

The Effect of Reasoning Skills on Writing of Explanation Text Assessed from the Social Economic Status of Parents in Class VIII, SMP Negeri 2 Raya, Simalungun District, Indonesia

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Abstract : *Writing explanation text skills means the ability of students to express ideas, feelings, and experiences to others in writing a language that is good or contextual and true about social, natural and cultural phenomena. In relation to learning to write explanation texts, reasoning skills and socio-economic status of parents need to be considered. This study is aims to know the reasoning skills on writing explanation text skills reviewed by social economic status of parents of VIIIth grade students in junior high school 2 Raya, Simalungun District. This study is conducted by using Ex Post Facto approach. This study shows that there is a significant difference between explanation text writing skills of students who have high reasoning skills and those with low reasoning skills. It means that explanation text writing skills of students who have high reasoning skills are better results than explanation text writing skills of students who have low reasoning skills. The average score of writing skills produced by students having higher reasoning skills is higher than the explanation text writing skills of students who have low reasoning skills, that is 78.8 > 73.2. Thus, in explanation text writing learning, students who have high reasoning skills are better results than students who have low reasoning skills.*

Keywords : *reasoning skills; explanation texts; social economic status*

I. Introduction

Reasoning ability is one component that contributes to determining the quality of students' writing skills. According to Barbey and Barsalou (2009: 35) in his writing entitled *Reasoning and Problem Solving*, it was revealed that reasoning is a sign that humans think, supporting the process of discovery that can guide what is known or which can be inferred from what is implied in a thought. With good reasoning, the author will try to connect logically the elements that build the writing, especially linking the experience that has been had with something that will be written with regard to the rules or aspects of writing, such as the use of standard vocabulary and non-standard, selection correct diction, structuring sentence structure that is neatly organized, coherent, clear, and applying spelling and punctuation rules.

Some ideas stored in someone's mind, will be easily and smoothly communicated to others if the person has good reasoning skills. Thus, they will be able to put their writing ideas into the structure of language that adheres to the principles of the rules so that the language becomes a good, correct, and accurate writing language, along with the right choice of words.

The reasoning skills certainly influenced writing skills because writing is a very complex skill for students that causes them not to have the ability to write well, as well as writing explanatory texts. The inability is caused by various things, one of which is their ability in reasoning in language teaching because aspects of the mind and reasoning are aspects that distinguish human language from other creatures.

In addition to the reasoning abilities as described above, the family environment is also one of the factors that influence children to improve achievement in learning. One of them is the socio-economic status of parents. The condition of parents' socio-economic status is one of

the external factors that influence learning. The way parents educate their children has a large influence on children's learning achievement.

The economic role of parents in general can be said to have a positive influence on improving student achievement. This is due to the process of teaching and learning students need tools or a set of teaching or learning, where this tool is to facilitate students in getting information, management of learning materials obtained from school. In line with the opinion of Gerungan (in a research article by Chotimah et al., 2017: 76) states that the family's socio-economic condition certainly influences the development of children, if we note that with a sufficient economy, the material environment faced by children in the family is wider, he gets a wider opportunity to develop various skills that he cannot develop if there is no infrastructure. This is supported by the opinion of Djaali (2014: 9) stating that parental education, economic status, residence, percentage of parent relations, words and parental guidance influence children's learning achievement.

Winkel (in a research article by Karouv et al., 2015: 304) suggested that a good socio-economic situation of families can create conditions for students to inhibit learning, students think that for what to study seriously / diligently if all needs are met. On the contrary students who come from a family whose economy is weak are often more diligent but there are also students who feel inferior when studying with the children of the rich.

