The Influence of Students Sentence Structure Knowledge on Writing Essays

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Abstract—**The Influence of Students Sentence Structure Knowledge on Writing Essays. This study uses survey methods with path analysis techniques. The population of this study is students of Sekolah Dasar Negeri Bengkulu Tengah school year 2017/2018, and a sample of 5th grade students, totaling 150 people, on average between the ages of 10-11 years consisting of 80 male students and 70 female students. Data collection was done by questionnaire and test techniques. The results of the study concluded that: Knowledge of sentence structure has a direct positive effect on essay Writing Ability (0.441) and the amount of direct influence is 0.51 (51%) ". The conclusion is that essay writing skills are positively influenced directly by sentence structure knowledge. Increased knowledge of sentence structure will result in an increase in essay writing skills of 51%.**

Keywords—adverbial clause; writing culture

I. INTRODUCTION

The ability to write is the most complex ability compared to others, when writing, one must have indirect communication skills, language structure, writing techniques, and the ability to extract ideas from text [1]. The complexity of writing activities requires systematic and orderly thinking that must be mastered by students and which will eventually become the way of their behavior [2]. Orderly thinking behavior will direct students to convey messages, ideas and feelings systematically, and can be predicted in later writing activities. Instead of teaching writing theory, writing instructions must be focused on writing activities. Teaching only focuses on writing theory will cause passivity and unproductive, even though students have maintained knowledge of various writing techniques. Heavy emphasis on sentence level conventions includes syntax / grammar and mechanics. Interventions that target these basic skills are needed to support writing skills, because less developed sentence construction skills inhibit more complex writing assignments [3]. Many mistakes made when writing news text are in terms of writing and grammar, especially the choice of sentence structure and vocabulary [4]. The vocabulary used by students is still very limited, sometimes students choose words and phrases that are not appropriate. In addition, students are also weak in terms of the rules of writing so there are still many spelling mistakes and a sequence of events that are less organized. Writing is always related to reading. Both of these activities have inseparable correlations.

Good reading habits can affect the development of writing skills.

The requirement for successful writing is to combine reading and writing activities [5]. Writing skills among young students in schools must be seen and practiced as a process [6]. Learners are taught to write on the ground, in the air, use their fingers and then are taught how to hold a pencil and make a sign on a piece of paper. When students are adults, they are taught various types and purposes of writing. Sub-skills such as punctuation, writing and handwriting include facilitating written messages that are clear, neat and easy to understand. The teachings of sub-handwriting skills face a threat in contemporary society because many students start using computers to type their jobs. Reading habits are related to writing ability to students, this is caused by the reading habits of students with high frequency, reading aims to understand the contents of the writing and includes various aspects that exist in writing [7-9]. Students will be more accustomed to studying and looking at the storylines and messages conveyed by the author through a writing. In the next stage students are able to write like writing fables based on habits. on students' writing skills not only from these individuals, such as from the teacher's encouragement to write, parents, and peers. So that the development of vocabulary is more and good in writing skills. Writing requires ideas, ideas, and knowledge gained from reading. Conversely, people who read without writing like a limp walk. This is because ideas, ideas, and knowledge gained from reading become meaningless because they are not written down. Therefore, writing activities cannot be separated from reading activities. "Exploring the Reading-Writing Relationship in Young Chinese Language Learners' Sentence Writing," This study explores concurrent and longitudinal relationships between reading and writing in writing Chinese-as-language sentences -both (CSL), using structural equation modeling [10].

Starting from some of the results of previous studies that only examined the effect of writing skills, and reading habits, the authors will conduct research on The Influence of Students Sentence Structure Knowledge on Writing Essays, Against the Writing Ability of the Writers to be done to students in Sekolah Dasar in Bengkulu Tengah District. This study aims to find out and prove: that knowledge of sentence structure has a direct positive effect on the ability to write essays. Usefulness of

Research: 1) For elementary school students in Bengkulu Tengah as scientific information about The Influence of Students Sentence Structure Knowledge on Writing Essays; 2) For elementary school teachers as necessary input in designing and managing the teaching and learning process Influence of Students Sentence Structure Knowledge on Writing Essays of Writing Authorship; 3) For educational institutions, school leaders and other policy makers, the results of this study can be used as a policy determination in improving the quality of Indonesian language learning with one of them still paying attention to learning writing skills in understanding sentence structure that builds students' interests and needs. In addition, for schools and places to conduct this research can be used as material for consideration in improving the quality of implementation of writing competency standards, preparation of syllabus according to the applicable curriculum, and efforts to achieve quality graduates based on the process and results of student learning. Scope of Writing: Knowledge of sentence structure in the ability to write essays.

