AN UNDERGRADUATED THESIS

THE CORRELATION BETWEEN STUDENTS' SIMPLE SENTENCE MASTERY AND WRITING ABILITY OF SMPN 3 BATANGHARI LAMPUNG TIMUR AT ACADEMIC YEAR 2011/2012

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1434 H / 2013M

THE CORRELATION BETWEEN STUDENTS' SIMPLE SENTENCE MASTERY AND WRITING ABILITY OF SMPN 3 BATANGHARI LAMPUNG TIMUR AT ACADEMIC YEAR 2011/2012

Presented As A Partial Fulfillment Of The Requirements
For the degree Of Sarjana Pendidikan Islam (S. Pd. I)
In English Education Program

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2012 / 2013

HUBUNGAN ANTARA PENGUASAAN KALIMAT DAN KEMAMPUAN MENULIS SISWA DI SMP N 3 BATANGHARI LAMPUNG TIMUR TAHUN AJARAN 2011/2012

ABSTRAK

OLEH:

TRIYAS WIGATI

Kemampuan menulis siswa pada mata pelajaran bahasa inggris dipengaruhi oleh penguasaan terhadap membuat kalimat. sederhana. Oleh sebab itu kalimat harus benar-benar dikuasai oleh siswa. Namun kenyataanya penguasaan kalimat sederhana siswa tersebut masih pelu ditingkatkan. Tujuan penelitian ini antara lain untuk mengetahui tingkat penguasaan kalimat sederhana, dan kemampuan menulis siswa kelas VIII.2 SMP N 3 Batanghari tahun ajaran 2011 / 2012 , dan untuk mendeskripsikan tingkat hubungan antara penguasaan kalimat sederhana dan kemampuan menulis.

Penelitian ini dilaksanakan di kelas VIII.2 yang terdiri dari 36 siswa. Penelitian ini merupakan penelitian kuantitatif, dalam pengumpulan data penulis menerapkan metode tes. Penulis menggunakan tes untuk mengukur tingkat pemahaman penguasaan kalimat sederhana dan kemampuan menulis siswa. Untuk mengukur tingkat penguasaan kalimat sederhana, penulis menggunakan tes pilihan ganda. Selanjutnya penulis mengukur tingkat kemampuan menulis dengan meminta siswa untuk menulis sebuah paragraf dengan memilih satu topik. Untuk mengetahui apakah ada hubungan yang positif dan signifikan antara penguasaan kalimat sederhana dan kemampuan menulis siswa kelas VIII.2 SMP N 3 Batanghari tahun ajaran 2011 / 2012, penulis menganalisis data dengan mengunakan korelasi " product- moment".

Hasil analisis data adalah sebagai berikut: "$r_{observed}$" = 0,4559,r_{tabel} = 0,339 atau 0,436. Setelah memperhatikan tabel "product-moment" dengan menggunakan df 34 maka dapat diketahui bahwa nilai kritis "product-moment" (r_{tabel}) pada tingkat 5% adalah 0,339, nilai kritis "product-moment" (r_{tabel}) pada tingkat 1% adalah 0,436 .

Akhirnya, data menunjukan bahwa "$r_{observed}$" lebih besar dari pada r_{tabel}. Oleh karna itu, dapat di simpulkan bahwa ada hubungan yang positif dan signifikan antara penguasaan kalimat sederhana dan kemampuan menulis siswa kelas VIII.2 SMP N 3 Batanghari tahun ajaran 2011 / 2012.

Selanjutnya, penulis mengukur tingkat penguasaan kalimat sederhana dengan kemampuan menulis siswa kelas VIII.2 di tahun ajaran 2011-2012 dengan menghitung kuadrat dari r_{hitung} , dan mengalikannya dengan 100%= $(r_{hitung})^2$x100% = $(0,46)^2$ x 100% = 21,16% . Berdasarkan analisis di atas dapat disimpulkan bahwa tingkat hubungan antara penguasaan kalimat sederhana dan kemampuan menulis adalah 21,16%.

THE CORRELATION BETWEEN STUDENTS' SIMPLE SENTENCE MASTERY AND WRITING ABILITY OF SMP N 3 BATANGHARI LAMPUNG TIMUR AT ACADEMIC YEAR 2011/2013

ABSTRACT

By:

TRIYAS WIGATI

The students' writing ability influenced by simple sentence mastery. Furthermore, the students should be mastered of sentence, but the fact the students' sentence mastery must be increased. The objectives of this research are to know the level of simple sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012 and to describe the correlation between simple sentence mastery and writing ability.

This research was conducted at the eighth second graders students of SMP N 3 Batanghari. The subject of this research was the students at the eighth second graders consisting 36 students. This research is quantitative research design. The writer used test as data collection method. Moreover, the writer used test to measure both of the variables. Moreover, the writer measure the level of sentence mastery of the students by giving test multiple choice. Furthermore, the writer measure the level of writing ability of the students by testing them to write the paragraph by choosing one topic.

To investigation whether there is positive and significant correlation between the students' simple sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012, the writer analyses the data by using product moment correlation. The result of the data analyses as follows: "$r_{observed}$" = 0,4559 or 0, 436. Considering the product moment table by using df 34 it can be know that the critical value of product moment (r_{table}) for the 1 % level is 0, 436.

Finally, the data confirmed that "$r_{observed}$" is higher than r_{table}. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is positive and significant correlation between the simple sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012.

Furthermore, the writer measured the level of correlation between the simple sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012 by counting the quadrate of "$r_{observed}$" and multiplying it by 100%. Therefore the level of correlation between simple sentence mastery and writing ability =(rob) x 100% = (0,46) x 100% = 21,16% . Based on the analysis above it can be inferred that the level of correlation between simple sentence and writing ability is 21,16%.