II. Review of Literatures

2.1 Reasoning

Reasoning is a thought process that is always done by humans to draw conclusions in the form of knowledge. D'Angelo (1980: 241), expressing reasoning is drawing conclusions from observations, facts, or hypotheses. Moeliono et al. (2003: 681) states, "Reason is (1) consideration of bad good, (2) activities that allow one to think logically, reach the mind of the power of thought." While Natawidjaja, (1998: 3) says, "Reasoning is a system of consideration based on arguments about something so that it gets a logical and clear understanding." Meanwhile, Moeliono et al (2004: 3) state, "Logic means reasoning; reasoning is the process of taking conclusions from material evidence or instructions (evidence) or which is considered that the evidence or instructions in general is a way to draw conclusions; through induction or deduction. "

Anderson (in Markawi, 2015: 14) says reasoning shows a process someone judges and presents logical arguments. Reasoning is logical and directed arguments. Semall (in Markawi, 2015: 14), reasoning is an explanation that shows the connection or relationship between two or more things which on the basis of certain reasons and with certain steps come to conclusions. According to Santrock (in Nike, 2015: 68), that reasoning is logical thinking that uses inductive and deductive to draw conclusions. According to Barbey and Barsalou (in Markawi, 2015: 14) in his writing entitled Reasoning and Problem Solving, revealing that reasoning is a sign that humans think, supports the process of discovery that can guide what is known or can be inferred against what is implied in a thought.

2.2 Writing Explanatory Text

Writing is the ability to express ideas, opinions, and feelings to other parties through written language. While explanatory text is a text that explains the process of the occurrence or formation of natural or social phenomena.

Explanatory text in the student book published by the Ministry of Education and Culture (2014: 1), "contains an explanation of the condition of something as a result of something else that has happened before and causes something else to happen later." Explanatory text has a social function to explain the process of something happening according to the principle of causation. Explanatory texts are closely related to natural events and social events. Dirgeyasa (2016: 84), the explanation of the genre is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. Kosasih (2013: 85), "explanatory text is a text that explains or explains about natural or social processes or phenomena." Furthermore, according to Sani (2014: 298), "explanatory text is a type of text that explains scientifically how natural phenomena and technology appears, for example: how and why did something happen?"

2.3 Socio-Economic Status

The status in the Indonesian Language dictionary (2016) is the state or position (people, objects, countries, etc.) in relations with the surrounding community. Status indicates the position or position of someone in society. While social in Wikipedia dictionary explained that social in Latin comes from "socius" which means friends or friends and "societies" which means society. This means that humans are not free from their lives, friends or community.

As social beings, a person will integrate with the environment around him and the family is the first social form of a child's life wherein a social situation will be formed. Gerungan (in Jatmiko, 2017: 40-41) explains that what is meant by social status is "every status in which interconnected human beings are one with another human being." Social status is a situation in which one person is interconnected with another human being inside the environment, so that the desired social life is achieved. With connectivity between individuals makes social status in society increasingly interact with each other in running a human life.

Economic status is one form of social stratification in society. Social stratification in the community includes various dimensions including age, sex, religion, ethnic group, racial group, formal education, employment and economy. According to Weber (in Jatmiko, 2017: 41) the class is characterized by several things, including the class is a number of people who have similarities in terms of opportunities for life or fate. Opportunities for the lives of these people are determined by economic interests in the form of control over goods and opportunities to earn income in the market of commodity or labor market. Whereas according to Soekanto (2007: 49) economic status is shown in the financial point of view of an objectively living place in a particular community culture. Economic status is the position of a person in society that is measured based on one's ability to fulfill their needs. In some areas the appreciation of wealth and economic status has certain criteria. Not necessarily in a society, money is one of the economic benchmarks, many in some areas wealth is measured from criteria other than money and possessions.

III. Research Methods

The research method used was Ex Post Facto. Sukardi (2003: 174) explains that "Ex post Facto research is a study in which a series of independent variables has occurred, when researchers begin to observe the dependent variable". This research was carried out in Junior High School 2 Pematang Raya, Simalungun District in the even semester of the 2018/2019 academic year.

