

## The Correlation of Effective Sentence and Paragraph Mastery with Narrative Writing Ability in Class V Students of SD Negeri 5 Marang South Pesisir District of West Pesisir in Academic Year 2018/2019

Rusmidawati<sup>1</sup>, Surastina<sup>3</sup>, Akhmad Sutiyono<sup>3</sup>, Tri Riya Anggraini<sup>4</sup>

<sup>1,2,3,4</sup>STKIP PGRI Bandar Lampung

\*rusmidawati7@gmail.com

**Abstract:** This research about the correlation of effective sentence and paragraph mastery with narrative writing ability in class v students of SDN 5 marang south pesisir district of west pesisir in academic year 2018/2019. This problem is deemed necessary to be investigated because students' mastery of effective sentences, paragraph mastery, and narrative writing skills is still low. The description and problem solving in the research are expected to be useful for students of SD Negeri 5 Marang, Pesisir Selatan District, Pesisir Barat Regency. This research uses the correlational method, namely to find out and describe the relationship between research variables. The goal is to make a description of the facts and characteristics of the population so that it can lead to a conclusion about the problem under study. The data collection technique used is the test technique. The test technique used to collect research data on vocabulary mastery and paragraph knowledge is by using multiple-choice objective tests. Meanwhile, to collect data on the ability to compose a narrative is a performance test. The results of the study show that: (1) there is a positive and significant relationship between effective sentence mastery and the ability to compose narratives, with a correlation coefficient of  $r_{y1} = 0.782$ , and a regression equation =  $45,097 + 0.389 X_1$ , (2) there is a positive and significant relationship between paragraph mastery and ability to compose narrative, with coefficient  $r_{y2} = 0.775$  and regression equation =  $49,583 + 0.347X_2$  and (3) there is a relationship between mastery of effective sentences and paragraphs with ability to compose narratives together with correlation coefficient  $r_{y 1.2} = 0.786$  and regression equation =  $18,831 + 0.391X_1 + 0.349X_2$ .

**Keywords:** effective sentences, paragraphs, writing narrative essays

### INTRODUCTION

As one of the language skills, writing is a complex skill. Mastery of spelling, vocabulary, sentence structure, and paragraphs is an absolute must for writers. Therefore, the writing produced by the author is writing that is

easily understood by the reader. The sentences he uses are structured in composing them. Effective mastery of students' sentences also determines the achievement of ideas / ideas to others.

Writing a narrative is a whole series of activities for a person to express ideas and convey through written language to his readers to be understood. According to Surayin (2001:215) composing a narrative is compiling and writing a story, guided by the framework of the essay so that it can produce a systematic essay directed and get good results. Meanwhile, according to Finoza (2008:228), writing is the work of assembling words, sentences, and paragraphs to describe or expand certain topics and themes in order to obtain the final result in the form of an essay.

An effective sentence is a sentence that can represent the ideas of the speaker or writer and can accept the meaning/meaning and purpose as intended by the author/speaker (Singgih et al, 2018). Rohmadi (2009: 92) says that an effective sentence is a sentence that shows that the delivery process by the speaker or writer and the reception process by the listener or reader takes place perfectly so that the content or intent conveyed by the speaker or writer is fully illustrated in the minds of the listener or reader defines an effective sentence as a sentence that can express the idea of its use appropriately and can be understood correctly as well (Lestari, 2018). The requirements for effective sentences are clarity of sentence ideas, cohesiveness of sentence elements, accuracy in their formation, and variations in their composition.

In this regard, Keraf (2003:49) argues that paragraphs are a variety of written language which is the core of pouring ideas into an essay. In addition, Tarigan (2009:45) paragraph is a collection of sentences that are arranged logically and sequentially (systematically). Generally, paragraphs consist of a main sentence, a developing sentence, and an explanatory sentence. Therefore, a paragraph contains one unit of thought that is supported by all the sentences in the paragraph; starting from the introduction sentence, topic sentence, explanatory sentences, to the closing sentence. Based on this research, the writer can assume that having good paragraph knowledge, students will be able to compose a series of sentences that meet the requirements for completeness, unity, regularity, and coherence in the reports they make.

