

AN UNDERGRADUATE THESIS
THE CORRELATION BETWEEN APPOSITIVE PHRASE AND WRITING
ABILITY AMONG THIRD SEMESTER OF ENGLISH DEPARTMENT
STUDENTS AT IAIN METRO IN THE ACADEMIC YEARS 2019/2020



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H/ 2021 M

**THE CORRELATION BETWEEN APPOSITIVE PHRASE AND WRITING
ABILITY AMONG THIRD SEMESTER OF ENGLISH DEPARTMENTS
STUDENTS AT IAIN METRO IN THE ACADEMIC YEARS 2019/2020**

Presented as a partial fulfillment of the requirements

for Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Program

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

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The Undergraduate Thesis entitled **THE CORRELATION BETWEEN APPOSITIVE PHRASE AND WRITING ABILITY AMONG THIRD SEMESTER OF THE ENGLISH DEPARTMENT STUDENTS OF IAIN METRO IN THE ACADEMIC YEAR 2019/2020** written by: **PUTRA SADEWA**, Student Number 1501070288, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **monday, July 26, 2021 at 10.00-12.00 p.m.**

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**THE CORRELATION BETWEEN APPOSITIVE PHRASE AND
WRITING ABILITY AMONG THIRD SEMESTER OF ENGLISH
DEPARTMENT STUDENTS AT IAIN METRO IN THE ACADEMIC
YEARS 2019/2020**

ABSTRACT

By:

PUTRA SADEWA

The purpose of this study was to determine the correlation between appositive phrase and writing ability of the Third Semester Among English Department Students at IAIN Metro. The subjects of this study were students Among Third Semester Of English Department Students In The Academic Years 2019/2020.

In this research, the writer used quantitative research. This research focus as on writing ability and appositive phrase. The results showed that there is significant correlation between appositive phrase and writing ability Among Semester Among Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

The results of this research indicate that the ability to write is one of the internal factors that must be understood by students, because the results of the data in this research showed that there is a significant correlation between appositive phrases and writing ability among third semester of the English Department Students at IAIN Metro in the academic years 2019/2020.

Key words: *correlation, appositive phrase, writing skills, education*

**HUBUNGAN ANTARA FRASA YANG TEPAT DAN KEMAMPUAN
MENULIS MAHASISWA SEMESTER TIGA TADRIS BAHASA INGGRIS
IAIN METRO TAHUN AJARAN 2019/2020**

ABSTRAK

Oleh

PUTRA SADEWA

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara frasa yang tepat dan kemampuan menulis siswa semester tiga Tadris Bahasa Inggris IAIN Metro. Subyek penelien ini adalah mahasiswa semester tiga Tadris Bahasa Inggris IAIN Metro tahun ajaran 2019/2020.

Dalam penelitian ini, penulis menggunakan penelitian kuantitatif. Penelitian ini focus ke kemampuan menulis dan frasa yang tepat. Hasil yang diperoleh menunjukkan adanya hubungan yang signifikan antara frasa yang tepat dan Kemampuan Menulis Siswa Semester Tiga Tadris Bahasa Inggris IAIN Metro tahun ajaran 2019/2020.

Hasil dari penelitian ini menunjukkan bahwa kemampuan menulis dan frasa yang tepat merupakan faktor internal yang harus dipahami oleh para siswa, karena hasil dari data dalam penelitian ini menunjukkan bahwa adanya hubungan yang signifikan antara frasa yang tepat dan kemampuan menulis siswa semester tiga Tadris Bahasa Inggris IAIN Metro tahun ajaran 2019/2020.

Kata-kata kunci: *hubungan, frasa yang tepat, kemampuan menulis, pendidik*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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States that this undergraduate thesis is originally the result of the research's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 21 January 2021

The Researcher



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Peneliti



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MOTTO PAGE

فَبِأَيِّ آءِالَاءِ رَبِّكُمَا تُكَذِّبَانِ ۱۳

“So Which of The Favors of Your Lord Would You Deny?”

“Maka nikmat Tuhan kamu yang manakah yang kamu dustakan?”

(Qs. Ar-Rahman : 13)

DEDICATION PAGE

This Undergraduate Thesis is specially dedicated to:

My beloved parents, Mr. Nyoto Priadi and Alm, Mrs. Tri Wahyu

Handari Ningtyas who always pray and support in their endless love.

My beloved brothers and my step – twin sister, Purwo Hndoko, Okta dwi

Antoro, Apri Hendarto, Agung Yuda Presatyo and Nabella Ayunda, Natasya

Adinda.

My beloved friends, Bagus Ragil Pratama, Reza Sandi Prasetya, Adi

Saputra, Dicki kurniawan, Reza Angga Saputra, Bowo Imanola, and all

members group whatsapp (Gunslinger, Bersepeda Suka-suka, and Team

Caleg).

My beloved Almamaters of State Institute For Islamic Studies Of Metro

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Praise be to Allah SWT. For this Mercy and Blessing that the writer is able to accomplish and complete this undergraduate thesis. This thesis entitled “The Correlation Between Appositive Phrase And Writing Ability Of The Thrid Semester Among English Department Students at IAIN Metro In The Academic Years 2019/2020”, is presented to fulfill one of the requirements in accomplishing the S-1 Degree at Institute For Islamic Studies (IAIN) of Metro.

First of all, the writer would like to thank to Allah SWT has given me mercy, blessing and healthy for finishing this research proposal. Second one is my parents, especially My Father and My Twin Sisters in every time always give pray to me. Third, Dr. Hj. Siti Nurjanah, M.Ag.PIA, as a Rector of State Institute For Islamic Studies (IAIN) of Metro. Next, the writer wishes to express his thank to Dr. Umi Yawisah, M.Humas the first advisor who has given his endorsement, time, and guidance, so that the writer could finish the research proposal well. The writer also wishes to express his thank to Linda Septiyana, M.Pdas the second advisor who has contributed her expertise and ideas to assist the writer. The writer would like to thank the Staff in Tarbiyah and Training Teachers Faculty of State Institute For Islamic Studies (IAIN) of Metro, who has given support and approval in order the writer was able to conduct the research.