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Assalamu'alaikum Wr.Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

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telah kami setujui dan dapat diajukan ke jurusan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE

St.13 / S / 527 / 2013

The undergraduate thesis entitled: THE CORRELATION BETWEEN STUDENTS' SIMPLE SENTENCE MASTERY AND WRITING ABILITY AT THE EIGHTH SECOND GRADERS OF SMP N 3 BATANGHARI LAMPUNG TIMUR AT ACADEMIC YEAR 2011/2012 , written by: Triyas wigati, Student Number 0736047, English Education Study Program, has been examined (munaqosyah) in Tarbiyah Department on Tuesday, February 12, 2013.

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STETEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro , 12 Februari 2013

Yang menyatakan



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MOTTOS

قُل لَّوْ كَانَ ٱلْبَحْرُ مِدَادًا لِّكَلِمَٰتِ
رَبِّى لَنَفِدَ ٱلْبَحْرُ قَبْلَ أَن تَنفَدَ
كَلِمَٰتُ رَبِّى وَلَوْ جِئْنَا بِمِثْلِهِۦ
مَدَدًا ۞

(Al-Kahfi : 109)

Say: "If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it,for its aid."

Katakanlah (wahai Muhammad): "Kalaulah semua jenis lautan menjadi tinta untuk menulis Kalimah-kalimah Tuhanku, sudah tentu akan habis kering lautan itu sebelum habis Kalimah-kalimah Tuhanku, walaupun Kami tambahi lagi dengan lautan yang sebanding dengannya, sebagai bantuan".

DEDICATION PAGE

This undergraduated thesis would highly be dedicated to:

1. Allah SWT and Prophet Muhammad SAW that have given me guidance and faith for my whole life.
2. Prof. Dr. Edi Kusnadi, M. Pd as the Principle of State Islamic College (STAIN) Jurai Siwo Metro.
3. My sponsor and co sponsor, Muchtar Hadi, M.Si and Dra. Yerni Amir, thanks for the worth guidance so that i can finis the undergraduate thesis.
4. My beloved parents, thanks for the support, prayer, love, your care and all of the gifts you gave. I can find no word to Express my thanks and love. You always make me confortable, peaceful, and happy.
5. My beloved brother, you all make me sadness loss. God bless you.
6. My best friend, who have given this valuable help and support.
7. My beloved almamater of State Islamic College of Jurai Siwo Metro.

ACKNOWLEDMENT

Alhamdulillahirobbil'alamin, merely to the Mightiest Allah SWT, for the gracious mercy and tremendous blessing that enable me to accomplish this undergraduate thesis.

Realizing that this undergraduate thesis would not be able to be accomplish without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledge his gratitude. This deepest gratitude would be addrested to Prof. Dr. Edi Kusnadi M.Pd as the Principle of State Islamic College (STAIN) Jurai Siwo Metro, Muchtar Hadi M.Si as sponsor, and Dra. Yerni Amir as co-sponsor. Who gave constructive idea during the thesis writing process, Comprehensive and writing up this undergraduate hesis.

The researcher also does not forget to appreciate all helps and support from the lectures of english Education study program, staffs of tarbiyah departemen, all of my friends, thanks for the support in finishing my thesis.

The researcher hope that this thesis will be useful in English Education, generally, and for English Education study program of STAIN Jurai Siwo Metro, especially.

Metro, 12 February 2012

Writer



TRIYAS WIGATI
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a means to convey the ideas, opinions, and feelind either in oral writing. Language becomes a system communication that used by a particular country to cooperate, interaction one another and self identity. Therefore is needed an agreement in specifying language as an international language. So that people various and different countries can be communicate one another. One of the languages which are often used by most of people in the world is english. English is an international language. English is known as a language that can unite many people from many countries in the world. English is learned by al people worldwide and english is learned from elementary until colledge.

Mastering English become a need for all students to be able to communicate in English, or least to understand it. " the student must be trained adequately in all four basic language skills : listening, speaking, reading and writing. In many classroom courses the emphasis is wholly on the written language".

Based on curriculum national education 2004, English is taught for the sake of providing and enabling the student to have four language skills. It is thought integrated, skillfully and communicatively. In addition, the four language skills are considered as an inseparable bond in the sense that they must integrated be applied in the teaching and learning process.

Writing is one of the basic language skills that should be mastered by student from Junior High School to University students. Writing is language skill that can be used to communicate and to express with others in written form (paper). So it is the basic skill that is very important for the student. In teaching writing, there are some materials; one of them is about sentence. Although writing is one of four skills that English student need to master, the students can't ignore the rule of grammar. Grammar is vital in English language since it regulates the form and structure of sentences. Without grammar, sentences would be a mess and uneasy to understand.

In a Grammar book, Sentence is defined as a group of words that expressed a complete thought. A sentence must have a subject and predicate. A sentence that makes a statement begins with a capital letter and ends with period. There will be no problem if students make a sentence which in line with the explanation above. In fact, students often make some mistakes in making sentences. The students' errors can be in Punctuation, for instance the students make a sentence which doesn't begin with a capital letter or even doesn't end with period. In structure, the students' errors are often seen on verbs, for instance It is an error taken from a student writing, *I am is talkative girl.* The student uses two verbs to be in a sentence that make the sentence strange.

To solve the problem above the teacher has to make his explanation interesting, he can use simple sentence that makes student understand about sentence structure. The students' sentence mastery will be better if students understand what the sentence is and know the sentence structure.

To strengthen the statement above, the researcher taken 36 students as a sample to collect pre-survey data. The test is taken on 12th January 2012 at the eighth second graders students of SMP N 3 Batanghari Lampung Timur at academic year 2011/2012. The test is a simple sentence test and writing ability test. The researcher collects the data and measures it by using grammar indicator one of writing measurement to get pre-survey data.

The writer took 36 eighth Second graders students of SMP N 3 Batanghari Lampung- Timur. From 36 students, 5 students have high score using simple sentence or 13,8 %, 10 students have fair score using simple sentence or 27,7%, 21 students have low score using simple sentence or 58,3%. And then, the score using wriring test is 3 students have high score using writing test or 8,3%, 15 students have fair score using writing test or 41,6%, 18 students have low score using writing test or 50%.