Based on the documentation of student scores, it is known that the Minimum Completeness Criteria (KKM) for Basic Competencies (KD) related to writing at SD Negeri 5 Marang, Pesisir Selatan District, Pesisir Barat Regency is 67. Students are said to be complete in these Basic Competencies if the student gets a score of approximately 67 In fact, of the 65 students who completed these basic competencies in the even semester of 2018/2019, only 30 students or only 45.5%. The overall average score is only 64, 20%. This fact

shows that classically, all classes have not reached the KKM set at SD Negeri 5 Marang, Pesisir Selatan District, Pesisir Barat Regency because classically it is declared complete when approximately 75% of students have passed.

Based on the background of problem above, the writer interested to do the research “the correlation of effective sentence and paragraph mastery with narrative writing ability in class v students of SDN 5 marang south pesisir district of west pesisir in academic year 2018/2019”.

## METHOD

This research uses the correlational method, meaning that data is collected after all the events in question have taken place. The goal is to make a description of the facts and characteristics of the population so that it can lead to a conclusion about the problem under study (Wicaksono, 2007). The population in this study was the fifth grade students of State Elementary School 5 Marang, Pesisir Selatan District with a total of 40 students and became the research sample. The sampling technique used was total sampling technique.

## RESULTS AND DISCUSSION

### Results

The data description of each research variable can be explained in full as follows. Description of Effective Sentence Mastery, Paragraph and Narrative Writing Ability

**Table 1. Statistics**

	Effective Sentence Mastery	Paragraph Mastery	Narrative Writing Ability
N Valid	40	40	40
Missing	0	0	0
Mean	78.2500	74.7000	75.5250
Median	78.5000	74.5000	75.0000
Mode	84.00	65.00 <sup>a</sup>	75.006
Std. Deviation	6.51527	7.60971	6.42506
Variance	42.449	57.908	41.281
Minimum	63.00	62.00	62.00
Maximum	92.00	90.00	91.00
Sum	3130.00	2988.00	3021.00

To find out whether the data taken has a normal distribution or not, the data must be tested first.

**Table 2. Research Data Normality Test Results**

	Kolmogrov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Effective Sentence	.118	40	.175	.959	40	.152
Paragraph	.112	40	.200*	.962	40	.195

Narrative essay	.109	40	.200*	.971	40	387
-----------------	------	----	-------	------	----	-----

Based on the results of data processing, the relationship between the variable mastery of effective sentences (X1), with the variable ability to compose narratives (Y), the variable mastery of paragraphs (X2) with the ability to compose narratives (Y), and the variable mastery of effective sentences (X1) and the variable paragraphs (X2), with the ability to compose a narrative (Y), showing a very good linearity relationship.

**Table 3. Linearity of Research Variables**

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig
EFFECTIVE SENTENCES Between (combined)	774.500	19	40.763	.925	.566
TA * Group Linearity	257.404	1	257.404	5.843	0.25
NARRATIVE Deviation from	517.096	18	28.728	.652	.817
ESSAY Linearity	881.000	20	44.050		
Whithin Groups	1655.500	39			
Total					
PARAGRAPH Between (Combined)	1186.650	19	62.445	1.165	.368
Linearity	382.072	1	382.072	7.130	0.15
NARRATIVE Deviation from	804.578	18	44.699	.834	.648
ESSAY Linearity	1071.750	20	53.588		
Whithin Groups	2258.400	39			
Total					

## Discussion

Based on the calculation results of hypothesis testing, namely the first, second, and third hypotheses, it turned out that all of them were significant. This means that this research has succeeded in showing the relationship between effective sentence mastery (X1) and narrative writing ability (Y), paragraph mastery (X2) and narrative writing ability (Y). In addition, this study has also proven that the mastery of effective sentences (X1) and paragraphs (X2) has a very positive relationship with the ability to compose narratives (Y). The relationship between the independent variable and the dependent variable can be described briefly, as follows.