The Writer

PUTRA SADEWA
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CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language as verbal communication that is used throughout the world and learned to share knowledge in order to maintain the existence of tradition and culture and especially to maintain human correlation. In addition English is a language that is used daily in life between countries in fields of trade, cooperation, and so on. The benefits of knowing English as follows: Increasing knowledge, making it easier to communicate with other people, as a means to introduce the culture of one's own country, and so on. In addition, in our study of English there are four important skills we know, namely, listening, reading, speaking, and writing. Furthermore, as one of the skills in English, writing is an activity to create a record or information on media by using characters¹. Besides writing is also an activity that can help someone to easily get information and get something in various existing media. Along with the development of technology and media, writing activities can also develop rapidly in the world. Through electronic media, everyone can get write material from the internet, so this is can make it easier for the writer efficient in time, cost, and energy. Currently, the author can also share all of his writing wherever he is used internet-based technology. Likewise, with the readers, it will be easier to see the writings of the writer.

¹*Phylips Chreme and Mary R. Lea, Open Up Study Skills, 3th edition (New York, 2008) 182.*

After that, writing has a very important role for humans who are always required to socialize with others, many benefits can be obtained from writing activities². The process of writing certainly causes curiosity and drills exercise sensitivity in seeing the reality around. By writing activities encourage people to look for references such as books, magazines, newspapers, journals, and others. By reading these references, of course, they will increase their insight and knowledge about what we will write.

By writing activities, people are trained to arrange their thoughts and arguments in a coherent, systematic, and logical manner. Writing psychologically reduces the level of tension and stress. All uneasiness, pleasure, or sadness can be spilled through writing wherein writing people can freely write without being disturbed or known by others.

However, writing is not a skill in English that is easily mastered in a short time. There are various kinds of problems experienced by the writer in the process of writing in English. These problems can be caused by the weakness of the linguistic factors possessed by them. These factors include: vocabulary limitations, poor grammar mastery, difficulty in developing ideas according to the topic of writing, the author experiences problems from his psychiatric factors, weak self-confidence to write in English, limited media writing, and weakness in the choice of teaching strategies be the cause of someone's writing achievement.

²Stephen Baily, *Academic Writing 'A Pratical Guide for Students(New York,2003)150.*

In addition, the researcher had conducted a pre-survey taken the lecture's archive on November 13th, 2019 among the third semester at IAIN Metro. In the pre-survey research, the researcher got the data of the students writing scores from the lectures. The scores can be seen as follows:

Table 1
The Data of the Students Writing Ability
Among Third Semester Of English Department Students
At IAIN Metro In The Academic Years 2019/2020.

No.	Students Initial	Score	Category
1	A M	76	Good
2	A Mu	85	Excellent
3	A S	76	Good
4	C K	80	Good
5	D Y	70	Good
6	E A	66	Fair
7	E D	80	Good
8	L K	80	Good
9	L N	83	Excellent
10	M S	80	Good
11	N I	80	Good

12	N M	76	Good
13	O A	73	Good
14	P R	75	Good
15	R U	76	Good
16	R N	85	Excellent
17	S R	83	Excellent
18	V A	80	Good
19	Y Pra	80	Good
20	Y Pri	76	Good

Table 2

**The Data Of The Students Writing Ability Among Third Semester
Of English Department Students
At IAIN Metro In The Academic Years 2019/2020 .**

No.	Score	Category	Frequency	Percentage
1	81-100	Excellent	4	20%
2	68-81	Good	15	75%
3	47-68	Fair	1	5%
4	<47	Very poor	0	0%
Total			20	100%

Based on the results of the pre-survey above it is known that the number of students whose ability to write belong to the fair and very poor category is 5 %. In addition, the students who belong to an excellent and good category is 95%. It means that the percentage of students who have the ability to write above the lowest score (66) is more than the number of students who are below the standard value. Therefore it can be concluded that the writing ability of students in the English Department Students especially the third semester at IAIN Metro is satisfactory.

Furthermore, in addition to the student's writing skills in this research, the researcher also discussed appositive phrase, where appositive phrase is one of the parts or variables in the title of this research.

And furthermore, according to the researcher's own opinion what is meant by appositive phrase is a word that is generally a noun (phrase) to describe or explain another noun.

Based on all of the information above, the researcher would like to correlate the appositive phrase and writing ability. In this case, the researcher would like to conduct a quantitative study in the type of correlational study. Therefore, the title of this research is “ The Correlation Between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Year 2019/2020”.

B. Problem Identification

Based on the whole description of the problems contained in the background of the study, researchers identified the problems of this research are, as follows:

1. Students have limited English vocabulary mastery.
2. Students have a sufficient mastery of English grammar.
3. The most of students do not understand about writing ability
4. Students do not understand about the Appositive Phrase.

C. Problem Limitation

After identifying the problems, the researcher limited the problem of this research by focusing on the writing ability and about the Appositive Phrase Of English Department Students at IAIN Metro.

D. Formulation of the Problem

The problem of this research is formulated as follows:

“is there any significant correlation between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020?”.

E. Objective and Benefits of the Study

1. The Objective of the study

This study aims to determine whether there is a correlation between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

2. Benefits of the study

This research is expected to provide benefits not only for the researcher but also for English Department Students, lectures, and institutions.

a. For the Students

This research is expected to give of English Department students at IAIN Metro in the form of increasing students writing ability. It is also expected that with the application of this research the student's motivation in writing ability can increase. That is because Appositive Phrase is positive for the creation of interactive learning conditions.

b. For the lecturers

This research shows that Appositive Phrase and Writing Ability have a significant correlation in the learning process, therefore the writer hope that the lecture can know that the Appositive Phrase and Writing Ability are factors that must be understood by student. Then the lecture can provide a reference or description of it..

c. For the Institution of IAIN Metro

This research is expected to be one of the references for institutions to take policies, especially in the period of improvement in the learning curriculum. That is because the correlation between Appositive Phrase and Writing Ability is very important to know. Therefore with the result of this research, the institutions can provide

or facilitate this result to students in the campus, especially in the English Department Students of IAIN Metro.

F. Prior Research

This research will be carried out by considering several prior types of research. The first prior research is carried out by Roland Ompusunggu with the research title “The Study of Adjective Phrase in the Seventeen Magazine Article”. This title of the prior research have a correlation with the title of the researcher's research, where adjective phrase is included in the part or structure of the appositive phrase. The purpose of the first prior research is to find out of the grammatical function of Adjective Phrase, how many Adjective Phrases are used in the sentences.

The method of paragraph research used by the first prior research is qualitative. The research topic is an appositive is a word, phrase, or clause that supports other words, phrases, or clauses by describing or modifying the other word. The first prior research finds that the five main grammatical function of Adjective Phrase in the sentences are as follow: as adjective phrase head, noun phrase modifier, subject complement, object complement, and appositive. The most dominant type of the five main grammatical functions of adjective phrase. The result of research from the first prior research is adjective phrase is any phrase which modifies a noun or pronoun, found the five grammatical functions³.