Regarding to all the explanation above, it can be concluded that the students' score of simple sentence and writing ability is categorized into failed categories. Therefore, the writer would like to know whether there is any correlation between students' simple sentence mastery and writing ability. Then the writer conducts a research with title:

THE CORRELATION BETWEEN STUDENTS' SIMPLE SENTENCE MASTERY OF SMP N 3 BATANGHARI LAMPUNG TIMUR AT ACADEMIC YEAR 2011/2012.

B. Problem Identification

1. The student have low understanding of simple sentence
2. The students have low simple sentence
3. The student have low ability in writing
4. Most of the students make the error of grammatical from syntactical sentence.

C. Problem Limitation

The researcher will focus on the correlation between students' sentence mastery (simple sentence) and writing ability at the eighth second graders of SMP N 3 Bataghari Lampung Timur at academic year 2011/2012 .

D. Problem Formulation

Referring the background of the problem described above, the researcher focused on the problem namely:

1. Is there any positive and significant correlation between students' sentence mastery and writing ability at the eighth Second graders of SMP N 3 Bataghari Lampung Timur at academic year 2011/2012.
2. How far the correlation between students' sentence mastery and writing ability at the eighth second graders of SMP N 3 Bataghari Lampung Timur at academic year 2011/2012.

E. Objectives and Benefit of the Study

1. The objectives of the studies are :

   a. To see how well the mastery of simple sentence.

   b. To see how well the students on writing ability.

2. Benefit of the studies are:

At the end of this research the writer hopes that it will have some benefits to broaden teaching and learning process. Besides, this research will give contribution to the teacher, students, institution/ school, and the writer himself.

a. The Headmaster: The headmaster will give more attention to be development of reading skill of the first year. The headmaster gives appreciation for teacher and students who get a good achievement in English.

b. The Teacher : The teacher can solve the problems of teaching and learning process by giving attention to the students' mastery of simple sentence and writing ability. The result of this study will be input for the teacher to improve and develop the teaching learning process in writing ability subject.

c. The Student: The students will become more interested in learning English especially in learning writing ability.

d. The Writer: The writer will know how to simple sentence of students who have low simple sentence. The writer can also motivate himself to improve her knowledge and also the writer will get some experiences in controlling teaching and learning situation.


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CHAPTER II

REVIEW OF THE RELATED THEORY

A. Theoretical Review

1. The Concept of Simple Sentence Mastery

A Simple sentence has one independent clause. That means it has one subject and one verb—although either or both can be compound. In addition, a simple sentence can have adjectives and adverbs. What a simple sentence can't have is another independent clause or any subordinate clauses. Simple sentence is the sentence consists of one subject and one predicate, without clause within it.[1]

Kinds of simple sentence :

1) Simple present tense.
2) Present continuous.
3) Present perfect.
4) Present perfect continuous.[2]

2. The Concept of Simple Present Tense Mastery

Present Tense

Nata states that present tense is used to state habitual Action in present time, the work which is often used or to state the general statement. Usually, the sentences are Market by the words below : often, always, usually, sometimes, everyday, every morning, every week, every month, every year.[3]

For example :

---

[1] Laurie Rozakis Ph.D English Grammar For The Utterly Confussed, (New York: Mcgraw_Hill, 2003), P. 118

[2] Fuad Mas'ud, *Essential of English Grammar a Practical Guide*,(Second Edition, BPFE-Yogyakarta, 1996), P.18.

[3] Pieter A. Napa, *Basic English Grammar*,(Yogyakarta: Kannisius, 1991), P. 35.

a. Affirmative sentence : He always studies English

b. Negative sentence : He does not always studies English

c. Interrogative sentence : Does he always study English?

a. Simple Present Tense

In general, the the simple present express events or situations that exist always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.[4]

1) The formula of simple present tense :

S + Verb 1 + s / es

In the infinitive the simple present tense has the same form as the infinive but adds an- s for the Third person singular.[5]

For example :

a. Affirmative sentence : I work.

b. Negative sentence : I do not work.

c. Interrogative sentence : Do I work?

2) The uses of simple present tense

The simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.[6]

b. The Present Progressive (Present Continuous)

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[4] Betty Schrampfer Azar, *Understandingand Using English Grammar*, (New Jersey : Prentice Hall Englewood Diffs,1989), P.2.

[5] A.J Thomson and Martinet, *A Practical English Grammar*, (New York: Oxford Univercity Press, 1986), P. 159.

[6] Betty Schramfer Azar, *Fundamentals of English Grammar*, (New Jersey : Practice Hall Englewood Diffs, 1992), P. 3.

The present progressive expressest an activity that is in progress at the momen of speaking. It began in the resent past, is continuing at present, and will probably end at some point in the future. For example : john is sleeping righ now.

1) The formula of present continuous tense :

S + am / is / are + V- ing

The present continuous tense is formed with the present tense of the auxuliary verb + the present participle :[7]

a. Affirmative sentence : Iam working.

b. Negative sentence : Iam not working.

c. Interrogative sentence : Am I working?

2) The use of present continuous tense are:

For an Action happening now :

- It is raining.
- What's the baby doing?
- Why are you sitting at my desk?

For an actions happening about this time but not necessarily at the moment of speaking :

Iam reading a play by snow. (this may mean ' at the momen of speaking' but may also mean 'now' in a more general sense).

For a definish arrangment in the near future (the most usual way of expressing one's immediate plans).[8]

c.Present Perfect Tense

[7] A.J Thomson, *Op. Cit* P. 153
[8] *Ibid*, P. 154

The present perfect tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. For example : they have moved into a new apartement.[9]

1) The formula of present perfect tense

S + have / has + verb III (past participle)

The present perfect tense is formed with the present tense of have + the past participle : i have worked, etc.[10]

a. Affirmative sentence : I have worked.

b. Negative sentence : I have not worked.

c. Interrogative sentence : Have i worked?

