely 6 students (10.00%), in the interval class 13-14, namely 5 students (8.33%), in the interval class 11-12, namely 2 students (3.33%) while the smallest score is in the interval class 9-10, namely 1 student (1.67%).

The results of the calculation are expressed in the form of an assessment score, so the highest score is 93 and the lowest is 62. From the data above, the frequency distribution of variable X1 can be determined as follows:

Tabel 2. FREQUENCY DISTRIBUTION OF ACHIEVEMENT MOTIVATION SCORES

No	Class Interval	Freq	Percentage
1	89 – 93	6	10.00%
2	85 – 88	6	10.00%
3	81 – 84	22	36.67%
4	77 – 80	8	13.33%
5	73 – 76	10	16.67%
6	69 – 72	5	8.33%
7	65 – 68	1	1.67%
8	61 – 64	2	3.33%
Total		**60**	**100.00%**

Based on the data in the frequency distribution table of students' achievement motivation scores, it can be concluded that the highest score obtained by students is in the interval class 81-84, namely 22 students (36.67%), and in the interval class 73-76, namely 10 students (16.67%), in the interval class 77-80, namely 8 students (13. 33%), in the interval classes 89-93 and 85-88, namely 6 students (10.00%) each, in the interval class 69-72, namely 5 students (8.33%), in the interval class 61-64, namely 2 students (3.33%) while the smallest score is in the interval class 65-68, namely 1 student (1.67%).

The results of the calculation are expressed in the form of an assessment score, so the highest score is 95 and the lowest is 60. From the data above, the frequency distribution of variable Y can be determined as follows:

Tabel 3. FREQUENCY DISTRIBUTION LIST OF EXPOSITION WRITING SCORES

No	Class Interval	Freq	Percentage
1	60 – 65	18	30.00%
2	70 – 75	26	43.33%
3	80 – 85	10	16.67%
4	90 – 95	6	10.00%
Total		**60**	**100.00%**

Based on the data in the frequency distribution table of students' exposition writing scores, it can be concluded that the highest score obtained by students is in the 70-75 interval class, namely 26 students (43.33%), and in the 60-65 interval class, namely 18 students (30.00%), in the 80-85 interval class, namely 10 students (16.67%), while the smallest score is in the 90-95 interval class, namely 6 students (10.00%).

Before testing the research hypothesis is carried out in statistical analysis, it is necessary to test the prerequisites of the analysis, namely the normality test (estimated error) and the regression line linearity test. One of the analytical requirements that must be met in order to use regression analysis is the normal distribution of data and each variable. Presentation of data normality results is made in tabular form (can be seen in the appendix). The normality test can be calculated using the Chi-Quadrat formula. The data from each variable is said to be normal if the Lcount value is greater and the Ltable value at the 5% significance level. The following will present a summary of the normality test analysis of each research variable. Further calculations can be seen in the attachment.

The normality test for student achievement motivation data obtained an Lcount value of 0.1168 and an Ltable value with df = 60 of 0.140 at the 5% significance level. So from these results, the Lcount value is greater than the Ltabel value, namely 0.1168> 0.140 at the 5% significance level. Thus it can be concluded that the data on student achievement motivation variables are normally distributed at the 5% significance level. Then the data on the ability to use sentence structure variables obtained

the Lcount value of 0.1364 while the Ltabel value with df = 60 was obtained at 0.140 at the 5% significance level. So the results of the analysis show that the Lcount value is greater than the Ltabel value, namely 0.1364> 0.140 at the 5% significance level. Thus it can be concluded that the data on the ability to use sentence structure variables are normally distributed. Data on exposition writing variables obtained the Lcount value of 0.1288 and the Ltabel value with df = 60 was obtained at 0.140 at the 5% significance level. So the Lcount value is greater than the Ltabel value, namely 0.1288> 0.140 at the 5% significance level. Thus it can be concluded that the exposition writing variable data is also normally distributed. In testing linearity, it is carried out between the independent variable and the dependent variable in the regression equation. In this study, the variable of ability to use sentence structure with exposition writing variable and achievement motivation variable with exposition writing variable. The results of the analysis are as follows:

The calculation result for the variable of ability to use sentence structure (X1) with exposition writing variable (Y) obtained Fhitung = 3.72. The price of Fhitung is consulted with Ftabel, obtained Ftabel (16:58) at a significant level of 95% ($\square$ = 0.05) is 1.83. This result shows that 3.72 > 1.83 or Fcount > Ftable. Thus it can be concluded that the regression equation $\hat{Y}$ = 77.84 - 0.27 X1 is linear at a significant level of 95% ($\square$ = 0.05).