³“1712070830_2016_The Episteme Journal of Linguistics and Literature Vol 3 No 1_3.The Study Of Adjective phrase In The Seventeen Magazines Articles.Pdf,” n.d.

The research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills and the components studied. This research and the first prior research focus on writing skills in English. The first prior research focused on the adjective phrase in the grammatical functions in writing. The difference between research and the first prior research lies in the differences in the sample and differences in research methods.

Furthermore, the second prior research is carried out by Tri MulyaNingsih, A. DahlanRais,HefySulistiyawati with the research title is “A Correlation Study Between Grammatical Competence, Verbal Linguistics Intelligence, and Writing Ability”⁴. The second prior research sample is the fourth Semester student of English Education of Teacher Training and Education Faculty of Sebelas Maret University in the academic years 2011/2012. The result of the research shows that there is a positive correlation between grammatical competence and verbal linguistics intelligence toward writing ability, either partially or simultaneously. This research and the second prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of language skills and the components studied. This research and the second prior research focus on intended to verify between grammatical competence and verbal-linguistic intelligence toward writing ability.

⁴Tri Mulyaningsih, A Dahlan Rais, And Hefy Sulistiyawati, “A Correlation Study Between Grammatical Competence, Verbal Linguistic Intelligence, And Writing Ability,” N.D., 10.

Based on the explanation above, the researcher would like to continue the second prior research by conducting quantitative research method in the title of “ The Correlation Between Appositive Phrase and Writing Ability Among Third Semester Of English Department Student at IAIN Metro In The Academic Years 2019/2020”.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Ability

1. The Nature of Writing

Writing is a means of communication to express and transfer ideas into a blank sheet of paper or other media. As a communication device and act of communication, it suggests an interactive process where writers and readers are replaced through the text. Besides, the objectives of writing as stated above do not mention forcing the students to do writing as achieving scores to pass the grade but skill. Writing is different with speaking since writing is less spontaneous and more permanent, and the resources which are available for communication are fewer⁶.

In addition, Sabarun said Writing is one of the four language skills which should be developed in teaching English. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising⁷.

Furthermore, Hasriati Nur states that writing meant producing or reproduction oral message into written language. It involves an active

⁶Keryadi, "Improving Students' Writing Narrative Through Writing Games For Acceleration Class," *EduLite: Journal Of English Education, Literature And Culture* 2, No. 2 (August 23, 2017): 377, <https://doi.org/10.30659/E.2.2.377-388>.

⁷Sabarun, "Improving Writing Ability through Cooperative Learning Strategy," *Journal on English as a Foreign Language (JEFL)* 1, no. 1 (March 10, 2011): 21, <https://doi.org/10.23971/jefl.v1i1.35>.

process to organize, formulate, and develop the ideas on the papers so that the readers can follow the writes' as in oral form⁸.

According to Pincas expresses that "writing enables the human being to communicate and express their feeling and opinions, writing is a means of both communication and self-expression.

Based on the explanation above, the writer concludes that through writing, someone can explore his her mind (idea) the media such as paper, activities, that has a certain purpose to convey messages to the reader.

2. The Elements of Writing

There are five components (grammar, content, vocabulary, mechanism, and organization) and four skills (writing, speaking, listening, and reading) of English⁹. The components and skills have a correlation to one another such as grammar and writing. There is an assumption good writing has to contain good grammar, that is:

a. Grammar

Grammar is the rule that says how words changed to show different meanings, and they combine into sentences. It means that grammar is the regulation of forming a different meaning of words which use to construct a sentence in writing¹⁰.

⁸Hasriati Nur, "NUR," *Didaktika : Jurnal Kependidikan* 11, no. 1 (June 20, 2019): 97, <https://doi.org/10.30863/didaktika.v11i1.157>.

⁹Adhiyatma Banu, "The Correlation Between Students' Mastery Of Grammar And Writing Ability Of The Tenth Grade," *E-Journal Of Elts (English Language Teaching Society)* 3, No. 2 (June 30, 2015): 1, <https://doi.org/10.22487/J23341841.2015.V3.I2.4412>.

¹⁰Banu, "The Correlation Between Students' Mastery Of Grammar And Writing Ability Of The Tenth Grade."

b. Content

Content is naturally understood as abstracted from the pertinence of words to the parts of speech and concrete lexical meaning¹¹.

c. Vocabulary

Vocabulary is considered central in language teaching and is of paramount importance to a language learner¹².

d. Mechanism

The Mechanism as a one of a part in grammar, This perceptual intake is informed by the child's current grammar, along with the linguistic and extralinguistic information-processing mechanisms through which representation from that grammar can be constructed¹³.

e. Organization

The organization of the message in such a way as to enable representation and interaction to cohere represents a third (the 'textual' meta-function), and this, too, is given its place in a functional grammar¹⁴.

3. The Assignment of Writing

The writing result should be assessed by using a writing rubric to evaluate the quality of each writing component. One of the writing rubrics is stated by J.B.Heaton that is illustrated in the following table¹⁵:

¹¹N M Rayevska, "Modern English Grammar," N.D., 195.

¹²Alpino Susanto, "The Teaching Of Vocabulary: A Perspective," *Jurnal Kata* 1, No. 2 (October 10, 2017): 182, <https://doi.org/10.22216/Jk.V1i2.2136>.

¹³Jeffrey Lidz And Annie Gagliardi, "How Nature Meets Nurture: Universal Grammar And Statistical Learning," *Annual Review Of Linguistics* 1, No. 1 (January 2015): 333–53, <https://doi.org/10.1146/annurev-linguist-030514-125236>.

¹⁴Angela Downing and Philip James Locke, *English Grammar: A University Course*, 2. ed (London: Routledge, 2006).

Table 3
Rubrics Writing.

Content		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject- adequate range-etc.
21-17	Fair to poor	Limited knowledge of the subject, little substance-etc.
16-13	Very poor	Does not show knowledge of the subject, non-substantive-etc.
Organization		
20-18	Excellent to very good	Ideas are clearly stated-etc.
17-14	Good to average	loosely organized but the main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage

¹⁵ J.B Heaton, *Writing English Language Text* (New York, Loungman,1990)p.146

17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions- etc
10-5	Very poor	Virtually no mastery of sentence construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling,

		punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mastery of conventions
Content		

Source: J.B Heaton *Writing English Language Test New Edition*

Based on the table above, each category has a different high score. That is the content 30 scores, organization 20 scores, vocabulary 20 scores, language use 25 scores. Therefore, the highest grade is 100.

Table 4

Criteria Scores of Writing.