2) The use of present perfect tense

a. The present perfect used for past recent Action when the time is not mentioned.

He has just gone out = he went out a few minutes now.

b. The present perfect used for past actions whose time is not definite.

- The present perfect is used for recent Actions when the time is not mentioned.

  I have read the instructions but i don't understand them.

- Resent Actions in the present perfect often have result in the present :

  Tom has had a bad car crash ((he's probably still in hospital).[11]

[9] Betty Schramfer Azar, *Op. Cit*, P. 29
[10] A.J Thomson, *Op. Cit*, P. 165.

d.Present Perfect Continuous Tense

This tense is used to indicate the duration of an activity that began in the past and continuous to the present. When the tense has this meaning, it is used with time words such as for, since, all morning, all day, all week, for example :you have beenstudying for five straight hours. Why don't you take a break?[12]

1) The formula of present perfect continuous tense

S + has / have + been + verb. ing

This tense is formed by the present perfect of the verb to be + the present participle :[13]

a. Affirmative sentence : I have been working.

b. Negative sentence : I have not been working.

c. Interrogative sentence : Have I been working?

d. Negative interrogative sentence : Have I not been working?

2) The use of present perfect continuous

This tense used for an Actions which began in the past and is still continuing:

'I've been waiting for an Tour and he still hasn't turned up'.

'I'm so sorry. I'm late. Have you been waiting long?'

In addition, the verb want is often used isi n this tense, and wish is also possible:

' thank you so much for the binoculars. I have been wanting a pair for ages.'

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[11] *Ibid*. P. 166.
[12] Betty Schramfer Azar, *Op. Cit*, P. 36.
[13] A.J Thomson, *Op. Cit*, P. 172.

The word " master" in Oxford advanced learner's dictionary as follows:

a. Complete knowledge; great skill.

b. Control.[14]

Based on the statement above, the writer assumes that the present tense master is the important skill or knowlegment about the verb form which is used to described repeated habitual or everyday activity, of characteristic Actions that exist now. It uses in english teaching learning. So, the students can master the tenses easily.

2. The Concept of Writing Ability

According to Hornby, the word "write" is producing something in written form to be read by the people.[15] From the explanation above written as a process of communication indirectly.

"The written productive language skill is called writing".[16]

Based on the definition above it can be defined writing is the skill of writer to communicate information to the readers writing is a process to transferring information by written.

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[14] Oxford Univercity Press, *Oxford advanced learner's dictionary*,(New York: Oxford Unip), P. 721

[15] Hornby *As,oxford advandec learner's dictionary of curren English*, (New York,Oxford Univercisity Press,1987)

[16] Siahaan Sanggam,*The English Paragraph*,(Graham Ilmu, Yogyakarta,2008),p.2.

Based on the explanation above the writer defines writing is a process to write when the people have through and ideas and it can be read be other people.

Ability is the quality or state of being able; power to perform, whether physical, moral, intelectual, conventional, or legal; capacity; skill or competence in doing; sufficiency or strength, skill, resource, etc.; in the plural, facilty, talent.[17] Writing ability is students' skill or competence, talent and sufficiency of writing.

a. Aspect / Component Writing

Written product are often the result of thinking, staying and revising procedures that require specialized skill, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy, that focused students on how to generate ideas, how to organize them coherently, how to use discourse markers and theoretical conventions to put them cohesively info a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.[18]

A good deal of attention was placed on "model" compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.[19]

a. Content refers to substance writing, the experience of the main idea,

b. Organization refers to the logical organization of the content (coherence),

c. Vocabulary refers to the selection of word those are suitable it content,

d. Language use refers to the use of correct grammatical and syntactic pattern,

e. Mechanic refers to the use graphic conventional of the language.

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[17] http: //ardictionary. Com/ Ability/ 293,/23july 2012
[18] H. Douglas Brown,,*Op.Cit*.335
[19] *Op.Cit*

b. The Indicators of Writing

In this Research the writer focus on writing ability, here are the indicators:

The Indicators of writing Scores

Writing Ability	Score	Level	Indicator
CONTENT	27-30	Excellent	Complete information, substantive, complete thesis developing. Suitable with the problem (title) and complete.
	22-26	Good	Enough information, enough substantive, limited thesis developing, suitable with the problem (title) but not complete.
	17-21	Fair	Less information, less substantive, uncompleted thesis developing and problem.
	13-17	Poor	Having not content, substantive, thesis developing and problem.
ORGANIZATION	18-20	Excellent	Fluent expression, clear ideas, complete, good organized, the sequence is very logic and cohesive.
	14-17	High	Fluent enough, quite enough organized, but has much ideas, the sequence is logic and cohesive.
	10-13	Fair	The writing is less organized and neat, unclear, less ideas, sequence is not logic.
	7-9	Poor	Not communicative, less organized.
VOCABULARY	18-20	Excellent	Selecting words are excellent, choosing the words

	14-17	High	Selecting words are excellent, choosing the word and idiom are less appropriate, but the meaning can be understood.
	10-13	Fair	Less in selecting potential words, sometimes wrong in using vocabulary so it can broke the meaning.
	7-9	Poor	Perfunctorily in selecting words, mastering less vocabulary.
GRAMMAR	22-25	Excellent	Complex construction and effective, there is a little wrong in using language form.
	18-21	High	Simple construction, but effective, wrong in complexity construction, the meaning can be understood.
	11-17	Fair	There are serious wrong in sentence construction and confused meaning.
	5-10	Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative.
MECHANICS	5	Excellent	Mastering the mechanics in writing, there are some mistakes in spelling.
	4	High	Sometimes ther are mistakes in spelling, but the meaning can be understood.
	3	Fair	Seldom mistakes in spelling but the meaning is confusing.
	2	Poor	Having not mastery in mechanics, many wrong spelling, the meaning can no be understood.

