The Correlation Between Knowledge of Sentence Structure, Reading Habits, and Reasoning Ability with Essay Writing Skills

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This study determined a direct positive correlation between sentence structure knowledge with writing essay proficiency and a direct positive correlation between reading habits with writing essay proficiency. There was also found to be a direct positive correlation between reasoning ability with writing essay proficiency, a direct positive correlation between sentence structure knowledge and ability reasoning, and a direct positive correlation between reading habits and reasoning abilities in Grade VI Elementary School students in Bengkulu Tengah. This research used a survey method with a path analysis technique. The population of this study is an affordable population, which focuses on class VI students in 15 elementary schools in Bengkulu Tengah. This includes first semester of academic year 2018/2019 with 330 students. Of these 330 students, there were 190 female students and 140 male students with an average age of 11-12 years. The sample of this study is all members of the population. Data collection was performed using a questionnaire and test. The results of the study concluded that knowledge of sentence structure is positively correlated directly with writing essay proficiency, reading habits correlate directly positively with writing essay proficiency. In addition, reasoning ability is positively correlated directly with writing essay skills, sentence structure knowledge is positively correlated directly with reasoning ability. Reading habits correlate directly and positively with the ability of reasoning. Therefore knowledge of sentence structure, reading habits, and reasoning ability with writing proficiency has a significant positive correlation.

Keywords: *Sentence Structure, Reading Habits, Reasoning Ability, Writing Skills.*

Introduction

Writing skills, as a part of developing communicative competence, is a process of applying written language aspects based on the context of real communication (Novelti et al, 2019). In connection with this statement, Nurhadi (2017, p. 21) explains that communicative competence in learning writing skills including aspects, writing conventions, the ability to choose and use vocabulary, using the conversion of applicable written languages, having schemata to support the delivery of ideas, pouring ideas in writing, being able to organise ideas in a unified whole and able to apply it. In their research, Furey, et al. (2017: 563) and Mustafa (2015: 37) both support writing skills as necessary to emphasise knowledge at sentence level conventions including syntax. Silawati (2019, p.84), Purba (2017, p. 235), and Okari (2016, p. 345), found in their research that many mistakes made when writing are in terms of writing and grammar, especially the choice of sentence structure. It was also found that reading can be an important factor in the development of writing skills.

Thus, it can be stated that someone who has knowledge of sentence structure will be able to read a discourse in each sentence with the reasoning that their writing skills will be better. Therefore, mastery of the structure of language will have an impact on the fluency of one's language (Kristiawan et al, 2016; Hamdani et al, 2017; Kristiawan, 2013; Yuliana et al, 2014; Sari et al, 2015).

The ability in language correlates with other components and is associated with writing activities. According to Smalley (2006, p. 10) before writing, a person undertakes reading activities first. There is a correlation between reading habits and writing skills (Maula, 2015, p. 35). Situmorang, et al. (2015, p. 145) and Ambarwati (2015, p. 450) found in their research that reading habits are related to the ability to write positive narrative essays. This means that if students improve their reading habits, the ability of students to write essays will also increase. A person who is skilled in writing is required to have the structure of sentences and use the mind to direct the sources of ideas and the ability of reasoning in the reading.

According to Zinsser (2015, p. 8) to express ideas in the form of someone's writing, reasoning abilities are needed so that the work produced in written form is easily understood by the reader. Saputra (2018, p. 608) found a correlation between reasoning ability and writing ability. Orderly thinking behaviour will direct students to convey messages, ideas, and feelings systematically and can be suspected in writing activities.

Language as a means of thinking (reasoning), Rosita (2014, p. 36) explains that reasoning is an activity of thinking (reasoning). Every thought activity (reasoning) carried out by someone will utilise the means of language. According to Sadiq (2014, p. 25) reasoning is a thought process that seeks to connect facts or known facts to a conclusion. So, language is a

reasoning medium to express what we think, both oral and written. Suriasumantri (2009, p. 225) found that the ability of reasoning and sentence structure knowledge has an important function in the ability to use language correctly, both oral and written. Reading activities are complex activities because reading activities are activities of thinking and reasoning (Priyanti, Endah Tri, and Nurhadi, 2017, p. 10). Learning to read must be focused on the ability to think and reason independently, to find a variety of approaches and strategies in remembering, processing, and finding messages in the text being read.