The calculation result for achievement motivation variable (X2) with exposition writing variable (Y) obtained Fhitung = 3.69. The price of Fhitung is consulted with Ftabel, obtained Ftabel (16:58) at a significant level of 95% ($\square$ = 0.05) is 1.83. This result shows that 3.69 > 1.83 or Fcount > Ftable. Thus it can be concluded that the regression equation $\hat{Y}$ = 86.32 - 0.25 X2 is linear at a significant level of 95% ($\square$ = 0.05). The results of the linearity test between the independent variables and the dependent variable in this study are as in the following table:

Tabel 4. REGRESSION LINE LINEARITY ANALYSIS RESULTS

No	Correlation	F_{count}	P_{differ}	Regression Line
1	X_1 with Y	3.72	1.83	Linier
2	X_2 with Y	3.69	1.83	Linier

Testing the analysis requirements shows that the scores of each research variable have met the requirements for further statistical testing. Before hypothesis testing, a correlation analysis was conducted between the single independent variable and the dependent variable. The correlation analysis was calculated based on the Product Moment ramus, then continued with the t-test to prove the significance of the relationship between the independent variable and the dependent variable in this study. The magnitude of the correlation coefficient between variables is shown in the table below:

Tabel 5. CORRELATION COEFFICIENT BETWEEN VARIABLES

Variabel	R_{count}	r_{tabel}
X_1 and Y	0.778	0.226
X_2 and Y	0.562	0.266

From the table above, it can be seen that there is a correlation coefficient between the ability to use sentence structure and writing exposition of 0.778. The correlation coefficient between achievement motivation and exposition writing is 0.562. Further analysis of testing each hypothesis in this study is described below:

1.There is a correlation between the level of ability to use Indonesian sentence structure and the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat Subdistrict in the 2023-2024 learning year.

Based on the calculation of the correlation between the variable ability to use sentence structure and the variable of writing student exposition, the correlation coefficient is r = 0.778. Furthermore, the t test obtained the value of tcount = 9.26. Then compared to see the t table based on db = 60, the t table = 1.671 at the 5% significance level. Because the value of tcount> ttable, namely 9.26> 1.671, the null hypothesis is rejected or the alternative hypothesis is accepted. This means that the research hypothesis which reads "There is a correlation between the level of ability to use Indonesian sentence structure on the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year" is accepted at the 5% significance level.

The coefficient of determination is the square of the correlation coefficient between the independent variable and the dependent variable. In this case, the coefficient of determination between the variable ability to use sentence structure and the exposition writing variable is obtained at r = 0.6052. This means that 60.52% of students' exposition writing variable can be explained by the ability to use sentence structure variable. The regression line equation between the variable of ability to use sentence structure and the variable of students' exposition writing is $\hat{Y}$ = 77.84 - 0.27 X1.

2.There is a correlation between achievement motivation and the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year.

Based on the calculation of the correlation between the achievement motivation variable and the student exposition writing variable, the correlation coefficient is r = 0.562. Furthermore, the t test obtained the value of tcount = 5.07. Then by looking at the table based on db = 60, the t table = 1.671 at the 5% significance level is obtained. Because the tcount> ttable value is 5.07> 1.671, the alternative hypothesis is accepted. This means that there is a correlation between achievement motivation and the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year at the 5% significance level.

The coefficient of determination is the square of the correlation coefficient between the independent variable and the dependent variable. In this case, the coefficient of determination between the achievement motivation variable and exposition writing is obtained at r = 0.3158. This means that 31.58% of students' exposition writing variables can be explained by their achievement motivation variables. The regression line equation between the achievement motivation variable and the exposition writing variable is $\hat{Y} = 86.32 - 0.25 X2$.

3.There is a correlation between the level of ability to use Indonesian sentence structure and achievement motivation together with the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year.

Based on the calculation of the correlation between the achievement motivation variable and the ability to use sentence structure together with the student exposition writing variable, the correlation coefficient is r = 0.474. Then by looking at the table based on db = 60, the t table = 3.17 is obtained at the 5% significance level. Because the tcount> ttable value is 8> 3.17, the null hypothesis is rejected or the alternative hypothesis is accepted. This means that the research hypothesis which reads "there is a correlation between the level of ability to use Indonesian sentence structure and achievement motivation together on the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year" is accepted at the 5% significance level.