B. Correlation Between Simple Sentence Mastery and Writing Ability

Knowing the simple sentence is thus a large part of being to write a good sentence in the learning process. Moreover, this makes learning the literate skills (reading and writing) more of challenge than in language like English where there is significant overlap between the simple sentence of the sentence and written variety but where the simple sentence of written language is nonetheless much more extensive.

There are so many experts that explain correlation between simple sentence and writing as following:

According to brown, written language places a heavier demand on simple sentence use than does speaking. Good writers will learn to take advantage of the richness of English is sentence.

Based on the quotations above, it can be inferred that simple sentence mastery will enable the students' to master each of difficulties and bring him to a pant where he will be capable of writing with a minimum of error.

C. Thoeretical Framework and Paradigm

1. Theoretical Framework

> Theoretical framework is the conceptualization about how the correlation between theory and factors that identify as importance problem. The theoretical frame work in a research has to suggested. If the research about two variables or more . [20]

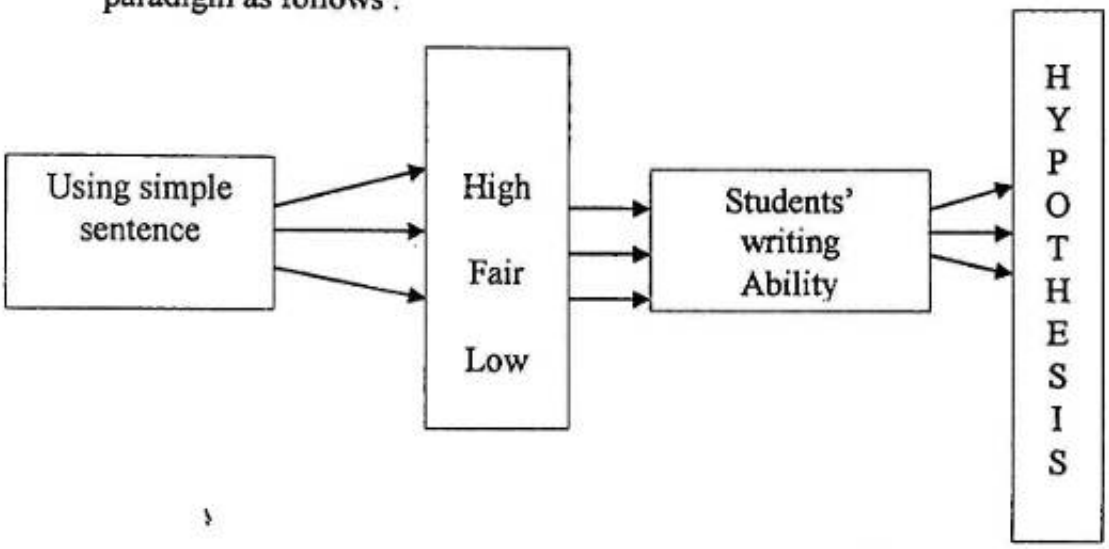
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[20] P3M,STAIN Jurai Siwo Metro,*Pedoman Penulisan Karya Ilmiah*,(Irevisi,2010),p.38.

Based on the statement above, it can be concluded that theoretical framework is the concept that gives a correlate between dependent and independent variables. There are two variable in this research. They are independent variable (x) and dependent variable (y). the independent variable is sentence mastery and dependent variable is writing ability.

2. Paradigm

Based on the theoretical framework above, he researcher describe the paradigm as follows :



D. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant correlation between sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012.

b. Null hypothesis (Ho)

There is not any positive and significant correlation between sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012.



AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Quantitative approach is methods used to understand variation in things, test causal relationships, and identify the prevalence or distribution of phenomena; also the use of statistical tools to interpret data.[1]

From the quotation above, that quantitative research is a research can be measured by statistic method. The writer used the quantitative research, because data which is collected by writer in the form of numerical data.

B. Population and Sampling Technique

1. Population

Suharsimi Arikunto defines population as the whole subjects which are complete and clear and will be the object in the research.[2] The population of this research is the students at the eighth second graders of SMP N 3 Batanghari. Each consist of not more than 36 student fourth classes. The total number of students are 144 students. The classes were not graded based on the intelligence level, so that all of them have the same possibility to be taken as the sample.

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[1] Linda Kalof, Amy, and Thomas Dietz, *Essentials of Social Research*, (New York: Mc Graw,2008),p.74

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Rineka Cipta, Jakarta,1998), P.117.

Table 2

Research population based on class and number:

Class	Gander		Total
	Male	Female	
VII	76	74	150
VIII	75	69	144
IX	77	76	153
	228	219	447

2. Sampling Technique

In this research, the writer use the random sampling technique because it is impossible to take the whole population. The researcher are all students of the eighth graders which consist of 144 students. Therefore, the writer only take students as subject of the research, they are students of eightt second graders. The researcher took the students of eighth second graders based on raffle which done by the researcher for 4 class. The lottery done to get sample which be used by researcher.

Edi Kusnadi defines that the random sampling is " the act of determining samples depend on the group of population which has the same characteristic".[3] It means that for take the sample researcher must be done sampling technique, in the research the writer use the random sampling technique.

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3 Edi Kusnadi, *Metodologi Penelitian*, (Metro: Ramayana Press dan STAIN Metro, 2008), P. 23.

C. The Operational Definitions of Variables

The operational definitions of variables are as following:

1. Independent Variable

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the researcher. Independent variable of this research is simple sentence. The indicators of simple sentence in this research; is the students can write the simple sentence correctly.

2. Dependent Variable

Dependent of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is writing ability. The indicator of writing ability in this research is; the students can write the paragraph.

D. Data Collection Method and Research Instrument

1. Test

The writer uses test to measure both of the variable (X) and variable (Y). Kusnadi explains that test is a method that is used to measure skill, knowledge, or intelligence of the object, it uses some questions or statements.[4]

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[4] Edi Kusnadi, *Op.Cit.*,p.90

The writer will use test as data collection method to measure both of the variables.