No	Criteria	Grade
1	Excellent	81-100
2	Good	68-81
3	Fair	47-68
4	Very Poor	>47

B. The Concept of Appositive Phrase

1. The Nature of Appositive Phrase

A phrase is a group of words forming a unit and united around a head, e.g. a noun or a verb. Since phrases are syntactic units, a number of rules apply to them. Some of these have been discussed above, namely

pronominalization and coordination. Three additional ones can be used, namely deletion, replacement by a *wh*-element, and movement¹⁶.

The Sentence has its constituents and the apposition is one of them. Appositions appear in written text as well as in a spoken language. The function of the apposition can be to emphasize a phrase or to add extra information. The apposition usually post-modifies the foregoing noun phrase.

An Appositive is a noun or pronoun placed after another noun or pronoun to identify, explain, or rename it. So Appositive can be used in the Grammar activities¹⁷.

In a nonrestrictive relative clause or Appositive, the head noun is sufficiently restricted or limited in order to be identified, the relative clause simply adds additional (or parenthetical) information¹⁸.

Based on the above, Appositive is a word that is generally a noun (phrase) to describe or explain another noun.

¹⁶Elly van Gelderen, *An Introduction to the Grammar of English*, Rev. ed., [2nd ed.] (Amsterdam ; Philadelphia: John Benjamins Pub. Co, 2010), 45.

¹⁷ Rozakis E, Laurie, *To Complete Idiot's Guide to Grammar and Style*, [2nd e.d] (Indianapolis)p.81

¹⁸ Brinton J, Laurel, *The Structure of Modern English a Linguistics Introduction*(Columbia: Columbia Universiti of British)p.231.

2. The Construction of Appositive Phrase

Appositive Phrases are essentially special-purpose noun phrases. The Appositive is the head noun, and the rest of the appositive phrase consists of a modifier of the noun, adjective in front of the noun, and modifying prepositional phrase following the appositive noun¹⁹.

3. The Function of Appositive Phrase

A non-restrictive appositive provides information not critical to identifying the phrase in apposition. It provides non-essential information, and the essential meaning of the sentence would not change if the appositive were removed. In English, non-restrictive appositives are typically set off by commas²⁰.

4. The Example of Appositive Phrase

An appositive is a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way. In the examples below, the appositive is shaded and the noun being renamed or described in another way is in bold²¹.

- a. **Dexter**, my dog, will chew your shoes if you leave them there.
- b. **Lee**, my Army mate, caught a whelk while fishing for bass.
- c. **Dr Pat**, the creator of the turnip brew, sold 8 barrels on the first day.

¹⁹ Mark Lester and Larry Beason, *The McGraw-Hill Handbook of English Grammar and Usage*, 2nd edition (the United States, 2005), 24.

²⁰ Ede, "Forms and Function of the English Noun Phrase in Selected Nigeria Text", volume 21/Feb 2016, 45-49.

²¹ Rudy Lock and Kathleen M. O'Connor, "The Discourse Function of Non-Verbal Appositive," no. 20 (2013):1-27.

- d. **The beast**, a large lion with a mane like a bonfire, was showing interest in our party.

Furthermore, Appositives often immediately follow a noun, appositives always help to identify the noun²².

- a. One or two words, often including a name: Ms. Wood, *Sally's teacher*, assigned a research project.
- b. Three or four words, often including some detail: Ms. Wood, *Sally's fifth-grade teacher*, assigned a research project.

C. Hypothesis

A hypothesis is a powerful tool in scientific inquiry. It enables the researcher to relate theory to observation to theory. The use of hypothesis has united experience and reason to produce a powerful tool for seeking truth²³.

A hypothesis is a tentative explanation for certain behavior, phenomena, or events, that have occurred or will occur Hypothesis as following²⁴:

1. Ha (Alternative Hypothesis) states that there is a correlation between Appositive Phrase and Writing Ability Among The Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.
2. Ho (Null Hypothesis) states that there is no correlation between Appositive Phrase and Writing Ability Among The Third Semester Of

²² Sarah Andersen, "Appositives," Dalam www.sjsu.edu/writingcenter, 2014.

²³ Ary, *Introduction*...p.97

²⁴LR Gay, *Educational*...p.79

English Department Students at IAIN Metro In The Academic Years
2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is intended for a hypothesis about the correlation between Appositive Phrase and Writing Ability. In this research, the writer tried to collect the data for describing the answer to the problems as mentioned in chapter 1 that were collected in this research.

In this way, we will get some information which useful for and can be justified. The purpose is to find the answer to the problem which is observed through correlational study. Research design is used to arrange the setting of research in order to get valid data. The data related to the two variables firstly observed is a score of an appositive and the second is the student's Writing Ability.

The researcher used a correlational study because the researcher wanted to know the correlation between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

B. The Operational Definition of Variable

An Operational definition is a definition based on the characteristic of the thing that would be defined. Meanwhile, a variable known as the data that we are collecting from these units is known. Variables are any characteristics of the unit we are interested in and want to collect²⁵.

Based on the quotation above, the operational definitions of the variable would be explained as followed:

1. Independent Variable

The independent variable which is a stimulus variable or input operates either within a person or within the environment to affect his behavior. It is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variable of this research is Appositive Phrase²⁶.

2. Dependent Variable

The dependent variable is the response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the effect of the independent variables. The dependent variable of this research is writing ability²⁷.

²⁵Daniel Muijs, *Doing Quantitative Research In Education With SPSS* (London: Sage Publications,2004), 8.

²⁶Yoges Khumar Singh,*Fundamental Of Research Methodology.*, 63.

²⁷*Ibid.*

C. Population, Sample, and Sampling Technique

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic²⁸. The population in this research is the students in the third semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

The population of this research is one class in the third semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

2. Sample

Geoffrey defined Sample is a subset of the population²⁹. In this research, the researcher was going to take one class as a population. The sample of this research is class B from the third semester among The English Department Students at IAIN Metro, so this sample has 20 students.

3. Sampling Technique

The Sampling is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other words, the sampling was the small group that would be observed in the research that represents the population³⁰.

²⁸Jhon W. Creswell, *Educational Research.*, 142.

²⁹ Geoffrey Marczyk, et al, *Essentials of Research Design and Methodology*, (USA: Library of Congress, 2005), p. 18

³⁰*Ibid.*

The researcher uses the correctional study to detect the extent of variations on another factor based on the correlation coefficient.