II. METHOD

This study uses a quantitative research method of survey type with path analysis techniques (path analysis). Sugiyono explained that the use of survey methods is to obtain data from certain natural places (not artificial), but researchers treat them in collecting data, for example by distributing test instruments. Path analysis is used to determine which of a number of lines connect one instrument to another. In this study, researchers will analyze the interrelationship between research variables and measure the influence of one instrument with other instruments. The variables studied in this study are two, namely the knowledge of language structure (X_1), and the ability to write essays (X_2). Affordable population in this study were 5th grade students, amounting to 150 people, on average between the ages of 10-11 years consisting of 80 male students and 70 female students in Bengkulu Tengah District Semester II in 2017/2018 Academic Year. Quota sampling is done by specifying a number of sample members in quotum or quota. This sampling technique is carried out by: First determining how many samples are needed or setting quotum (quota). then the number or quotum is the basis for taking the required sample units. Whichever member population is to be taken is not a problem, the important number of specified quotum can be fulfilled. Tests for understanding language structure (instrument X1), and data on writing essay abilities (instrument X2).

Based on the variables studied, the data in this study were collected by means of tests. Knowledge Structures of Language Structure (instrument X1), and Writing Essence ability (instrument X2). The instrument used to measure students' writing skills is a general writing or composing test done by students after the treatment ends. This test is done by asking students to write based on the writing instructions as a guide. To measure students' writing skills as a guideline. To measure students' writing skills, the assessment criteria are based on five components of writing [11].

TABLE I. GRID OF CRITERIA FOR ASSESSING WRITING SKILLS [12]

No.	Assessed Elements	Score Maximum
1.	Fill in the ideas put forward	30
2.	Content organization	25
3.	Grammar	20
4.	Style: selection of structures and vocabulary	15
5.	Spelling	10
	Total	100

The Indonesian sentence structure knowledge test instrument used in this study is a written test in the form of multiple choice objectives with an answer choice instrument. The grid of test instruments includes sentence structure [13].

TABLE II. INSTRUMENT GRIDS SENTENCE STRUCTURE

Dimension Sentence Structure	Grid / Indicator	Score
Understanding sentence tools	Sequence of words in sentences, word forms in sentences, intonation sentences, task words in sentences.	40
Understanding sentence patterns	Single sentences, equivalent compound sentences, multilevel compound sentences, and mixed compound sentences.	60

The data analysis used in this study is descriptive analysis and inferential analysis. Descriptive analysis is used to present data, central size, and size of spread. Data presentation in the form of data list, data distribution, and histogram. The central size is the mean, median, and mode. The size of the spread is in the form of variants and standard deviations. Inferential analysis is used to test the research hypothesis using Path Analysis. Before the data is analyzed by path analysis, the analysis requirements are first carried out by conducting a normality test and linearity test of the data. Path analysis recognizes two types of variables, namely exogenous variables and endogenous variables. Exogenous variables have a direct or indirect influence on endogenous variables. Furthermore, endogenous variables are variables that can affect other endogenous variables. In accordance with the frame of mind that has been described and developed, the endogenous variable in this study is the ability to write essays (X_2), while the exogenous variable is the knowledge of sentence structure (X_1).

Knowledge of sentence structure has a direct positive effect on the ability to write essays.

III. RESULT AND DISCUSSION

After the data is processed statistically then it is described in the frequency distribution list and histogram of each variable is made. Based on the description of the data, path analysis is then carried out. Terms of path analysis (path analysis) are estimates of exogenous variables on endogenous variables that are linear, thus the requirements that apply to regression analysis automatically apply to the path analysis requirements. The analytical testing carried out was: normality test, linearity test and significance of the regression coefficient. The results of the calculation of the normality test are shown in the following summary.