## Relationship between Effective Sentence Mastery and Narrative Writing Ability

The research data shows that there is a close relationship between effective sentence mastery and the ability to compose narratives,  $r$  count = 0.782 at level = 0.05  $r$  table = 0.304. The calculation answers the first hypothesis, namely that there is a significant relationship between effective sentence mastery and the ability to write narratives for fifth grade students at SD Negeri 5 Marang, Pesisir Selatan District, Pesisir Barat Regency. The

statement is based on the calculation results that  $r$  count is greater than  $r$  table. The correlation coefficient obtained is 0.782 which is very significant. The data shows the level of strength of a positive relationship between effective sentence mastery (X1) and narrative writing ability (Y). It can be said that the higher the mastery of effective sentences, the higher the ability to compose narratives.

The coefficient of determination is 0.612 or 61.2%. This calculation proves that the contribution of effective sentence mastery is 61.2%. It can also be explained through the regression equation =  $45,097 + 0.389 X1$ . Thus the regression equation model =  $45,097 + 0.389 X1$ . Statistically it is very significant (significant) because  $F$  count =  $7,738 > F$  table =  $4,10$ . By looking at the results obtained, the regression equation =  $45,097 + 0.389X1$  shows that every increase in the score of effective sentence mastery will cause an increase in the score of writing narrative ability by 0.389 at a constant 45,097.

Thus, the higher students' effective sentence mastery and paragraph mastery increases, there is a tendency for the ability to compose narratives to increase. This is in line with what Goyrs Keraf (2003:47) stated, the concept of language is to increase the knowledge of effective sentences that are mastered which allows students to form new constructions in an effort to form new concepts, such as composing narratives.

### **The Correlation between Paragraph Mastery and Narrative Writing Ability**

From the research data, it shows that there is a close relationship between paragraph mastery and the ability to compose narratives,  $r$  count = 0.775 at level = 0.05  $r$  table = 0.304. This also means that mastery of paragraphs contributes significantly to the ability to compose narratives.

The correlation coefficient obtained is 0.775 which is very significant. The data shows the level of strength of a positive relationship between paragraph mastery (X2) and the ability to compose narratives (Y). It is said that the higher the mastery of paragraph sentences, the higher the ability to compose narratives.

The coefficient of determination is 0.601 or 60.1%. This calculation proves that the contribution of paragraph mastery is 60.1%. It can also be explained through the regression equation =  $49,583 + 0.347X2$ . Thus the regression equation model =  $49,583 + 0.347 X2$ . Statistically it is very significant (significant), by looking at the results obtained, the regression equation =  $49,583 + 0.347X2$  shows that every increase in one paragraph mastery score will cause an increase in the narrative writing ability score of 0.347 at a constant 49,583.

Based on this, reject the null hypothesis ( $H_0$ ) and accept ( $H_1$ ), which

means that there is a positive and significant relationship between paragraph mastery and the ability to compose narratives. Reject the null hypothesis ( $H_0$ ) if  $r_{count} = 0$  ( $r_{table}$ ), meaning that there is no relationship between paragraph mastery and the ability to compose narratives. On the other hand, accept hypothesis 1 ( $H_1$ ) if  $r_{count} > 0$  ( $r_{table}$ ), meaning that there is a relationship between paragraph mastery and ability to compose narratives. Thus, the higher the students' paragraph mastery and the effective sentence mastery increases, there is a tendency for the ability to compose narratives to increase.

### **The Correlation of Effective Sentence and Paragraph Mastery with Narrative Writing Ability**

Based on the results of the research data analysis, it turns out that the relationship between the elements of the research has different levels of closeness, which is reflected in the following table.