D. Data Collection Method

1. Test

The researcher used this technique to collect data from the students. The researcher would be used test form to see their ability before and after given treatment.

a. Writing Ability

The test in the research about writing ability, the researcher got the data of the students writing scores from lecture's archive among third semester Of English Department Students at IAIN Metro.

b. Appositive Phrase

After giving the treatment the researcher gave the post-test to the students to find out the result of the treatment whether the used correctional study. There were 30 questions were given. The questions are multiple choices.

2. Documentation

The next instrument that would be using data is documentation. The researcher would be using the documentation to got detail information as follows:

a. The historical background of IAIN Metro.

b. Organization Structure of IAIN Metro

c. The Facilities of IAIN Metro.

- d. Location Sketch of IAIN Metro.
- e. The Population of students IAIN Metro.
- f. The Profile of English Department Students

E. Research Instrument

Daniel Muijs state that an instrument is used to assess the effect of the experiment before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given. Consequently, this research used a test as an assessment instrument.³¹

F. The technique of Data Analysis

Arikunto said that "to count the correlation we used statistics". The statistical technique can be used to count among two or more variables.³²

Based on the statement above the writer used the statistics method count the correlation between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020.

As Arikunto said "product-moment correlation used to decide correlation between two interval phenomena"³³.

The data obtained from the respondent were analyzed using means formula to know the correlation between Appositive Phrase and writing Ability Among Third Semester Of English Department Students at IAIN Metro In The Academic Years 2019/2020. The formula as follows:

³¹ Daniel Muijs, *Doing Quantitative Research.*, 18.

³² *Ibid*....p.498

³³ *Ibid*....p.255

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum x^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where :

R_{xy} = Coefficient Product Moment

X = The value of Writing Ability

Y = The Value of Appositive Phrase

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description Of Research Location

a. The Historical Background Of IAIN Metro.

IAIN Metro is only one of The Islamic Institute in Metro. IAIN Metro is a change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN has prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religious figures that were joined together in the Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964, the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named " State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of the capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996, about the Settlement of Institutional Faculties STAIN outside the central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar Dewantara Street 15 A, East Metro for campus 1 and at Ki Hajar

Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic values and but also science. It was described in its vision: "To be Islamic State". Then, to accomplish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of the university (education, research and development, and social services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty cover Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

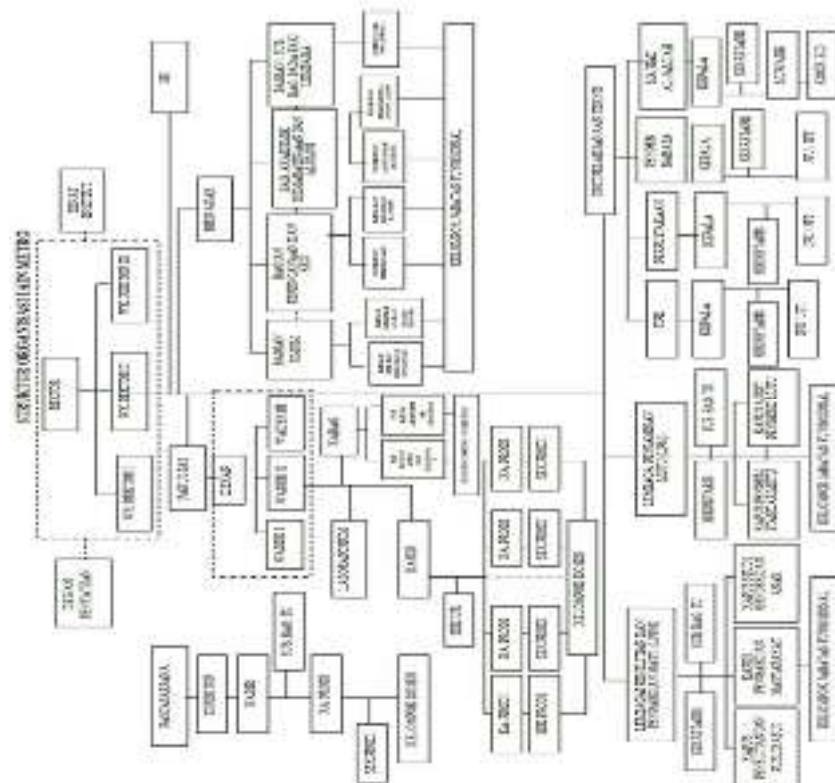
Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty

Comprise D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. Organization Structure of IAIN Metro

The Structural Organization of IAIN Metro in the academic year 2019/2020 is described by the following figure:

Figure 1
Structural Organization of IAIN Metro
In The Academic Year 2019/2020.



c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Malwa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 5
Facilities at IAIN Metro.

No	Facilities	Total of room	Large (m2)
1	Lectures room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248

8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

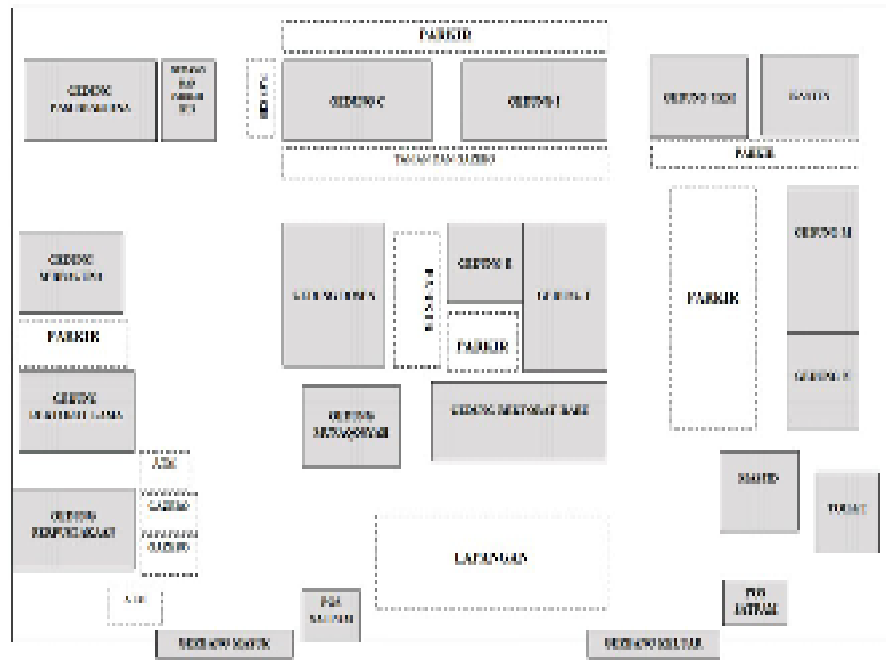
Source: Documentation of State Islamic Institute (IAIN) of Metro

d. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in a different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city, and the second is at Jl. Ki Hajar Dewantara street, BanjarRejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

Figure 2

The Location Sketch of IAIN Metro (Campus 1).



e. The Population of Students in IAIN Metro

The total of the students in the State Institute For Islamic Studies of Metro is 8659 students.