The coefficient of determination is the square and correlation coefficient between the independent variable and the dependent variable. In this case, the coefficient of determination between the variables of achievement motivation and the ability to use sentence structure together in writing student expositions is obtained at r2 = 0.2246. This means that 22.46% of students' exposition writing variables can be explained by the variables of achievement motivation and ability to use sentence structure together. The equation of the linear regression line between the exposition writing variable and the achievement motivation variable and the ability to use sentence structure together is $\hat{Y} = 87.42 - 0.25 X1 - 0.27 X2$.

Partial correlation intends to see the pure relationship between the independent variable and the dependent variable when other variables are controlled. The results of the partial correlation analysis in this study are as in the table below:

Tabel 6. PARTIAL CORRELATION ANALYSIS

Correlation	Koef. Correlation Parsial	Price t$_{count}$	Price t$_{tabel}$ (5%)
$X_{12}Y$	0.847	11.91	1.671
	0.713	7.59	1.671

The results above show that the partial relationship between the variable ability to use sentence structure and student exposition writing, when the achievement motivation variable is controlled, a partial correlation coefficient of 0.847 is obtained. Then the tcount value is obtained at 11.91 and the ttable with df = 60 is obtained at 1.671. Because the tcount is greater than the ttable, namely 11.91> 1.671, this means that the relationship between the ability to use sentence structure and student exposition writing is very significant when the achievement motivation variable is controlled at the 5% significance level.

The relationship between achievement motivation variables and exposition writing, when the ability to use sentence structure variables are controlled, obtained a partial correlation coefficient of 0.713. Furthermore, the meaning of the partial relationship was tested with the t test, and the tcount was 7.59 while the ttable with df = 60 was obtained at 1.671 for a significance level of 5%. Because the tcount> ttable is 7.59> 1.671, the relationship between achievement motivation and exposition writing means when the variable ability to use sentence structure is controlled at the 5% significance level.

From the research results, it turns out that there is a relationship between achievement motivation and student exposition writing. From these results, it proves that the ability to use sentence structure is good enough to improve students' exposition writing, especially in class XII MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year. Furthermore, the ability to use student sentence structure has a significant relationship with student exposition writing.

Based on the description of the data and the level of data tendency in this study, it was found that in general the data on the ability to use the sentence structure of students belonged to the good enough category. From this result, it is expected that the ability to use the sentence structure of students can still be improved, at least it can be maintained, so that their exposition writing can be maintained and even better. Then from the results of the analysis of the achievement motivation data of class XII MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year is also still classified in the sufficient category. From this data, student achievement motivation should still need to be improved. Increased achievement motivation will result in increased student exposition writing.

The results of the research found in general there is a positive and meaningful relationship between the independent variable and the dependent variable. The independent variables in this study are achievement motivation and ability to use sentence structure while the dependent variable is students' exposition writing. The results of these findings in detail are presented below:

a. The ability to use sentence structure has a significant relationship with students' exposition writing. This conclusion is obtained from the results of the calculation, namely the value of rcount = 0.778 at the 5% alpha level.

b. Achievement motivation has a significant relationship with students' exposition writing. This conclusion is obtained from the results of the calculation, namely the rcount value = 0.562 at the 5% alpha level.

c. The ability to use sentence structure and achievement motivation together have a significant relationship with students' exposition writing. This conclusion is obtained from the results of the calculation, namely the value of rcount = 0.474 at the 5% alpha level.

From the results of the analysis of the relationship between the variables of ability to use sentence structure and achievement motivation with exposition writing variables, it can be seen that the relationship between the ability to use sentence structure is greater than achievement motivation in writing expositions. This may be due to the fact that the ability to use sentence structure has a greater role in improving the ability to write an exposition than the student's achievement motivation. However, in principle, achievement motivation and the ability to use sentence structure combined (together) in class XII MA Al-Hidayah Teluk Panji students of Kampung Rakyat District in the 2023-2024 learning year will result in better exposition writing than only one of these variables.

IV. CONCLUSIONS

Based on the results of data processing and analysis and hypothesis testing, it can be concluded that the correlation between the level of ability to use Indonesian sentence structure on the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat District in the 2023-2024 learning year is 0.778 at the 5% alpha level. The correlation of achievement motivation to the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat Subdistrict in the 2023-2024 learning year is 0.562 at the 5% alpha level. The correlation between the level of ability to use Indonesian sentence structure and achievement motivation together on the learning outcomes of XII grade students of MA Al-Hidayah Teluk Panji, Kampung Rakyat Subdistrict in the 2023-2024 learning year is 0.474 at the 5% alpha level.

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