

Application of Initial Knowledge to Sentence Structure Writing Competency and Reading Comprehension of Grade VIII Students of SMPN 3 Satu Atap Salapian in 2024/2025

 <https://doi.org/10.31004/jele.v10i6.962>

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ABSTRACT

The problem in this research is whether there is an influence of the development of prior knowledge on the ability to create sentence structures and read comprehension of class VIII students at SMP Negeri 3 Satu Roof Salapian, Langkat Regency, for the 2024-2025 academic year. The aim of this research is to determine the effect of developing prior knowledge on the ability to create sentence structures and reading comprehension of class VIII students at SMP Negeri 3 Satu Atap Salapian, Langkat Regency, academic year 2024-2025. The method applied in this research is an experimental method with a simple 2. The instrument used to collect research data is an objective test. An objective test was used to obtain the data needed in this research, which consisted of 20 multiple choice questions, with research techniques, if 1 was correct, it was given a score of 5, so that the highest score was 100 and the lowest score was 5. The results of the research showed that there was an influence on the development of initial knowledge on the ability to create sentence structures and read comprehension for class VIII students at SMP Negeri 3 Satu Roof Salapian Langkat Regency for the 2024-2025 academic year, this can be seen from the results of calculations using anava where $F_{count} = 6.32$ and $F_{table} = 4.00$ at a significance level of 0.05, this means that $F_{count} > F_{table}$. Thus, the hypothesis is accepted, meaning that there is an influence of the development of prior knowledge in influencing the ability to create sentence structures and students' reading comprehension abilities, in the sense that there is an interaction between the development of prior knowledge in influencing the ability to create sentence structures and students' reading comprehension abilities.

Keywords: *Application, Prior Knowledge, Writing, Sentence Structure, Reading Comprehension*

Article History:

Received 26th May 2025

Accepted 29th October 2025

Published 03rd November 2025



INTRODUCTION

Nowadays, it is increasingly felt how important the function of language as a means of communication is. Without language, communication would not happen. Other forms of communication are mass media, radio, television and intellectuals that always use language in conveying information. Language skills include four important aspects, namely: (a) listening; (b) speak; (c) writing; (d) reading. These four aspects are closely related in an effort to acquire good language skills. For example, a speaker of a language will not be able to listen to something if no one is speaking. Likewise, he will not be able to read something if no one writes. Reading ability in Indonesian subjects includes the ability of students to grasp the essence of a reading, formulate the knowledge and understanding gained by students in good language, at least written language.

Reading ability for students is a double benefit. While in school, students' reading skills will help learning success, because through reading students can study and at the same time understand the content of reading given by teachers, reading skills also function to master other sciences. Students who enjoy reading will gain a lot of knowledge from the results of reading.

Complaints about the low reading comprehension ability of students at the junior high school level cannot be said to be the negligence of teachers at the school concerned. However,

this must be returned to the habit of reading when students are still young. It is the role of parents who are more dominant in shaping children's reading comprehension skills. How can a child have high reading comprehension skills when his parents never set an example and direct their children to get used to reading. Because a child will be more interested and motivated to do something if it is accompanied by examples, not just theory or telling. When children enter school age, teachers have a role in developing an interest in reading. Thus, parents and teachers alike have a very important role in shaping and improving children's reading comprehension skills.

To know and understand the content of reading in reading comprehension, it is necessary to have preliminary knowledge possessed by students. Students' initial knowledge is the ability that the student has before participating in the learning that will be given. This initial knowledge describes the readiness of students to receive lessons that will be delivered by the teacher. So, with the initial knowledge of students, it will be easier for the student to understand the content of the reading he reads.

In addition, reading comprehension requires knowledge of sentence structure. Sentence structure is the act of mastering the principles or laws about the arrangement/order of a group of words which is a unit that prioritizes a thought or feeling.

The position of sentence teaching in Indonesian teaching plays a very important role in directing students to be skilled in making sentences. So, knowledge of sentence structure plays a very important role in helping students and making it easier for students to understand the content of reading.

Based on the description above, the researcher is interested in carrying out a research with the title: "Application of Teaching Initial Knowledge to Students' Competence in Writing Sentence Structure and Reading Comprehension in Grade VIII Students of SMP Negeri 3 Satu Atap Salapian, Langkat Regency for the 2024-2025 Academic Year".

METHOD

This study uses a quasi-experimental design model. This model is used because there are independent variables that are manipulated and predicted to influence the bound variables. Experimental groups are groups of students who have high initial knowledge and groups of students who have low initial knowledge. In this study, as an effort to achieve the research objectives, the researcher used a 2x2 factorial design. The population in this study is all grade VIII students of SMP Negeri 3 Satu Atap Salapian, Langkat Regency for the 2024-2025 academic year, which amounts to 40 people spread over 2 classes. The sample of this study is 40 students in grade VIII of SMP Negeri 3 Satu Atap Salapian, Langkat Regency, which is the 2024-2025 academic year. Sample withdrawal is done randomly on the grounds that each member of the population has an equal chance of being sampled. Because all members of the population receive Indonesian learning in accordance with the provisions of the applicable Curriculum.