Previous studies have only examined the correlation of language structure with writing ability and the correlation between reading habits and writing ability. For this reason, the researchers have chosen this project.

The formulation of the questions of this research are: (1) does the sentence structure knowledge correlate positively with writing essay proficiency? (2) does the reading habit correlate directly with writing essay skills? (4) does sentence structure knowledge have a direct positive correlation with reasoning ability? (5) does reading habit have a direct positive correlation with reasoning ability?

The research aims to find out if: (1) sentence structure knowledge is positively correlated directly to writing essay proficiency, (2) reading habits are positively correlated directly to essay writing skills, (3) reasoning ability is positively correlated directly to writing essay proficiency, (4) the structure of knowledge in sentences are positively correlated directly with students' reasoning abilities, (5) reading habits are positively correlated directly to students reasoning abilities.

The theoretical and practical use of this research will make a very significant contribution to the study of language teaching, especially the study of teaching writing skills for elementary school students. The results of this study are expected to be useful for 1) Elementary school students in Bengkulu Tengah Regency. 2) Primary school teachers as necessary input in designing and managing teaching and learning. 3) Educational institutions, school leaders, and other policymakers.

Methods

This research uses a quantitative survey research method with a path analysis technique. According to Sugiyono (2010, p. 6) the survey method is used to gain data from a particular place that is natural (not artificial), the researcher collects data to distribute questionnaires and tests (treatment is not like an experiment). Path analysis is used to determine which of the several paths that adequately connects one variable with another variable (Emzir, 2010, p. 50).

The study was conducted in 15 public elementary schools under the auspices of the Education and Youth Office of Central Bengkulu Regency. The time for conducting the research starts from the approval of the proposal to the creation of the research report for 18 months, from January 2018 to June 2019. The steps in the research include the preparation, testing of research instruments, data collection, data processing or analysis, and writing the research report in the form of a dissertation.

The population in this study was an affordable population, namely Grade VI students in 15 Elementary Schools in Bengkulu Tengah Regency Semester I of 2018/2019 Academic Year, totalling 330 students. The samples in this study were all affordable populations.

The sampling technique in this study is a total sampling. Total sampling is a sampling of all members of the population used as samples (Arikunto, 2006, p. 120). Data collection techniques using tools such as tests and questionnaires were used. The questionnaire is used to measure students' reading habits. According to Riduwan (2015, p. 26) a questionnaire is a list of questions given to others willing to respond in accordance with user requests. In compiling this questionnaire, the researcher used a Likert scale in the form of positive and negative statements. According to Djiwandono (2008,p. 89) ability tests are intended to evaluate the level of ability of a person in one field or ability without associating with a learning program. The test used to measure the knowledge of sentence structure (X_1), and reasoning ability (X_3) in the form of an objective, assessing an objective test is given a value of 0 for students to answer incorrectly and a value of 1 for students to answer correctly. For the assessment of writing skills (Y) directly assess student essays.

The techniques used to obtain research data is a descriptive analysis and inferential analysis. Descriptive analysis is used to present data, central size, and size of the spread. Presentation of data in the form of a list of data, distribution of data. The central size changes in mean, median, and mode. The size of the spread is in the form of variances and standard deviations. The inferential analysis is used to test the research hypothesis by using path analysis before the data is analysed first, the analysis requirements are carried out, namely linearity test, regression analysis and correlation. Test For regression and correlation analysis using the SPSS 2.0 Program tool.

Results and Discussion

The data obtained in the field is processed and has gone through various tests that are required to be followed by path analysis. The following is a summary of the Linear Regression Significance Test and Correlation Coefficient.