Table 6

Total Students State Institute for Islamic Studies of Metro.

No	Departments	Program	Students
1	Tarbiyah	English Education Department (TBI)	945
		Islamic Education	1362

	Department	Departmen(PAI)	
		Arabic Education Department (PBA)	301
		Islamic Elementary School Education Department (PGMI)	562
		Mathematic Education Department (TPM)	194
		Biology Education Department (TPB)	185
		Social Science Education Department (IPS).	165
		Islamic Childhood Education Department (PIAUD),	223
2	Economy Business Faculty	D3 Syari'ah Banking Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Islamic Economy Department (ESY)	1239
		Islamic Accountant (AKS)	211
		Pilgrimage Management (MHU)	109
3	Syari'ah Department	Islamic Law Program(AS)	457
		Islamic Economy Law Program	681

		(HESY)	
		Islamic Constitutional Law (HTNI)	112
4	Islamic Announceme nt and Communicati on Department	Islamic Communication and Broadcasting Program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI).	107

Source: documentation of IAIN Metro in Academic year 2019/2020

f. The Profile of English Department Students

Along with the status change from STAIN JuraiSiwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also changed into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of The English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No: DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in English Education who can integrate the Islamic values and academic dimensions. So the students have high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge of basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have a good attitude.
- e. Applying an integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in The English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of The English Education Department, as follows:

- a. To prepare the students not only to be an English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of changing society.
- b. To prepare the students to be professional with the spirit of English Islamic.

In line with the statement above, The English Education Department always tries to develop the quality in the teaching and

learning process. Indeed, it will be a dynamic, open, and polite correlation among the stakeholders in TBI IAIN Metro.

2. Description Of Research Data

a. The result of students writing ability

The purpose of the test is to know the students writing skills before looking for a correlation with the appositive phrase by using Correctional study. The test in this research is an easy test. The result of the test as follows:

Table 7

**The Data of The Result Students Writing Ability
Among Third Semester Of English Department Students
At IAIN Metro In The Academic Years 2019/2020.**

No.	Students Initial	Score	Category
1	A M	76	Good
2	A Mu	85	Excellent
3	A S	76	Good
4	C K	80	Good
5	D Y	70	Good
6	E A	66	Fair
7	E D	80	Good
8	L K	80	Good
9	L N	83	Excellent

10	M S	80	Good
11	N I	80	Good
12	N M	76	Good
13	O A	73	Good
14	P R	75	Good
15	R U	76	Good
16	R N	85	Excellent
17	S R	83	Excellent
18	V A	80	Good
19	Y Pra	80	Good
20	Y Pri	76	Good
ΣY		1506	

Source: The result of the students writing ability of the third semester among English Department Student at IAIN MetroIn The Academic Years 2019/2020.

Based on the result students writing ability , the highest score is 85 and the lowest score is 66. The writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

$$R = t - r$$

Note:

R = Distance of maximum and minimum scores

t = The Highest score (85)

r = The Lowest Score(60)

$$R = 85 - 66$$

$$= 19$$

To know interval from the data the researcher used formulas:

Note :

K= Number of interval class

$$K = 1 + 3.3 \log 19$$

$$= 1 + 3.3 \cdot 1.30$$

$$= 1 + 4.29$$

$$= 5.29 \rightarrow 5$$

And next, to know interval population the researcher used formulas:

Note :

P= Population Interval

R= Distance of maximum and minimum scores

K= Number of interval class

$$P = \frac{R}{K}$$

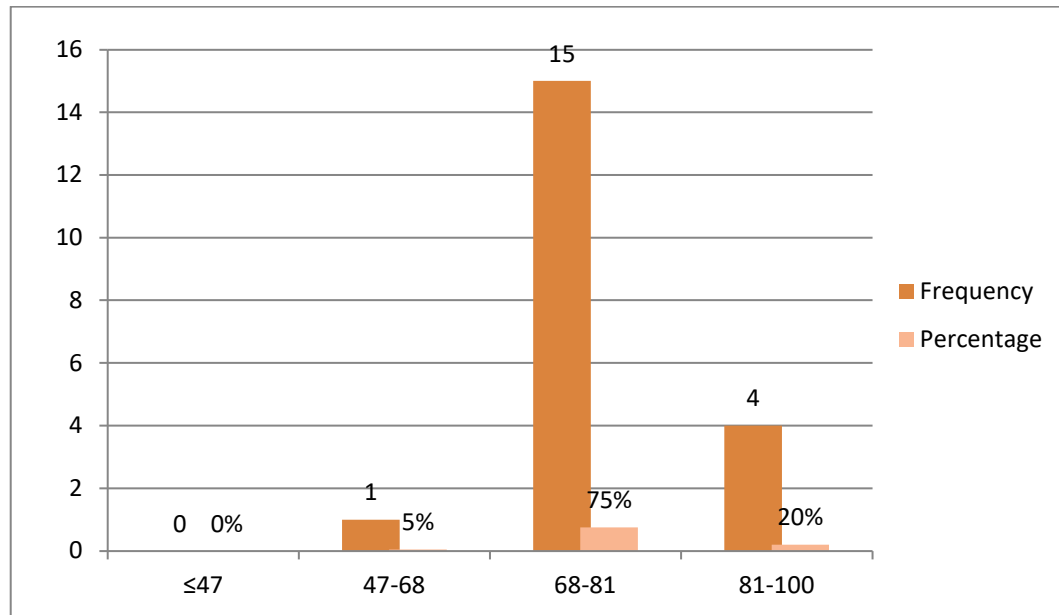
$$= \frac{19}{5}$$

$$= 3.8 \rightarrow 4$$

After knowing the class interval, the data are taken from the interval above as put on the table of frequency distribution as follows:

Table 8**The Table of Frequency Distribution Of Writing Ability**

No.	Score	Frequency	Percentage	Category
1	81-100	4	20%	Excellent
2	68-81	15	75%	Good
3	47-68	1	5%	Fair
4	<47	0	0%	-
Total		20	100%	

Figure 3**Chart Of Frequency Distribution of The Result Students Writing Ability**

Based on the table frequency and chart, it shows that the score writing ability at the Fair level is 1 students(5%) in score 47-68, at the Good level is