FINDINGS AND DISCUSSION

Differences in the Ability to Make Sentence Structures Between Students Who Have High Initial Knowledge and Low Initial Knowledge Based on the results of the research obtained, it can be seen that the ability to make sentence structures between students who have high initial knowledge is better than students who have low initial knowledge. From the data obtained by 99, it shows that the ability to make sentence structures of students who have high initial knowledge (77.25) is better than the ability to make sentence structures of students who have low initial knowledge (65.75). From the results of the average comparison obtained, it was concluded that the ability to make sentence structures between students who had high initial knowledge was better than students who had low initial knowledge.

Difference in reading comprehension of students who have high initial knowledge and students who have low initial knowledge As is known that initial knowledge affects students' ability to understand the material being studied. Initial knowledge helps students in

conducting analysis and learning activities to create sentence structure, thus for students who have high initial knowledge, it will be easier for him to learn and do something related to the lessons learned, especially reading comprehension. The findings showed that the average reading comprehension ability of students who had high initial knowledge (83.50) differed significantly from the reading comprehension ability of students who had low initial knowledge (73.38). This may be due to the fact that in reading comprehension, initial knowledge needs to be differentiated in achieving the same learning outcomes. 100

The Effect of the Application of Initial Knowledge on the Ability to Make Sentence Structures and Read Comprehension of Grade VIII Students of SMP Negeri 3 Satu Atap Salapian, Langkat Regency for the 2024-2025 academic year From the results of the study, it was also found that the development of initial knowledge affects the ability to make sentence structures and read the comprehension of students in grade X VIII SMP Negeri 3 Satu Atap Salapian, Langkat Regency for the 2024-2025 academic year. Although this research has been tried to the best of its ability, it does not mean that this research is free from limitations. Both limitations in terms of research, implementation in the field, and limitations in the preparation and writing of the results achieved. It is realized that in this series of studies, of course, weaknesses and limitations are found that are difficult to avoid. Based on the results of the first study which stated that students who had high initial knowledge were higher than the ability to make sentence structures students who had low initial knowledge. This can be used as a consideration for Indonesian teachers to develop students' initial knowledge of each subject matter. Based on the results of the second study, it is known that initial knowledge is a characteristic of students that needs to be considered in learning Indonesian, especially in making sentence structures. It is evident that prior knowledge exerts a meaningful influence in improving the ability to make sentence structures reviewed from the characteristics of students who 101 have high initial knowledge compared to students who have low initial knowledge. The results of this research are considered for Indonesian teachers in the learning process that will be implemented. Although a person's initial knowledge in carrying out tasks related to understanding, using, composing and talking about a language, and is supported by empirical data. The results of the third study also showed that there was an influence of prior knowledge on the ability to make sentence structures and the ability to read sshiva comprehension. With the influence between this initial knowledge in influencing the ability to make sentence structures and the ability to read comprehension, Indonesian teachers need to realize that of course there are other variables that have an influence in improving the ability to make sentence structures and the ability to read students' comprehension. From this description, it is clear that in an effort to improve the ability to make sentence structures and reading comprehension skills, students' initial knowledge is needed to make it easier for students to learn. This also indicates that in addition to initial knowledge, there are many factors that can affect the ability to make sentence structures and the ability to read a person's comprehension to be researched. This research can hopefully be an input material for teachers, especially Indonesian teachers to be used in delivering Indonesian material to the students they teach

CONCLUSIONS

Based on the results of the research obtained, it can be concluded that there is a difference in the ability to make sentence structures between students who have high initial knowledge and students who have low initial knowledge, which is evidenced by the results of the ANAVA calculation where $F_{cal} = 15.32$ is greater than $F_{tabel} = 4.00$ at a significance level of 0.05, so an alternative hypothesis is accepted. In addition, there was a difference in reading comprehension ability between students who had high and low initial knowledge, with the values of $F_{cal} = 5.23$ and $F_{tabel} = 4.00$ at a significance level of 0.05, which also showed that the hypothesis proposed was accepted. Furthermore, there is an effect of the application of initial knowledge on the ability to make sentence structures and read comprehension of grade VIII students of SMP Negeri 3 Satu Atap Salapian, Langkat Regency for the 2024-2025

academic year, which is shown by the results of the ANAVA calculation where $F_{cal} = 6.32$ is greater than $F_{tabel} = 4.00$ at a significance level of 0.05, so it can be concluded that initial knowledge has a significant effect on these two abilities.

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