Moreover, the researcher will use test as data collection method to measure both of the variable. The researcher measure simple sentence mastery of the students by giving simple sentence test. Furthermore, the researcher measure writing ability of the students by testing them to write the paragraph.

2. Observation

The research took field not notes on the behavior and activities of individuals at the research site. In this case the researcher directly organized observation in the field research; the researcher will take the data from students' writing of the English teacher's to be analyzed.

3. Documentation

Documentation is a method that uses a written source such as public documentation (like newspaper, magazines, official reports) or private documents (like journals, diaries, letters and e-mails). Documentation is used as written evidence in the research. The researcher chooses the students' formal document those are the English teacher's file or document of SMP N 3 Batanghari Lampung- Timur.

E. RESEARCH INSTRUMENT

Suharsimi Arikunto defines instrument as the tool of research which is used in each method.[5] Furthermore, the research instrument involves: Instrument as a tool for collecting data plays a very significant role in that it greatly determines the result of the study. Research instrument may be in the forms of test, questionnaire, observation sheet, records of interview and interview sheet, etc.

Because there were two variables that the writer wanted to observe namely students' simple sentence mastery and writing ability, two instruments were utilized. Both were in the form of test. And in this study the writer used multiple choice tests for testing their simple sentence mastery and writing ability.

Instrument Blueprint

Variable	Indicator	Number	Total	Form of the test
Variable X (independent variable) simple sentence	Simple sentence • Simple present tense	1,3,5,6,9	5	Multiple choice
	• Present contiounus tense	2,4,7,8,10	5	
	• Present perfect tense	12,13,17,18,20	5	
	• Present perfect cuntiounus	11,14,15,16,19	5	

[5] Suharsimi Arikunto, op.Cit,p.126

Variable Y (dependent variable) writing ability	The students can write the paragraph	1		Essay

1. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. In this research, the researcher will use the logical validity in content validity form because it is suitable with the syllabus content of English education of first semester. It is supported by Suharsimi Arikunto who mention that a test is content validity if the test is could be able to measure a special purpose which parallel with the content of learning have learned.[6]

From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

In addition, the writer will collect the data is by using the test. There is one in this test consist of simple sentence test. The test is consisting about simple sentences and writing ability.

[6] Suharsimi Arikunto, *Op.Cit.*, P. 37

a. Validity

Kusnadi said that "construct validity (logical validity) demonstrates that the arranged instrument is based on theoretical construction about the measured factors in the research variable.[7] It means that construct validity or logical validity is used to evaluate if the instrument have fulfill the theoretical of variables.

Testing of validity of the test instrument in this research use excel counting validity. Then, the writer analyzed by using the formulation of Product Moment.

b. Reliability

Kusnadi states that "reliability is the index which demonstrates that in what level instrument can be trusted or can be pledge."[8] In order word, reliability directs to the level of reliability of thing. It means that, if the instrument is reliable, the result data will be trusted or reliable. In this research, the writer tried out the instruments first before used on real sample to keep its reliability. The items of the test were analyzed use Alfa Coefficient from Cronbach formulation.

The formula is:

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[7] Edi Kusnadi, *Op.Cit.*, p. 107.
[8] Edi Kusnadi, *Op.Cit.*, p. 128

$$r_{11} = \left[\frac{n}{n-1}\right] \left[1 \frac{\Sigma \sigma^2 i}{\sigma^2 t}\right]$$

where :

r_{11} = reliability of instrument

$\sum 62i$ = number of variant scores each item

$62t$ = total variant

F. Data Analysis Technique

To investigate whether there is any positive and significant relationship between the sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari Lampung Timur at academic years 2011/2012. So the researcher analyzes the data by using product moment correlation. The formulation of product moment correlation:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2) - (\sum X^2)\}\{(N.\sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_{xy} = The correlation coefficient

N = The number of cases (the sample size)

$\sum_{xy}$ = The sum of the product between x scores and y scores

$\sum x$ = The sum of x scores

$\sum y$ = The sum of y scores[9]

[9] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2008),P.109.



AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short history about the establish of SMP N 3 Batanghari Lampung Timur

Based on our interview with the village chief of Batanghari, we conclude that SMP N 3 Batanghari, we conclude that SMP N 3 Batanghari in the first would be founded by central Diknas and located at Balarejo village when Batanghari was belonged to central Lampung. Because of the decision letter was given back to the province.

After knowing that Bumiharjo's village headman and society's figure of Bumiharjo {Mulyoto, Murdi, Kunyoto) when to the province purposing a proposal in order SMP N 3 Batanghari founded in Bumiharjo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, but because of the divorce area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Bumiharjo purposing the proposal seriously to the regency and to the chief of commission 6.The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP N 3 Batanghari was agreed.

SMP N 3 Batanghari was founded in 2002, with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP N 3 Batanghari began the new year of education in 2003-2004. and led by Drs Sunardi and headmaster SMP N 3 Batanghari know Dra. R. Sunaryanti.

b. The building of SMP N 3 Batanghari

SMP N 3 Batanghari has following building:

1. 10 classroom
2. 1 room headmaster
3. 1 room of teachers
4. 1 room of official staffs
5. 1 room of guidance and counseling
6. 1 room of UKS
7. 2 bath rooms of teachers
8. 2 bath rooms of students
9. 1 ware house
10. 1 laboratory
11. 1 library

c. The condition of teachers and official employers of SMP N 3 Batanghari Lampung Timur.

