



## **The Correlation between Effective Sentence Mastery and Learning Activities with Writing Ability in The Elementary School Students**

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**Abstract:** This study aimed to determine the correlation between practical sentence mastery and learning activities with paragraph writing ability. The research method uses the correlation method. Data has collected after all the events in question directly. The technique used in collecting data is a test and questionnaire technique. The research data analysis technique uses a simple and multiple correlation coefficient statistical formulae. Based on the results of research conducted at SD 01 Ujung Gunung Ilir Menggala Tulang Bawang, it is known that learning activities and practical sentence mastery are very significant indicators and determinants of the ability to write paragraphs. It can be seen the results of the study show that the relationship between effective sentence mastery with the ability to write paragraphs can be seen from the value of the regression coefficient of 0.7599 or 75.99%. This value indicates that every 1 per cent increase in learning activity will increase the ability to write paragraphs by 75.99%, assuming other factors do not change. The relationship between effective sentence mastery and paragraph writing ability can be seen from the zero-order correlation coefficient of 0.8299 or 82.99%.

**Keywords:** effective sentence mastery, learning activities, writing ability

### **INTRODUCTION**

Writing paragraphs is a means of communicating between people. As social beings, humans tend to do all activities with each other. To carry out these activities, communication is needed. One of the communication tools is writing. Writing paragraphs is a form of expressing one's feelings which is a story. Human stories reveal things that are real or not materialized. Tarigan (2008:3) states that writing is a language skill used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In line with several expert opinions, Dalman (2012: 3) reveals that writing is a communication activity.

The paragraph is a collection of sentences arranged in a logical and sequential (systematic) way. Generally, sections consist of a maximum sentence, a developing sentence, and an explanatory sentence. Therefore, a paragraph contains one unit of thought supported by all the sections' sentences, starting from the introduction, topic, and descriptive sentences to the closing sentence. Finoza (2002) states an effective sentence is a sentence that can both accurately represent the ideas of the reader and listener according to the context so that the information conveyed can be understood logically, for that the structure must be correct, the choice of words must be accurate, have a logical relationship, and the spelling is correct. Sentences that can re-create ideas in listeners or readers, such as those in the minds of speakers or writers. Sentences prioritize the effectiveness of information so that the clarity of the sentence can be guaranteed.

According to Chaer (2003: 32), a sentence is a language unit that contains a complete "mind" or "mandate". It means that in the language unit called the sentence, there are (1) elements or parts that become the subject of conversation, which is often referred to as subject (S); (2) the element or part that becomes a "comment" about the subject, which is commonly called the predicate, which is commonly referred to as the object (O); and (4) elements or parts which constitute a further "explanation" of the predicate and subject, which are commonly referred to as descriptions (K). At least sentences in the official variety, both spoken and written, must have a subject (S) and a predicate (P). It is not a sentence if a statement does not have a subject and a predicate.

Writing is one of the language skills. Writing is always placed last in the division of language skills after listening, speaking, and reading skills. Although it is always written last, it does not mean that writing is an unimportant skill. Arifin and Tasai (2015) convey effective sentences are good sentences that can accurately represent the ideas of readers and listeners according to the context so that the information reported can be understood logically that the structure must be correct, the choice of words must be right, have a logical relationship, and the spelling is correct. But, Ihsan (2005: 53) argues effective sentences are sentences that are consciously arranged to achieve the information power desired by the author towards his readers. Effective sentences have the ability or power to re-create ideas in the minds of listeners or readers identical to what the speaker thinks.

Based on data from the pre-research activity, the researchers found that the low competence of students in the ability to write paragraphs also occurred in class V SDN 01 Ujung Gunung Ilir Kec. Menggala Bone Onions for the 2020/2021 Academic Year. The researchers suspect the cause of the low competence in writing paragraphs of fifth-grade students at SDN 01 Ujung

Gunung Ilir Kec. Menggala Tulang Bawang for the 2020/2021 academic year is that the teacher in delivering paragraph writing lessons has not mastered the use of appropriate, effective sentences that are theoretical, does not practice paragraph writing skills so that students feel bored, students are not invited to be actively involved in the learning process. Even when learning the ability to write paragraphs, the situation is very stiff, so students are not free and feel bored. This situation causes students to be uncomfortable in learning.