Table 1. Summary Tests of Linear Regression Significance and Correlation Coefficient

Dk	Equation	Regression Test			Conclusion
		F_{count}	F_{table}		
			0,01	0,05	
Y with X_1	$Y = 70{,}403 + 0{,}499X_1$	$89{,}36^{**}$	6,81	3,87	Significant / Linear Regression
Y with X_2	$Y = 63{,}980 + 0{,}165X_2$	$62{,}108^{**}$	6,81	3, 87	Significant / Linear Regression
Y with X_3	$Y = 69{,}084 + 0{,}59X_3$	$115{,}172^{**}$	6,81	3, 87	Significant / Linear Regression
X_3 with X_1	$X_3 = 9{,}640 + 0{,}319X_1$	$43{,}948^{**}$	6,81	3, 87	Significant / Linear Regression
X_3 with X_2	$X_3 = 5{,}601 + 0{,}105X_2$	$17{,}467^{**}$	6,81	3, 87	Significant / Linear Regression

Based on the calculation results of the inferential analysis the results of the path analysis test are as follows:

Figure 1: Variable Correlation Model
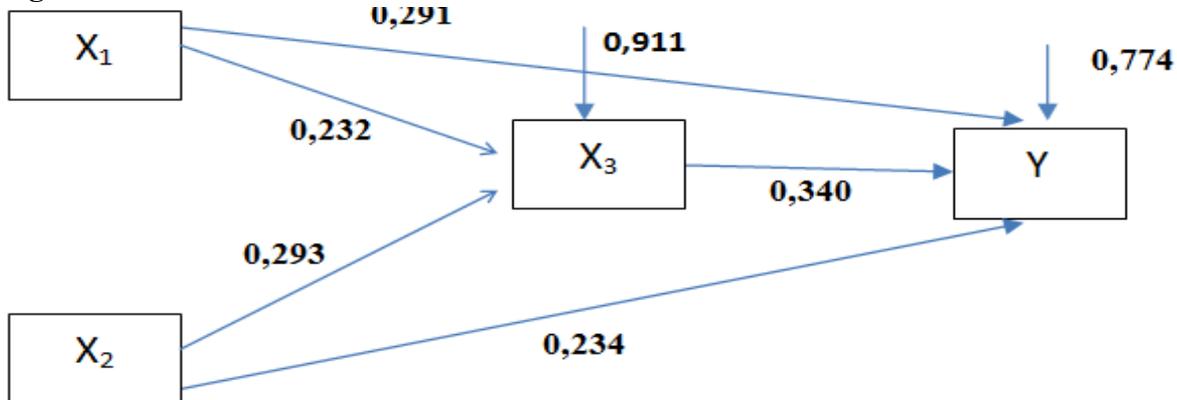
From the picture above can be read the knowledge of sentence structure (X_1) is positively correlated directly with writing essay proficiency (Y), with a path coefficient of 0.291, tcount 9.397, the value of the table for $\alpha = 0.05$ of 1.976. Because the value of t is greater than the table value, H_0 is rejected and H_1 is accepted. Reading habit (X_2) is positively correlated directly with writing essay proficiency (Y) with a path coefficient value of 0.234 and a value of 7.881 while the ttable value for $\alpha = 0.05$ of 1.976, because the value of tcount is greater than the ttable value then H_0 is rejected and H_1 be accepted. Reasoning ability (X_3) is positively correlated directly with writing essay proficiency (Y), with a path coefficient value of 0.340 and tcount = 210.37 while the ttable value for $\alpha = 0.05$ of 1.976. Because the value of t is greater than the table value, Ho is rejected and Hi is accepted. Knowledge of sentence

structure (X_1) is positively correlated directly with reasoning ability (X_3), with path coefficient values of 0.232 and tcount of 6.29. Because the value of t is greater than the table value Ho is rejected and Hi is accepted. Reading habit (X_2) has a direct positive correlation with reasoning ability (X_3), with a path coefficient value of 0.293 and a value of 5.613 while a ttable value for α = 0.05 of 1.976. Because the value of t is greater than the table value Ho is rejected and Hi is accepted.