IV. Discussion

Through descriptive analysis the average score of explanatory text writing skills obtained by students who have high reasoning skills is different from the skill score of explanatory text produced by students who have low reasoning skills, that is 83.76 and 74.53 respectively. This fact is supported by the results of inferential analysis which states that there is a very significant difference between explanatory text writing skills of students who have high reasoning skills and students who have low reasoning skills. Judging from the magnitude of the score produced by differences in reasoning skills, it can be said that explanatory text writing learning for students with high reasoning skills results in higher explanatory text writing skills scores compared to explanatory text writing learning for students who have low reasoning skills. Thus, overall students who have high reasoning skills, the results of exploratory text writing skills are far better than students who have low reasoning skills in influencing explanatory text writing skills of students, especially those who were the subjects in this study.

The average score of explanatory text writing skills between groups of students whose socio-economic status of their parents is high and groups of students whose socio-economic status of their parents is low overall shows a difference, that is 74.26 and 67.43 respectively. Based on the data and results of these tests, provide evidence that between students whose socio-economic status of their parents is high and students whose socio-economic status of their parents is low have a different explanatory text writing skill score, which is influenced by the reasoning skills possessed.

In the group of students whose socio-economic status of their parents is high, through the descriptive statistical approach it gives a difference in the average score of explanatory text writing skills between groups of students who have high reasoning skills and groups of students who have low reasoning skills. The average score was 83.4 and 74.2. It is seen that the two average scores give a large enough difference, so that descriptively it can be said that the two are different. From the results of testing the hypothesis to strengthen the power of difference, it is produced that there is a very significant difference between explanatory text writing skills of students who have high reasoning skills with students who have low reasoning skills. With these facts, it can be said that students who have high reasoning skills, the score of explanatory text writing skills that they produce are far better than students who have low reasoning skills, especially for students whose social economic status of their parent is high.

This is the same as that shown in the group of students whose parents' low socioeconomic status score explanatory text writing skills students who have high reasoning skills, higher results of explanatory text writing skills scores than students who have low reasoning skills, namely 74, respectively. 2 and 67.6. However, the second difference in the average score after being tested further by the Tukey test proved that there were no significant differences. These results represent that high reasoning skills and low reasoning skills for students with low socioeconomic status have absolutely no effect. In other words, the difference in students' reasoning skills (high-low) for students whose parents' socioeconomic status was low did not significantly affect the results of their writing skills.

The results of data analysis for testing the third hypothesis about interactions can be concluded that there is an interaction between reasoning skills and socio-economic status of parents in influencing students' explanatory text writing skills. This is indicated by the results of testing the hypothesis where it was decided to reject H_0 's hypothesis at a significant level of $\alpha = 0.05$, which means that there is a significant effect of the interaction between reasoning

skills and parents 'socio-economic status on students' explanatory writing skills. This fact indicates that the grouping of students based on the parents' high socio-economic status and the low socio-economic status of the parents had a significant effect or influence on the ownership of high reasoning skills and low reasoning skills in influencing the explanatory writing skills of students in this study.

Based on all the results of the analysis that have been described both with descriptive analysis and inferential analysis, it is reasonable to say that differences in reasoning skills can significantly affect students' explanatory text writing skills. Even so, the difference in reasoning skills also needs to look at the characteristics of students based on their parents' socio-economic status, because this difference in reasoning skills yields more effective results in groups of students who have high socio-economic status of their parents.

This is evidenced by the very significant difference between explanatory text writing skills produced by groups of students whose parents 'socio-economic status is high and those with low socio-economic status of parents. Explanation scores for explanatory text writing skills from groups of students with high socio-economic status of their parents is relatively higher than the group of students with low socio-economic status of their parents of each of the reasoning skills students have, and statistically the difference is very significant.

It can be concluded that explanatory text writing skills of students whose parents 'socio-economic status is high, the results of the text writing skill score explored better / higher than the explanatory text writing skills of students whose parents' socioeconomic status is low. Rationally this objective condition is acceptable, arguing that students who are raised in parents with high socioeconomic status have the opportunity to facilitate all their learning needs, including the provision of writing books rather than those raised by parents with low socio-economic status. Students with high socio-economic status of their parents have a more flexible opportunity to express ideas, ideas, and feelings as well as their experiences written to others because they are supported by complete facilities such as books, so that students are provided with sufficient books, and love to read it, by itself the vocabulary that is mastered is getting more and more. A lot of vocabulary, meaning the amount of information stored in his mind or memory, which in certain conditions will expand and deepen his knowledge, understanding, and insight, so that at any time he can be utilized including in his skills to write explanatory texts.