## **METHOD**

The method used in this research is the descriptive quantitative method because the variable scores in this study are numbers and are presented in tabulated form and use statistical analysis. This method can accurately describe and provide information about the problems found in the study (Siyoto & Sodik, 2015). In addition, the descriptive approach follows the nature of this research, namely to define the symptoms of variables and describe the correlation of the variables in this study.

## **RESULTS AND DISCUSSION**

### **RESULTS**

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

The first hypothesis states that there will be a significant relationship between effective sentences and the ability to write paragraphs. Only the correlation test will be used to determine the level of closeness of the relationship between effective sentences. The test is used to determine the level of closeness of the relationship between variables to complement each other and clarify the findings to be concluded. The regression equation shows the relationship between sentence structure and the ability to write paragraphs =  $18.232 + 0.495X_1$ . The significant test of the linearity of the regression equation is listed in the following table 1.

**Table 1. Regression Significance Test over  $X_1$**

<b>Source Variants</b>	<b>DK</b>	<b>JK</b>	<b>RJK</b>	<b>Sig</b>	<b>F<sub>count</sub></b>	<b>F<sub>tabel</sub></b>	
						<b>0,05</b>	<b>0,01</b>
Regression	1	2944,321	2944,321	-	58,197	4,06	7,24
(a) Residual	41	2074,283	50,592	0,00			
Total	42	5018,605	-	-	-	-	-

According to the results obtained in Table 1, the regression equation =  $18.232 + 0.495 X_1$  shows that every increase in one effective sentence score will cause an increase in the paragraph writing ability score of 0.495 at a constant 18.232.

Next, a simple correlation analysis was implemented. This simple correlation analysis was conducted to determine the strength of the

relationship between the predictor variable and the response variable. The strength of the relationship between effective sentences ( $X_1$ ) and the ability to write paragraphs ( $Y$ ) is shown by the correlation coefficient  $r = 0.766$ . The significant test of the correlation coefficient is listed in the following table.

**Table 2. Significance Test of Simple Correlation Coefficient Between  $X_1$  and  $Y$**

Correlation	Correlation Coefficient	Correlation Determination	Significance
$X_1$ and $Y$	0,766	0,587	0,000

Table 2 shows the test results are significant. The correlation coefficient shows that the null hypothesis is rejected because  $r_{count} = 0.766 > r_{table} = 0.301$ . It can be concluded that the correlation coefficient between effective sentences and the ability to write paragraphs of 0.766 is very significant. Thus, there is a positive relationship between effective sentences ( $X_1$ ) and the ability to write paragraphs ( $Y$ ). it can be seen that the higher the effective sentence level, the higher the student's paragraph writing ability. The coefficient of determination is  $(R_2) = (0.766)^2 = 0.587$  or 58.7%. It means that the effective sentence contribution ( $X_1$ ) is 58.7% to the ability to write paragraphs ( $Y$ ). it means the ability to write this paragraph can be improved by improving sentences in students because it has a contribution of 58.7%.

### **The Correlation of Learning Activities and Paragraph Writing Ability**

The second hypothesis states a significant relationship between learning activities ( $X_2$ ) and the ability to write paragraphs ( $Y$ ). Only a simple correlation test will be used to determine the level of closeness of the relationship between learning activities. The test is used to determine the level of closeness of the relationship between variables to complement each other and clarify the findings to be concluded. The regression equation shows the relationship between learning activities and the ability to write paragraphs =  $26,460 + 0.651X_2$ . The significant test of the linearity of the regression equation is listed in the following table 3.

**Table 3. Regression Significance Test over  $X_1$**

Source Variants	DK	JK	RJK	Sig	$F_{count}$	$F_{table}$ 0,05    0,01	
Regression	1	2198,234	2198,234	-	31,956	4,06	7,24
(a)	41	2820,362	68,789	0,00			
Residual							
Total	42	5018,605	-	-	-	-	-

According to the result in table 3 above, the regression equation =  $26.460 + 0.651, X_2$  shows that every increase in one learning activity score will cause an increase in the paragraph writing ability score of 0.651 at a constant 26,460. This simple correlation analysis was conducted to determine the

strength of the relationship between the predictor variable and the response variable. The strength of the relationship between learning activities ( $X_2$ ) and the ability to write paragraphs ( $Y$ ) is shown by the correlation coefficient  $r = 0.662$ . The significant test of the correlation coefficient is listed in the following table.