The numbers of teachers and official employers of SMP N 3 Batanghari Lampung Timur at academic year of 2011/2012 are 42 that can be identified as follows:

Table 3
The condition of teachers and official employers in SMP N 3 Batanghari Lampung Timur

No	Name	Sex	Occupation
1	Hj. Ngatemi S.Pd	female	Headmaster
2	Drs. Budiono	male	Vice
3	Drs. M. Nurhadi. NA.	male	Teacher
4	Drs. Warsito	male	Teacher
5	Ramijan, S.Pd	male	Teacher
6	Dwi Wuryani, S.Pd	female	Teacher
7	Subadi, BA.	male	Teacher
8	Sukamto, S. Pd	male	Teacher
9	Dra. Zuriati	female	Teacher
10	Dra. Muslihati, M. M. Pd.	female	Teacher
11	Marhanah, S. Pd	female	Teacher
12	Rustinah, S. Pd	female	Teacher
13	Samsul, S. Pd	male	Teacher
14	Sumadewi, S. Pd	female	Teacher
15	Siti Romlah, S. Pd	female	Teacher
19	Sri Sulistyawati	female	Teacher
17	Slamet Subarno	male	Teacher
18	Wiwik Sudarmiyanti, S. Pd	female	Teacher
19	Subandi, S. Pd	male	Teacher
20	Esti Rahayu, S.Pd	female	Teacher
21	Ahmad Saidi, S. Pd	male	Teacher
22	Surahino, S. Pd	male	Teacher
23	Setiti Ernawati, S. Pd	female	Teacher
24	Muryati, S.Pd	female	Teacher
25	Yeni Haryani, S. Pd	female	Teacher
26	Wahyu pramono, P. Pd	male	Teacher
27	Bui Utomo, S. Pd	male	Teacher

28	Angga Radiansyah, S. Pd	male	Teacher
29	Yulia Budi Surahmawati, S. Pd	female	Teacher
30		female	Teacher
31	Suryani, A.m.d	female	Teacher
32	Habthin Masrijah, A.m.d	female	Teacher
33	Media Eka Suswanti, S. Pd	female	Teacher
34	Duwi Haryani, A.m.d	male	Teacher
35	Safa'at malik, S. Ag	male	Teacher
36	Puji Susilo Pratomo	male	Chief officer
37	Agus Yulianto	female	Officer
38	Fita Apriyani	female	Officer
	Titi Byarwanti		

Source : Documentation result in SMP N 3 Batanghari on Januari, 4 2012

d. The students' Quantity of SMP N 3 Batanghari Lampung Timur at academic year of 2011/2012.

The student's quantity of SMP N 3 Batanghari Lampung Timur at academic year of 2011/2012 is 447 that can be identified as follows:

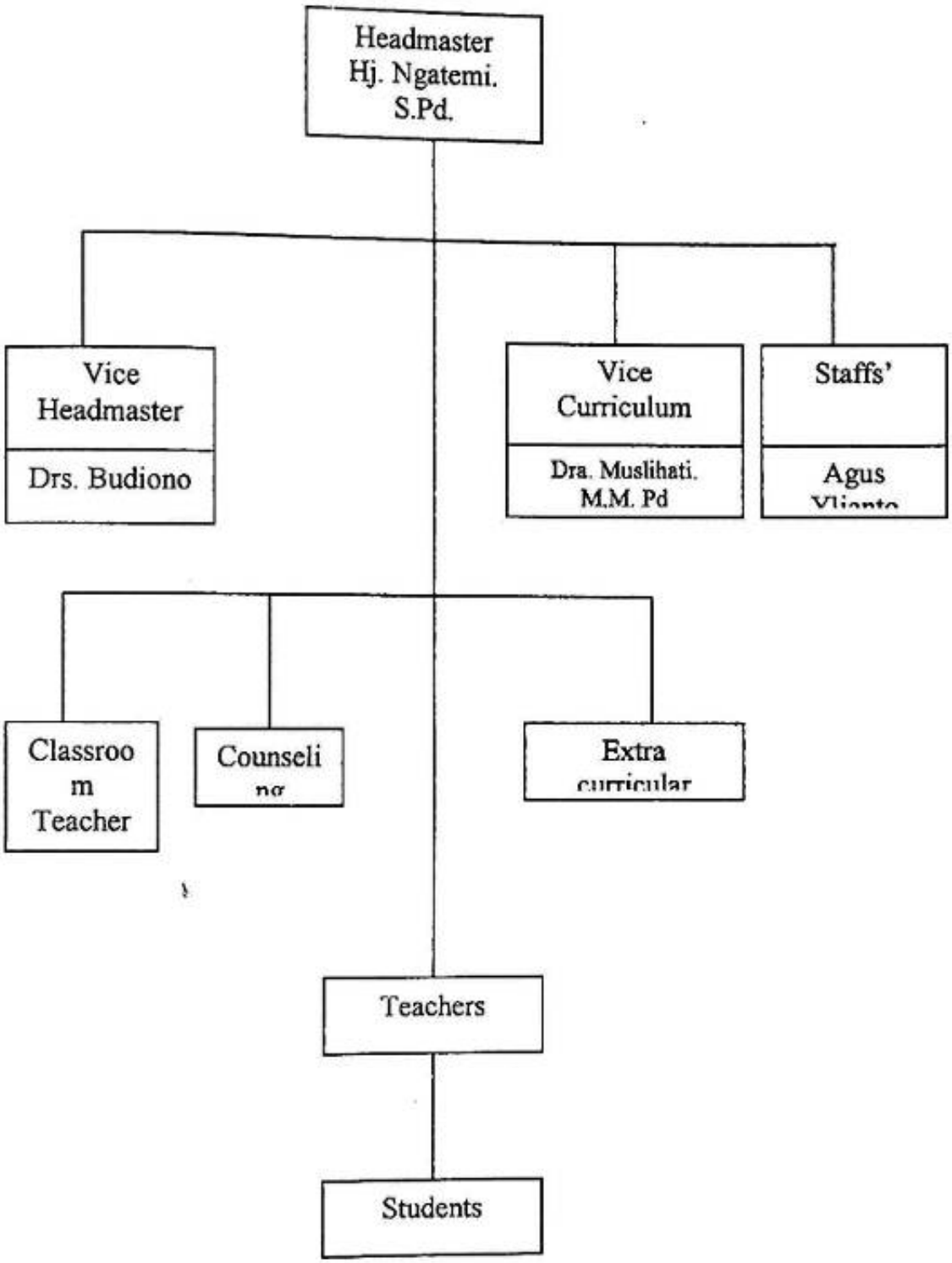
Table 4
The Quantity of SMP N 3 Batanghari Lampung Timur in the academic year of 2011/2012