TABLE III.   RESULTS OF THE CALCULATION OF THE NORMALITY TEST

No	Estimated Regression Error	N	L count	L table		Information
				$\alpha = 5\%$	$\alpha = 1\%$	
1	X_2 over X_1	150	0.04898	0.072	0.0657	Normal

Based on the data above it can be concluded that for the two variables of this study all data are normal. The research hypothesis testing is carried out using techniques analysis regression and correlation. Analysis regression is used to predict the relationship model, while analysis Correlation is used to determine the level of relationship between variables of the study. The results can be seen in the table below.

TABLE IV.   RELATIONS BETWEEN VARIABLES

No.	Direct Influence	Correlation Value Coefficient	t count	T table		Significant
				0.01	*0.05*	
3	X_1 against X_2	0.51	8.117	2.61	1.976	Significant

To obtain the influence coefficient parameter values from each pathway contained in the model, the steps taken as follows: calculate the coefficient correlation between variables and substituting them into recursive equations, looking for the recursive equations of each sub- structural model, calculating the path coefficient value between variables with the help of the determinant matrix, calculating the coefficient value significance (t-values) on each path, and calculate the direct effect coefficient value.

From the results of the analysis and the calculation process, the results can be summarized matrix table coefficient simple correlation between variables below.

TABLE V.   COEFFICIENT MATRIX SIMPLE CORRELATION BETWEEN VARIABLES.

Variable	X_1	X_2
X_1	1	0.614
X_2	0.614	1

The table above shows that the correlation between knowledge of sentence structure (X_1) with the ability to write essays (X_2) is 0.614. That is, there is a relationship between knowledge of sentence structure and the ability to write essays. The complexity of writing activities requires systematic and orderly thinking that must be mastered by students and which will eventually become the way of their behavior,).

Hypothesis Knowledge of sentence structure (X_1) has a direct positive effect on the ability to write essays (X_2). From the results of the calculation of path analysis, a direct positive effect of knowledge of sentence structure (X_1) on the ability to write essays (X_2), the path coefficient value is 0.411 and the value of t $_{count}$ is 8.117. Value of t_{table} for $\alpha = 0.05$ for 1.976 and the value of t_{table} for $\alpha = 0.01$ at 2.61. Because the value of $t_{calculated}$ is   greater than t_{table} value then H_o rejected and H_i accepted. Thus a hypothesis which states " Knowledge of sentence structure (X_1) has a direct positive effect on the ability to write essays (X_2)" can be accepted. The results of this hypothesis analysis provide the meaning of the finding that sentence structure knowledge has a direct positive effect on the ability to write essays. Thus, it can be concluded that the ability to write essays is positively influenced directly by knowledge of sentence structure. Increased knowledge of sentence structure will result in an increase in essay writing skills of 51%.

From the results above it can be concluded that writing ability is the most complex ability compared to others because when writing, a person must have indirect communication skills. The ability to write has a correlation with knowledge of sentence structure in written language, to extract ideas from text. The complexity of writing activities requires systematic and orderly thinking that must be mastered by students and which will eventually become a way of their behavior in expressing their ideas, in harmony with the research conducted, [14-16].

IV. CONCLUSION

Based on the data analysis of the results of this study, it can be concluded that: Students' knowledge of sentence structure has a positive effect on the ability to write essays, which consists of the ability to present composition structure, ability to combine paragraphs, the ability to use effective sentences, and the ability to use good and correct spelling. Knowledge of sentence structure has a direct positive effect on the ability to write essays with path coefficient of 0.441 and the magnitude of direct influence 0.51 (51%).Based on the conclusions, the suggestions proposed are as follows: (1) students should increase their knowledge of the structure of language (2) students practice more in writing especially writing essays to improve their knowledge in the structure of sentences (3) Teachers should always be pro-active in guiding students in writing to improve the ability to write essays and students' knowledge of the knowledge of sentence structure in carrying out learning and (4) other researchers to conduct further research in a broader and deeper scope on various variables that have not been studied that influence essay writing skills.

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