**Table 4. Order of Closeness of Research Variable Relationships**

No	Correlation between variables	The magnitude of the correlation	Contribution percentage
1	X1 dengan Y	0,782	61,2%
2	X2 dengan Y	0,775	60,1%
3	X1, X2 dengan Y	0,786	61,8%

Information:

X1 = Effective Sentence Mastery

X2 = Paragraph

Y = Ability to compose narration

By looking at the research data above, it can be concluded that the mastery of effective sentences and paragraphs are important variables that need to be considered and developed in order to improve the ability to compose narratives for fifth grade students of SDN 5 Marang, South Pesisir, District of West Pesisir.

### **CONCLUSIONS**

Based on the calculation and study of the data that has been described in the previous chapter, the author concludes several things, as follows: 1) There is a significant relationship between effective sentence mastery and the ability to compose a narrative of 0.394 at a significant level of significance = 0.05 (5%). The variable skill of sentence mastery is effective in predicting or determining the magnitude of the variable of composing narrative ability by

61.2%. The regression model formed is a linear regression model where the value of  $sg = 0.000 < = 0.05$ . This means that the higher the effective sentence mastery, the better and correct the ability to compose narratives; 2) There is a significant relationship between paragraph mastery and the ability to compose narratives of 0 at the significant level of significance = 0.05 (5%). The skill of the paragraph variable in predicting or determining the magnitude of the narrative writing ability variable is 0.601 or 61.2%. The regression model formed is a linear regression model where the value of  $sg = 0.008 < = 0.05$ . This means that the better the mastery of paragraphs, the better and correct the ability to compose narratives; 3) There is a significant relationship between effective sentences and paragraphs with the ability to compose narratives of 0.786 at a significant level of significance = 0.05 (5%). The variable of effective sentence and paragraph mastery in predicting or determining the size of the narrative writing ability variable is 61.8%. The regression model formed is a linear regression model where the value of  $sg = 0.001 < = 0.05$ . That is, the more effective sentence mastery, and the better the paragraph mastery, the better and correct the ability to compose narratives. Thus, it can be concluded that mastery of sentences is effective, and good paragraphs together make a significant contribution to the ability to compose narratives. The contribution contributed by the variable mastery of effective sentences and paragraphs with the ability to compose narratives together is greater than the contribution contributed by the variables individually.

## REFERENCES

- Finoza, Lamudin. (2008). *Komposisi Bahasa Indonesia*. Jakarta: Diksi Insan Mulia.
- Keraf, Gorys. (2003). *Argumentasi dan Narasi*. Jakarta: PT Gramedia Pustaka Utama.
- Lestari, S. ., Surastina, S., Rachmasisca, F. M. ., & Hastomo, T. . (2018). The Correlation of Effective Sentence Mastery and Language Attitude with Students' Writing Summary Ability. *IJLHE: International Journal of Language, Humanities, and Education*, 1(2), 1-10.
- Singgih, M. ., Surastina, S., Hastuti, H., & Herlisya, D. . (2018). The Use of PUEBI in Exposition Compositions in 5th Grade Students of SDN 2 Gunung Terang Bandar Lampung. *IJLHE: International Journal of Language, Humanities, and Education*, 1(1), 53-60.
- Surayin. (2001). *Kamus besar Bahasa Indonesia*. Bandung: Yrama Widya.
- Tarigan, Djago. (2009). *Membina keterampilan Menulis Paragraf dan Pengembangannya*. Bandung: Angkasa.

Wicaksono, Andri. (2007). Kontribusi Minat Drama dan Membaca Pemahaman terhadap Kemampuan Menulis Naskah Siswa Kelas XI SMA Negeri 8 Yogyakarta. *Skripsi S1*. Yogyakarta: FBS UNY.

Wijana, I Dewa Putu dan Rohmadi, Muhammad. (2009). *Analisis Wacana. Pragmatik Kajian Teori dan Analisis*. Surakarta: Yuma Pustaka.