The skill of writing explanatory text means the ability of students to express ideas, feelings, and experiences to others in writing a language that is good or contextual and true about social, natural and cultural phenomena. In relation to learning to write explanatory texts, reasoning skills and socio-economic status of parents need to be considered.

Explanatory text writing skills of students who have high reasoning skills without distinguishing their parents' socio-economic status, overall have a score range of 60-100, with the lowest score of 60 and the highest score of 100. Explanation text writing skills of students in this group have an average score (*mean*) amounting to 83.76; *modus* score of 95; *median* score of 82.5; *variance* of 114.73; and the *standard deviation* is 10.71. The sketch frequency distribution of explanatory text writing skills in this group data can be seen in the following table.

Table 1. Frequency Distribution of Writing Explanation Text Skills Score of Students who have High reasoning skills (A1)

Interval	Frequency	Fr (%)
60-66	2	6.7

67-73	2	6.7
74-80	11	36.6
81-87	2	6.7
88-94	3	10
95-101	10	33.3
Total	30	100%

Explanatory text writing skills of students who have low reasoning skills without distinguishing their parents' socio-economic status, overall have a score range of 50-90, with the lowest score of 50 and the highest score of 90. Explanation text writing skills of students in this group have an average score (*mean*) amounting to 74.53; *modus* score of 65; *median* score of 75; *variance* of 124.74; and the *standard deviation* is 11.168. The sketch frequency distribution skills for writing group data can be seen in the following table.

Table 2. Frequency Distribution of Writing Explanation Text Skills Score of Students who have Low reasoning skills (A2)

Interval	Frequency	Fr (%)
50-56	2	6.6
57-63	2	6.6
64-70	8	26.6
71-77	7	23.3
78-84	4	13.3
85-91	7	23.3
Total	30	100%

Explanatory text writing skills of students whose socio-economic status of their parent is high regardless of their reasoning skills, overall have a score of 65–92 with the lowest score of 65 and the highest score of 92. Writing skills of students in this group have an average score (*mean*) amounting to 78.1; *Modus* score of 75; *median* score of 76.5; *variance* of 63.05; and the *standard deviation* of 7.94 the frequency distribution of the writing skills in this group can be seen in the following table.

Table 3. Frequency Distribution of Writing Explanation Text Skills Score of Students who are Socio-economic Status of their Parent is High (B1)

Interval	Frequency	Fr (%)
65-69	3	10
70-74	5	16.6
75-79	9	30
80-84	4	13.4
85-89	7	23.3
90-94	2	6.7
Total	30	100%

Explanatory text writing skills of students whose socio-economic status of their parent is low without distinguishing reasoning skills used, as a whole has a score range of 50-85 with the lowest score of 50 and the highest score of 85. Explanation text writing skills of students

in this group have an average score (*mean*) of 67.4; *mode* score of 60; *median* score of 65.5; *variance* of 73.97; and the *standard deviation* is 8,60. The frequency distribution of explanatory text writing skills in this group can be seen in the following table.

Table 4. Frequency Distribution of Writing Explanation Text Skills Score of Students who are Socio-economic Status of their Parent is Low (B2)

Interval	Frequency	Fr (%)
50-55	3	10
56-61	6	20
62-67	9	30
68-73	4	13.3
74-79	3	10
80-85	5	16.7
Total	30	100%

Explanatory text writing skills of students who have high reasoning skills for groups of students whose parents' socio-economic status is high, overall have a score range of 75-90, with the lowest score of 75 and the highest score of 95. Explanation text writing skills of students in this group have an average score average (*mean*) of 83.4; *mode* score of 85; *median* score of 85; *variance* of 16.4; and the *standard deviation* is 4.09. The frequency distribution of explanatory text writing skills in this group can be seen in the following table.