**Table 4. Significance Test of Simple Correlation Coefficient Between  $X_2$  and  $Y$**

Correlation	Correlation Coefficient	Correlation Determination	Significance
$X_2$ and $Y$	0,662	0,438	0,000

Based on Table 4 above, the test results are significant. The correlation coefficient shows that the null hypothesis is rejected because  $r_{count} = 0.662 > r_{table} = 0.301$ . It can be concluded that the correlation coefficient between learning activities and the ability to write paragraphs of 0.662 is very significant. Thus, there is a positive relationship between learning activities ( $X_2$ ) and the ability to write paragraphs ( $Y$ ). It can be concluded that the higher the activity level, the higher the students' paragraph writing ability. The coefficient of determination is  $(R_2) = (0.662)^2 = 0.438$  or 43.8%. This data proves the contribution of learning activities ( $X_2$ ) to the ability to write paragraphs ( $Y$ ) means the ability to write this paragraph can be improved through increased learning activities in students because it has a contribution of 43.48%.

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

The third hypothesis states that there is a significant relationship between effective sentence mastery ( $X_1$ ), learning activities ( $X_2$ ), and the ability to write paragraphs ( $Y$ ). The test used was to determine the close relationship between effective sentence mastery ( $X_1$ ) and learning activities ( $X_2$ ). A multiple correlation test was used with the ability to write paragraphs ( $Y$ ). The regression equation shows the relationship between effective sentences and learning activities With the ability to write paragraphs =  $10.207 + 0.373X_1 + 0.303 X_2$ . The significant test of the linearity of the regression equations is listed in the following table 5.

**Table 5. Regression Significance Test over  $X_1$  and  $X_2$**

Source Variants	DK	JK	RJK	Sig	F <sub>count</sub>	F <sub>table</sub>	
						0,05	0,01
Regression	2	3241,037	1620,518	-	36,466	4,06	7,24
(a)	40	1777,568	44,439	0,00			
Residual							
Total	42	5018,605	-	-	-	-	-

Based on table 5 above, the regression equation =  $10.207 + 0.373X_1 +$

0.303 of  $X_2$  shows that each increase in the score of effective sentences and learning activities will cause an increase in the paragraph writing ability score of 0.676 at a constant of 10.207. After the regression analysis was carried out, the next test was multiple correlation analysis. This multiple correlation analysis was conducted to determine the strength of the relationship between effective sentence mastery ( $X_1$ ) and learning activities ( $X_2$ ) with the ability to write paragraphs ( $Y$ ) indicated by the correlation coefficient  $r = 0.804$ . The significant test of the correlation coefficient is listed in the following table.

**Table 6 Significance Test of Multiple Correlation Coefficients Between  $X_1$ ,  $X_2$  and  $Y$**

Correlation	Correlation Coefficient	Correlation Determination	Significance
$X_1, X_2$ and $Y$	0,804	0,646	0,000

According to table 6 above, the test results are significant. The correlation coefficient shows that the null hypothesis is rejected because  $r_{\text{count}} = 0.804 > r_{\text{table}} = 0.301$ . It can be concluded that the correlation coefficient between learning activities and effective sentence mastery, and the ability to write paragraphs of 0.804 is significant. Thus, there is a positive relationship between effective sentence mastery ( $X_1$ ), learning activities ( $X_2$ ) and the ability to write paragraphs ( $Y$ ). It can be concluded that the higher the sentence level and effective sentence mastery, the higher the students' paragraph writing ability. The coefficient of determination is  $(R_2) = (0.804)^2 = 0.646$  or 64.6%. This data proves that the contribution of effective sentences and learning activities to the ability to write paragraphs is 64.6%. It shows that other factors that affect the ability to write paragraphs ( $Y$ ) of fifth-grade students at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year are 45.4%.

## **DISCUSSION**

### **The Correlation of Learning Activities and Paragraph Writing Ability**

The research data shows that there is a relationship between learning activities and the ability to write paragraphs,  $r_{\text{count}} = 0.766$  at level = 0.05  $r_{\text{table}} = 0.301$ . This findings answer the second hypothesis, which is a significant relationship between learning activities and the ability to write paragraphs for fifth-grade students at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year. This statement is based on calculations that the  $r_{\text{count}}$  is greater than the  $r_{\text{table}}$ . It means that learning activities make a real contribution to the ability to write paragraphs for fifth-grade elementary school students.