15students (75%) in score 68-81, and the excellent level is 4 students (20%) in score 81-100, so the result of writing ability is at the Goodlevel.

b. The Result Of students Appositive Phrase

After analyzing the student's weakness and understanding of writing skills, the researcher continues to provide an understanding of writing skills by explanation one type of grammar about Appositive Phrase. After giving the explanation, the researcher continued by giving atest in the form of 30 multiple choice questions about the Appositive Phrase. The result of students appositive phrase as follows:

Table 9

**The Result Of Students Appositive Phares
Among Third Semester Of English Department Students
At IAIN Metro In The Academic Years 2019/2020.**

No.	Students Initial	Score	Category
1	A M	80	Good
2	A Mu	75	Good
3	A S	85	Excellent
4	C K	75	Good
5	D Y	75	Good
6	E A	70	Good
7	E D	75	Good
8	L K	65	Fair

9	L N	80	Good
10	M S	85	Excellent
11	N I	75	Good
12	N M	70	Good
13	O A	70	Good
14	P R	75	Good
15	R U	65	Fair
16	R N	85	Excellent
17	S R	77	Good
18	V A	75	Good
19	Y Pra	75	Good
20	Y Pri	70	Good
	$\sum x$	1502	
	\bar{x}	75.1	

Source: the result students appositive phrase of the third semester among English Department Students at IAIN Metro In The Academic Years 2019/2020.

Based on the result students Appositive Phrase, the highest score is 85 and the lowest score is 65. The writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

$$R = t - r$$

Note:

R = Distance of maximum and minimum scores

t = The Highest score (85)

r = The Lowest Score (65)

$$\begin{aligned} R &= 85 - 65 \\ &= 20 \end{aligned}$$

To know interval from the data the researcher used formulas:

Note :

K = Number of interval class

$$\begin{aligned} K &= 1 + 3.3 \log 20 \\ &= 1 + 3.3 \cdot 1.30 \\ &= 1 + 4.29 \\ &= 5.29 \rightarrow 5 \end{aligned}$$

And next, to know interval population the researcher used formulas:

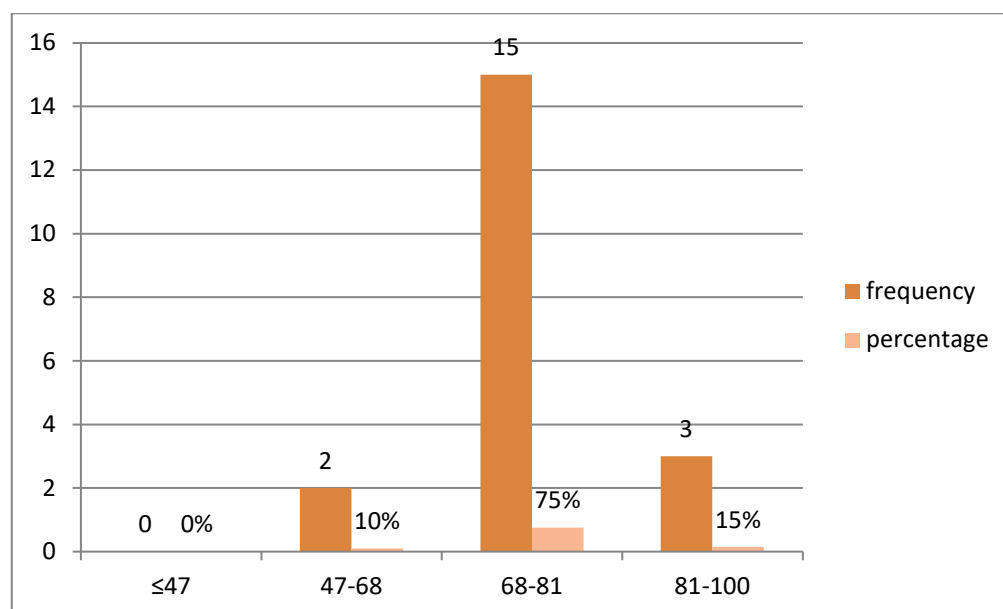
Note :

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{20}{5} \\ &= 4 \end{aligned}$$

After knowing the interval population, the data are taken from the interval above as put on the table of frequency distribution as follows:

Table 10**The Table of Frequency Distribution Of Appositive Phrase Score**

No.	Score	Frequency	Percentage	Category
1	81-100	3	15%	Excellent
2	68-81	15	75%	Good
3	47-68	2	10%	Fair
4	<47	0	0%	Very Fair
Total		20	100%	

Figure 4**Chart Of The Frequency Distribution Of The Result Students****Appositive Phrase**

Based on the table frequency and chart, it shows that the score Appositive Phrase at the high level is 3 students (15%), at the medium level is 15 students

(75%) , and the low level is 2 students (10%) in score 47-68, so the result of students Appositive Phrase is at the Medium level.

B. Hypothesis Testing

After the writer collects the data through tests, documentation, observation, the writer analyzed the data by using analysis of the result appositive phrase in order to find whether there is a positive and significant correlation between Appositive Phrase and Writing Ability Among The Third Semester Of The English Department Students At IAIN Metro In The Academic Years 2019/2020.

Preparing the table in order to find whether there is a positive and significant or not correlation Appositive Phrase and Writing Ability Among The Third Semester Of The English Department Students At IAIN Metro In The Academic Years 2019/2020.

Table 11

**The list Of Result Test Writing Ability and Appositive Phrase
Among Third Semester Of English Department Students At IAIN
Metro In The Academic Years 2019/2020.**

No.	Students Initial	The Score of Writing ability (X)	The Score of Appositive Phrase (Y)	X²	Y²	XY
1	A M	76	80	5776	6400	6080
2	A Mu	85	75	7225	5625	6375
3	A S	76	85	5776	7225	6460
4	C K	80	70	6400	4900	5600
5	D Y	70	70	4900	4900	4900
6	E A	66	70	4356	4900	4620
7	E D	80	75	6400	5625	6000
8	L K	80	65	6400	4225	5200
9	L N	83	80	6889	6400	6640
10	M S	80	85	6400	7225	6800
11	N I	80	75	6400	5625	6000
12	N M	76	70	5776	4900	5320
13	O A	70	70	4900	4900	4900
14	P R	75	75	5625	5625	5625
15	R U	76	65	5776	4225	4940
16	R N	85	85	7225	7225	7225
17	S R	83	77	6889	5929	6391
18	V A	80	60	6400	3600	4800
19	Y Pra	80	75	6400	5625	6000
20	Y Pri	76	70	5776	4900	5320
	TOTAL	1557	1477	121689	109979	115196

Putting the data above into the formula of Correlation Product Moment, as follows:

$$R_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum x^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Note:

R_{xy} = Coefficient Product Moment

X = The value of Writing Ability

Y = The Value of Appositive Phrase

So,

$$R_{xy} = \frac{20.115196 - (1557)(1477)}{\sqrt{[20.121689 - (1557)^2][20.109979 - (1477)^2]}}$$

$$R_{xy} = \frac{2303920 - 2299689}{\sqrt{[2433780 - 2424249][2199580 - 2181525]}}$$

$$R_{xy} = \frac{4231}{\sqrt{[9531][18055]}}$$

$$R_{xy} = \frac{4231}{\sqrt{172082205}}$$

$$R_{xy} = \frac{4231}{13118.01}$$

$$R_{xy} = 0.520$$

Based on the calculation above the researcher obtained r- value 0.520. It is a correlation coefficient (r) as the result of the counting by using Product Moment Pearson-correlation above.