Based on the results of data analysis which had been conducted previously using the Microsoft Excel program and SPSS, as well as from the interpretation of hypothesis testing all were accepted. This finding implies that, in general, there is a correlation between knowledge of sentence structure, reading habits, and reasoning ability with the ability to write essays in Grade VI students of Primary Schools in Bengkulu Tengah Regency. This means that the knowledge of sentence structure will improve reading habits which becomes a necessity if reading habits have become needs will increase the ability of reasoning . If the reasoning has increased, it is easy to compile ideas in written form, so that it has an impact on one's writing skills. The results of the analysis and testing of the hypothesis will be discussed and described as follows.

The first finding of this research is that knowledge of sentence structure has a direct positive correlation with writing essay proficiency. As explained by Broto (1980, p. 1), the skills compose language or compose writing. That is, writing skills are skills in compiling the symbols of writing as the pouring of ideas or messages. Writing skills embody writing in accordance with the desired rules and formulations and contents of ideas. Furthermore, Khusna (2013, p. 46) explains the structure of sentence supports the ability to write because of the ability to use writing techniques and elements of language and the ability of a person to convey messages through the interaction of thoughts and experiences in writing. According to Hasani (2016, p. 1573) writing skills are the most complex abilities compared to others. When writing, one must have indirect communication skills, language structure, writing techniques, and the ability to extract ideas from the text. The complexity of writing activities requires systematic and orderly thinking which must be mastered by students and which will eventually become a way of their behaviour.

The findings of this study are in line with Ningling (2015, p. 132) which found that understanding sentence structure is highly correlative for writers in understanding the structural meaning of each pattern and then increasing their training activities by giving them different contexts and reminding them to avoid correlations and native language teaching. Different choices of verbs convert the reader's attention to different active agents. From the results of this study, it can be stated that the sentence structure knowledge plays a very large role in the ability to write essays. Interventions that target these basic skills are needed because underdeveloped sentence construction skills hinder writing skills. Furey, et al. (2017,

p. 563) also explains that to support writing skills, it is necessary to emphasise knowledge on sentence-level conventions including syntax and mechanics. Interventions that target these basic skills are needed because underdeveloped sentence construction skills hinder writing skills.

The second finding is that reading habits correlate with writing skills. Atmazaki (2006, p. 14) explains that a person's reading habits will be able to correlate with his ability to compose or write an essay because with a good level of reading habits, a person will get used to studying and examining the storyline in an essay. Furthermore, Smalley et al. (2006, p. 10) explains that before writing someone does the reading activity first, what has been read will be used in writing activities. This is in line with the opinion of Situmorang, et al. (2015, p. 47) andMustika (2016, p. 67) who found that reading habits have a large correlation with writing skills. The attitude of reading habits of each individual is not only from the individual, but from other aspects, such as the availability of privately-owned books, in the school environment, library, parent support, peers, teachers, and regional libraries. Likewise, in writing skills, students are not only from the individual, such as from the teacher's encouragement to write, parents, and peers. In this case, the student's reading habits could be due to coercion from parents not from the will of the students themselves, so that in its application the students find it difficult to develop more vocabulary development and are good at writing skills.

The third finding in this study is that reasoning ability is correlated with essay writing skills. According to Keraf (1997, p. 4) there is an important basis on which to write the first issue of reasoning, namely, how to formulate correct opinions as a result of a thought process to frame facts to an acceptable conclusion. Furthermore, Keraf said about some reasoning patterns, reasoning ability is needed in rationalising or compiling technical elements of writing so that it becomes compact and convincing and specifically needed in realising the integrated aspects of language to make it more coherent and logical through written media. Furthermore, Sadiq (2004, p. 6) explains that reasoning is an activity, a process or activity of thinking to draw conclusions or make a new statement that is true based on several statements whose truth has been proven or assumed previously. Furthermore, Sadiq explains reasoning as a thought process that seeks to connect known facts to a conclusion. According to Akhadiah, et al. (1992, p. 41) writing is a process of reasoning. To write about a topic we must think, connect various facts, compare, and so on.