The correlation coefficient obtained is 0.766, which is very significant. The data shows the strength of a positive relationship between learning

activities ( $X_2$ ) and the ability to write paragraphs ( $Y$ ). It can be concluded that the higher the reading, the higher the students' paragraph writing ability. The value of the coefficient of determination is  $(R_2) = (0.766)^2 = 0.587$  or 58.7%. This finding proves that the contribution of learning activities to effective sentence mastery is 58.7%. can also be explained through the regression equation  $= 18.232 + 0.495$  of  $X_1$ . Thus, the regression equation model  $= 18.232 + 0.495X_1$  is statistically very significant (significant). According to the results obtained, the regression equation  $Y = 18.232 + 0.495$  of  $X_1$  shows that every increase in one learning activity score will cause an increase in the paragraph writing ability score of 0.495 at a constant 18.232.

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

The research data shows a relationship between effective sentence mastery and the ability to write paragraphs,  $r_{\text{count}} = 0.662$  at level  $= 0.05$  and  $r_{\text{table}} = 0.301$ . It answers the hypothesis, which is a significant relationship between effective sentence mastery and the ability to write paragraphs for fifth graders at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year. The statement is based on calculations that the  $r_{\text{count}}$  is greater than the  $r_{\text{table}}$ . It means the vocabulary mastery significantly contributes to the ability to compose descriptions of fifth-grade elementary school students, especially fifth-grade students of SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year.

Moreover, the correlation coefficient obtained is 0.662, which is very significant. The data shows the strength of a positive relationship between effective sentence mastery ( $X_1$ ) and the ability to write paragraphs ( $Y$ ). It can be concluded that the higher the effective sentence mastery, the higher the students' paragraph writing ability. The value of the coefficient of determination is  $(R_2) = (0.662)^2 = 0.438$  or 43.8%. This finding proves that the contribution of effective sentences to learning activities is 58.7%. It can also be explained through the regression equation  $= 26,460 + 0.651$  of  $X_2$ . Thus, the regression equation model  $Y 26,460 + 0.651$  of  $X_2$  shows every increase in the score of effective sentence mastery will cause an increase in the paragraph writing ability score of 0.651 at a constant 26,460.

Thus, the higher the mastery of effective sentences in students, the tendency for the ability to write paragraphs to increase. This statement is also in line with data from interviews with several students and several teachers regarding the causes of students' lack of enthusiasm in learning to write paragraphs, the cause of students' lack of interest and writing habits. The reasons can be concluded that the students' ability to write paragraphs is lacking because students' effective sentence mastery is also lacking. Second,

the students lack practice in writing paragraphs because they do not lack mastery of sentences. Third, the teacher pays less attention to individual differences in the implementation of learning. Learning success must also pay attention to individual differences. Naturally, students faced by teachers have differences in terms of thinking maturity, language skills, and intelligence levels.

The data shows that this research is in line with Kusmiyati & Prabawa's (2016) opinion, which states that students who have effective sentence mastery will be able to apply it in writing paragraphs. Students can write paragraphs effectively with high effective sentence mastery. Student results in writing paragraphs will be higher if students have a good mastery of effective sentences. It shows that the ability to write paragraphs will be better if students master vocabulary well. In other words, if the effective sentence mastery is high, the students' paragraph writing skills will be better.

Thus, the conclusion that can be drawn from the results of this study is that effective sentence mastery is one of the critical variables that need attention to improve the paragraph writing skills of fifth-grade elementary school students, especially fifth-grade students of SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year. Writing paragraphs will be able to improve if students have a high mastery of effective sentences.

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

The research data shows that between effective sentences and learning activities with the ability to write paragraphs, there is a close relationship,  $r_{\text{count}} = 0.804$  at level = 0.05  $r_{\text{table}} = 0.301$ . This answers the third hypothesis, which is a significant relationship between effective sentence mastery and learning activities with the ability to write paragraphs for fifth-grade students at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year. The statement is based on calculations that the  $r_{\text{count}}$  is greater than the  $r_{\text{table}}$ . This also means that students' effective sentences and learning activities contribute to the ability to write paragraphs for fifth-grade elementary school students, primarily fifth-grade students at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year.