Table 5. Frequency Distribution of Writing Explanation Text Skills Score of Students with High Reasoning Skills and High Parents' Socio-Economic Status (A1B1)

Interval	Frequency	Fr (%)
75-78	1	6.7
79-82	5	33.3
83-86	6	40
87-90	3	20
Total	15	100%

Explanatory text writing skills of students who have high reasoning skills for groups of students whose parents' socio-economic status is low, overall have a score range of 60-85, with the lowest score of 60 and the highest score of 85. Explanation text writing skills of students in this group have an average score (*mean*) of 74.2; *Mode* score of 75; *median* score of 75; *variance* of 33.88; and the *standard deviation* is 5.82. The frequency distribution of explanatory text writing skills in this group can be seen in the following table.

Table 6. Frequency Distribution of Writing Explanation Text Skills Score of Students with High Reasoning Skills and Low Parents' Socio-Economic Status (A1B2)

Interval	Frequency	Fr (%)
60-65	1	6.7
66-71	4	26.6
72-77	6	40
78-83	3	20

84-89	1	6.7
Total	15	100%

Explanatory text writing skills of students who have low reasoning skills for groups of students whose parents' socioeconomic status is high, overall have a score range of 60-90, with the lowest score of 60 and the highest score of 90. Explanation text writing skills of students in this group have an average score (mean) of 74.53; mode score of 80; median score of 78; variance of 107.40; and the standard deviation is 10.56. Frequency distribution of writing skill scores can be seen in the following table.

Table 7. Frequency Distribution of Skills Score Writing Student Explanation Text which has Low reasoning skills and social status High Parent Economy (A2B1)

Interval	Frequency	Fr (%)
60-66	5	33.3
67-72	1	6.7
73-79	2	13.3
80-86	5	33.4
87-92	2	13.3
Total	15	100%

Explanatory text writing skills of students who have reasoning skills for groups of students whose parents' socioeconomic status is low, overall have a score range of 50-80, with the lowest score of 50 and the highest score of 80. Explanation text writing skills of students in this group have an average score *mean* of 67.6; *mode* score of 70; *median* score of 70; *variance* of 69.4; and the *standard deviation* is 8.33. The frequency distribution of the explanatory text writing skills can be seen in the following table.

Table 8. Frequency Distribution of Writing Explanation Text Skills Score of Students with Low Reasoning Skills and Low Parents' Socio-Economic Status (A2B2)

Interval	Frequency	Fr (%)
50-56	2	13.3
57-63	2	13.3
64-70	7	46.7
71-77	3	20
78-84	1	6.7
Total	15	100%

V. Conclusion

Explanatory text writing skills of students who have high reasoning skills and students who have low reasoning skills through two-way analysis of variance obtained F-count from the source of variation between columns (A) of 28.03. Meanwhile the F-table with db numerator 1 and db denominator 56 at the level of $\alpha = 0.05$ is known to be 4.01. Based on the testing criteria the first hypothesis ($H_0: \mu A_1 = \mu A_2$) is rejected, if $F_h > F_t$ at the 0.05 level with the number 1 and the denominator 56 ". The results of testing the first hypothesis for the Tukey

test, obtained the value of $Q_h = 8.81$ and the value of $Q_t = 3.84$ for the real level $\alpha = 0.05$ with $N = 30$ and free degrees = 4. When compared, it was obtained that the value of $Q_h > Q_t$ on real level $\alpha = 0.05$ with $N = 30$. Thus it can be stated that there is a significant difference between explanatory text writing skills of students who have high reasoning abilities and those with low reasoning abilities. This means that explanatory text writing skills of students who have high reasoning skills are better results than explanatory text writing skills of students who have low reasoning skills. The average score of writing skills produced by students having higher reasoning skills is higher than the explanatory text writing skills of students who have low reasoning abilities, that is $78.8 > 73.2$. Thus, in explanatory text writing learning, students who have high reasoning abilities are better results than students who have low reasoning abilities.

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