The results of this study are in line with the opinion of Tarigan (2016,p. 123) who explains that the aspect of understanding the pattern of reasoning has a significant relationship with the proficiency of writing persuasive paragraphs. If students do not understand the pattern of reasoning, students will not be able to pour out their ideas in writing essays, meaning that the results of the writing they create will not be perfect. Therefore, to write, students must

understand the pattern of reasoning first, because the process of reasoning activities to find the truth of the evidence in the thought that has been assumed then someone can write well. Furthermore, Nuryani (2016, p. 245) in his research explained aspects of thinking and aspects of personally behaviour, in particular, can be developed through learning to write. This can happen because in the writing process there is a process of representing thoughts and personal experiences that are processed based on the author's imagination. Through writing students learn ways to develop ideas, select, and arrange them, find appropriate ways to express them, evaluate, and revise what they have written.

In testing the fourth hypothesis, sentence structure knowledge correlates with the ability of reasoning. According to Syafi'ie (1988, p. 157-169) that reasoning power in an article by paying attention to sentence structure with characteristics: (1) the reasoning language has a marker (indicator), (3) the structure of reasoning has a clear path, (4) supported by relevant evidence, (5) avoiding faulty reasoning (fallacy), meaning that good reasoning must involve thinking that is valid, correct, and true. Suriasumantri (2009 p. 225) found in research that the ability of reasoning and sentence structure knowledge has an important function in the ability to use language correctly, both oral and written.

The fifth finding in the research is that reading habits correlate with reasoning abilities. These findings are in line with Ramadhi and Pemadi (2015,p. 5) explaining that thinking and reasoning are mental activities that cannot be separated from the entire reading process. Ramadhi and Permdi further said that someone who is doing reading activities always involves types of reasoning. According to Priyatni, et al. (2017,p. 24) reading is an activity of thinking and reasoning that involves activities: recognising, interpreting, evaluating, reasoning, and even solving various problems so that the involvement of reasoning power is very dominant. Furthermore, Priyatni said that someone who is reading always involves his reasoning power. This finding is also in line with the results of Wahyuni's (2009,p. 124) research which states that to increase reasoning power (broad thinking) and morality, children inevitably need to be instilled with a fondness for reading.

Conclusion

1. Knowledge of sentence structure is positively correlated directly with writing essay proficiency. Thus, knowledge of sentence structure is significantly correlated with the quality of students' writing proficiency.
2. Reading habits are positively correlated directly with writing skills. Thus, reading habits are significantly correlated with the quality of writing skills written by students.
3. Reasoning ability is positively correlated directly with writing essay proficiency. Thus, reasoning ability is significantly correlated with the quality of students' writing proficiency.

4.   Knowledge of sentence structure is positively correlated directly with reasoning ability. Thus, knowledge of sentence structure is significantly correlated with the quality of students' reasoning abilities.

5.   Reading habits are positively correlated directly with reasoning abilities. Thus, the habit of reading correlates with the ability of reasoning.

Suggestion

1.   Students should improve their sentence structure knowledge, reading habits both reading textbooks and non-textbooks, newspapers, and magazines, both at home, at school, and in the library. the quantity or amount of reading that is read and understood is a key factor for the success of someone to understand the contents of the reading. Therefore, the type of materials that students read should be related to science and the like, so that the material read is useful for the future. Students should also always utilises the ability of reasoning at every opportunity and formal situation both in learning, contests such as writing essay competitions, and other competitions so that the reasoning process always develops well to improve writing skills, especially writing skills.

2.   Class teachers who also teach Indonesian language content in elementary school levels should develop teaching materials to increase sentence structure knowledge. With these teaching materials, students can improve their reading habits so that they can utilise various dimensions of student reasoning in carrying out learning. Utilisation of these various dimensions of reasoning should be directed at reasoning activities for the development of essay writing skills.

3.   For related institutions such as the Department of Education, Youth, and Sports, it should provide facilities and opportunities for teachers and students in improving the ability to write essays.

4.   Further research should be conducted with a broader scope that examines a variety of variables that have not been studied that can be correlated with the writing skills of the essay.

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