The correlation coefficient obtained is 0.804, which is very significant. The data shows the level of strength of a positive relationship between effective sentence mastery ( $X_1$ ) and learning activities ( $X_2$ ) with the ability to write paragraphs ( $Y$ ). It can be concluded that the higher the reading, the higher the students' paragraph writing ability. It can be concluded that the higher the sentence and effective sentence mastery, the higher the students'



paragraph writing ability. The value of the coefficient of determination is  $(R_2) = (0.804)^2 = 0.646$  or 64.6%. This data proves the contribution of effective sentences and learning activities to the ability to write paragraphs by 64.6%. can also be explained through the regression equation  $= 0.207 + 0.373X_2 + 0.303X_2$ . Thus, the regression equation model  $Y = 0.207 + 0.373X_2 + 0.303X_2$ ., indicating that each increase in the score of effective sentences and learning activities will cause an increase in the paragraph writing ability score of 0.676 at a constant 10.207

Based on the research data analysis results, 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 7. The Correlation of Research Variables**

No	Correlation of Research Variables	of Correlation Scores	Percentage contribution	Rank
1	X <sub>1</sub> and Y	0,766	58,7%	Second
2	X <sub>2</sub> and Y	0,662	43,8%	Third
3	X <sub>1</sub> , X <sub>2</sub> and Y	0,804	64,6%	First

Description:

X<sub>1</sub> : Effective sentence mastery

X<sub>2</sub> : Learning activities

Y : Writing Ability

Table 7 shows that the simple correlation test between effective sentences and learning activities with the ability to write paragraphs has the highest closeness, namely  $r = 0.804$  or 64.6%. The closeness of the relationship occupies the second position, namely the effective sentence relationship with the ability to write paragraphs of 0.766 or 58.7%. The relationship between vocabulary mastery and the ability to write paragraphs is in the third position in the closeness of the relationship, which is 0.662 or 43.8%.

## CONCLUSIONS

Based on the results and discussion, there is a positive and significant relationship between effective sentence mastery and paragraph writing ability. This finding shows that if the effective sentence mastery is improved, the paragraph writing ability will also increase. The significant correlation coefficient test results show that the research hypothesis is accepted because  $r_{\text{count}} = 0.662 > r_{\text{table}} = 0.301$ . The correlation coefficient between effective sentence mastery and paragraph writing ability of 0.662 is significant. Thus, there is a positive relationship between effective sentence mastery and the ability to write paragraphs. It can be said that the higher the effective sentence mastery, the higher the students' paragraph writing ability. The coefficient of derivation is  $(R_2) = (0.662)^2 = 0.438$  or 43.8%. This data proves that the

contribution of effective sentence mastery to the ability to write paragraphs is 43.8%. The ability to write this paragraph can be improved by increasing the mastery of effective sentences in students because it has a contribution of 43.8%.

Furthermore, the findings show a positive and significant relationship between learning activities and the ability to write paragraphs. This shows that if learning activities increase, the ability to write paragraphs will also increase. The significant correlation coefficient test results show that the research hypothesis is accepted because  $r_{\text{count}} = 0.766 > r_{\text{table}} = 0.301$ . The value of the coefficient of determination is  $(R_2) = (0.766)^2 = 0.587$  or 58.7%. It means that the contribution of learning activities is 58.7% to the ability to write paragraphs. So, the ability to write this paragraph can be improved through increased learning activities in students because it contributes 58.7%.

Moreover, the researchers state a positive and significant relationship between effective sentence mastery and learning activities with the ability to write paragraphs. It shows that if the mastery of sentences is effective and learning activities are improved together, the ability to write paragraphs will increase. The significant correlation coefficient test results show that the research hypothesis is accepted because  $r_{\text{count}} = 0.804 > r_{\text{table}} = 0.301$ . It can be concluded that the correlation coefficient between the variables of learning activity and effective co-command mastery together with the ability to write paragraphs of 0.804 is significant. Thus, there is a positive relationship between effective sentence mastery ( $X_1$ ) and learning activities ( $X_2$ ) with the ability to write paragraphs ( $Y$ ). It can be said that the higher the effective sentences and student learning activities, the higher the student's paragraph writing ability. The coefficient of determination is  $(R_2) = (0.804)^2 = 0.646$  or 64.6%. This data proves that learning activities, effective sentence mastery, and the ability to write paragraphs are 64.6%. This shows that other factors affect the ability to write paragraphs ( $Y$ ) of fifth-grade students at SDN 01 Ujung Gunung Ilir Menggala Tulang Bawang for the 2020/2021 academic year by 45.4%.

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