C. Interpretation

1. Interpretation of “ r_{observed} ”**Table 12****The table of Interpretation to the Grade of “ r_{observed} ”**

Values of “r_{observed}”	Interpretation
0.800 – 1.000	High
0.600 – 0.800	Fair
0.400 – 0.600	Quite Low
0.200 – 0.400	Low
0.000 – 0.200	Very Low

Based on the calculation of the test result data using Product Moment Pearson-correlation above, the result of calculation can be interpreted, the critical value of r_{observed} between the student's appositive phrase and writing ability was 0.520. Therefore, it can be inferred that there is a Quite Low correlation between appositive phrase and writing ability among third semester of English department students at IAIN Metro in the academic years 2019/2020.

2. Statistical Significance

After H_a above was formulated, the writer consulted r_{observed} to r_{table} , as follows:

a. if r_{observed} is higher than r_{table} , Alternative Hypothesis (H_a) is accepted.

b. if r_{observed} is lower than r_{table} , Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted.

To know the critical value of Product Moment (r_{table}), the writer firstly counted df , df is degree of freedom. Below is this formula:

$$df = N - 1$$

Note:

df = degree of freedom

N = data

So,

$$df = N - 1$$

$$df = 20 - 1$$

$$df = 19$$

Table 13

The Table Of (r) Product Moment³⁴

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
6	0.811	0.917	30	0.361	0.463	75	0.227	0.296
7	0.754	0.874						
8	0.707	0.834	31	0.355	0.456	80	0.220	0.286
9	0.666	0.798	32	0.349	0.449	85	0.213	0.278
10	0.632	0.765	33	0.344	0.442	90	0.207	0.270
			34	0.339	0.436	95	0.202	0.263
11	0.602	0.735	35	0.334	0.430	100	0.195	0.256
12	0.576	0.708						
13	0.553	0.684	36	0.329	0.424	125	0.176	0.230
14	0.532	0.661	37	0.325	0.418	150	0.159	0.210
15	0.514	0.641	38	0.320	0.413	175	0.148	0.194
			39	0.316	0.408	200	0.138	0.181
16	0.497	0.623	40	0.312	0.403	300	0.113	0.148
17	0.482	0.606						
18	0.468	0.590	41	0.308	0.398	400	0.098	
19	0.456	0.575	42	0.304	0.393	500	0.088	0.128
20	0.444	0.561	43	0.401	0.389			0.115
			44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537						
23	0.413	0.526	46	0.291	0.376	800	0.070	0.091
24	0.494	0.515	47	0.288	0.372	900	0.065	0.086
25	0.396	0.505	48	0.284	0.368			
			49	0.281	0.364	1000	0.062	0.081
			50	0.279	0.361			

³⁴ Burhan Nurgiyantoro. Et.al., *Statistika Terapan Untuk Ilmu-ilmu Sosial* (Yogyakarta: Gajah Mada University Press,2002)p.382.

After considering the product moment table by using df 20, it can be found that:

- a. The critical value of r Product Moment r_{table} for the 5% level is 0.456.
- b. The critical value of r Product Moment r_{table} for the 1% level is 0.575

From all of data analysis above, it can be found that:

- a. $r_{observed}$ of appositve phrase and writing ability correlation was 0.520
- b. r_{table} in the significant level of 5% = 0.456 and 1% = 0.575.

Finally, the data confirmed that $r_{observed}$ is higher than r_{table} . Therefore, it can be inferred that H_a is accepted and H_0 is accepted. Therefore the statistical correlation significance can be interpreted as follows:

"There is have a correlation between Appositve Phrase and Writing Ability Among Third Semester Of English Deparment Students At IAIN Metro In The Academic Years 2019/2020"

D. Discussion

In this research, there are two variables, namely Appositive Phrase as the Y variable and Writing Ability as the X variable, writing ability is the way or ability to write in English. Researchers choose writing abilities because there are still many students who don't really understand it, even though researchers also don't fully understand it. And then the researcher wants to find a correlation between writing ability with one type of grammar in English, namely Appositive Phrase.

In Addition, to find a correlation, the researcher used a Correlation Product Moment to show that there was have a correlation or not between Appositive Phrase and Writing Ability.

And the results after various kinds of research, the researchers found that Appositive Phrase and Writing Ability have a correlation.

So the researcher concluded that the correlation between Appositive Phrase and Writing Ability have a correlation based on the results obtained by the researcher.

E. Limitation

The reseacher was conducted at the third semester of English Department Students at IAIN Metro. The subject of this research was the third semester in the academic years of 2019/2020.

Therefore, after conducted the reearcher got the data test and documentation, the researcher found some lilitattion such as there were some difficulties understand about Appositive Phrase and Writing Ability.

Finally, the result of this research explained that there was have a correlation btween Ariting ability and Appositive Phrase, so the result of this research is only for this institute

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the learning process on test , the researcher would like to conclude that Appositive Phrase have a correlation between Writing Ability Among Third Semester Of The English Department Students At IAIN Metro In The Academic Years 2019/2020.

Furthermore, there is have a correlation between Appositive Phrase and Writing Ability result, because the correlation product-moment show that the value is 0.520. It means that there was have a correlation between Appositive Phrase and Writing Ability Among Third Semester Of English Department Students At IAIN Metro In The Academic Years 2019/2020.

B. Suggestion

1. For Students

Students must better understand and deepen their writing abilities. Futhermore, students must be more active in asking questions and don't be afraid to be wrong.

2. For The Lecturers

Lecturers should be more able to provide their knowledge in a way that is as simple as possible and easy for the students to digest.

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CURRICULUM VITAE



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