Class	Gander Male	Total				Class
		Female		Male	Female	
VII	76	74	VII	76	74	VII
VIII	75	69	VIII	75	69	VIII
IX	77	76	IX	77	76	IX

Source : Observation result in SMP N 3 Batanghari on Januari, 4 2012

e. Organization structure of SMP N 3 Batanghari Lapung Timur at academic year of 2011/2012

Figure 1
Organization structure of SMP N 3 Batanghari Lapung Timur at academic year of 2011/2012



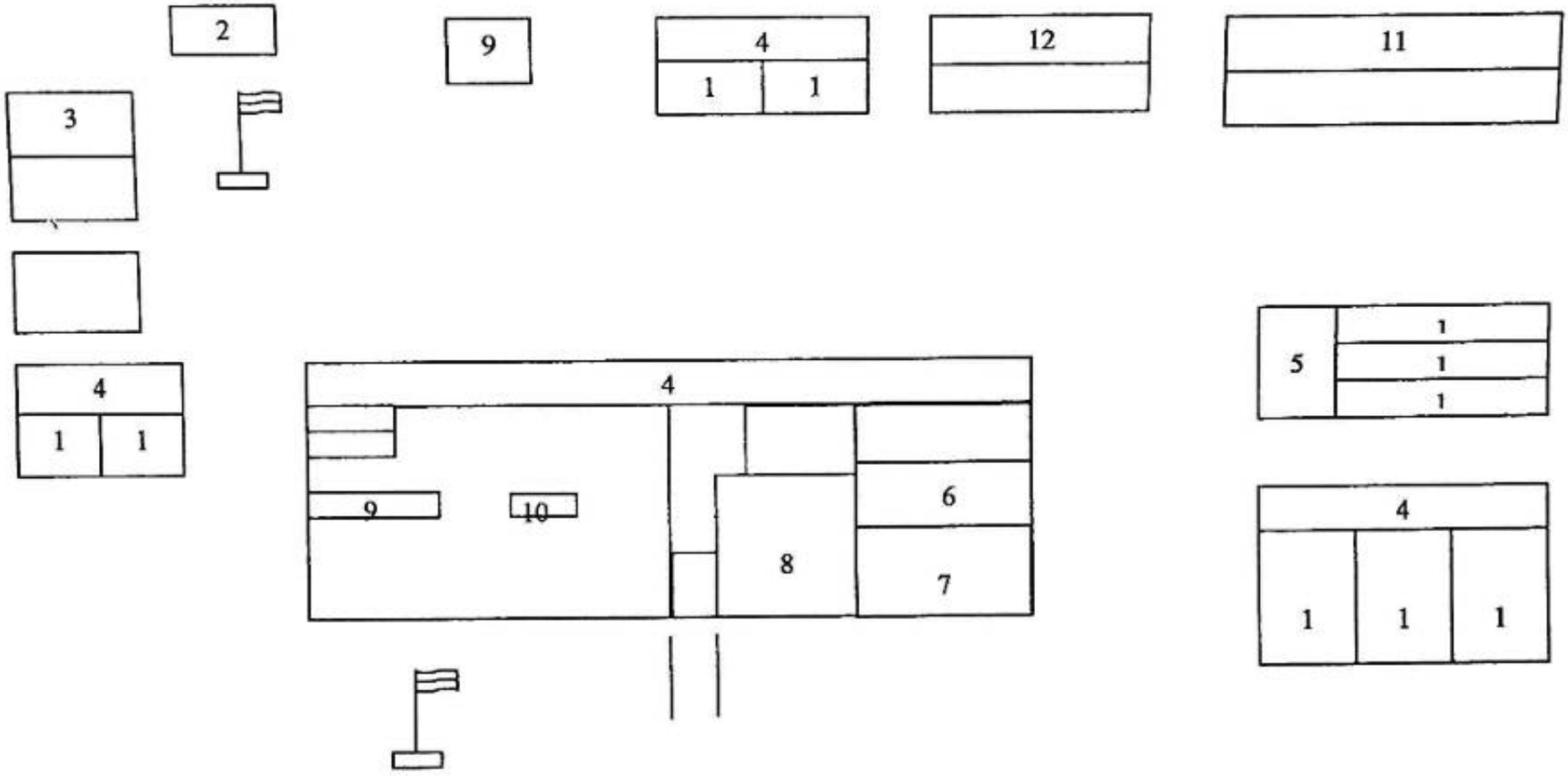
Explanation :

1. Classroom
2. Well
3. Rest room
4. Parch
5. Office
6. Counseling Room
7. Ware house
8. Headmaster's Room
9. Kitchen
10. Laboratory
11. Library

f. Location Sketch of SMP N 3 Batanghari Lampung Timur at academic year of 2011/2012

Figure 2

Location sketch of SMP N 3 Batanghari Lampung Timur in the academic year of 2011/2012



2. Research data

a. Simple sentence

The independent variable of this research was simple sentence. To measure the student' ability in simple sentence, the writer tested the students by giving simple sentence test. The result of simple sentence test can be identified as follows:

Table 5
The result of simple sentence test at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012

No.	Subject Names	The Score of simple sentence test
1	AG	80
2	AM	70
3	AN	72
4	AQ	64
5	AR	54
6	AV	40
7	CI	50
8	DA	60
9	DAS	56
10	DE	54
11	ED	58
12	EF	50
13	ER	60
14	FA	50
15	FR	46
16	FZ	50
17	IM	60

18	IMS	60
19	IN	52
20	JO	60
21	KI	60
22	ME	60
23	MA	44
24	NA	52
25	ND	60
26	NN	60
27	NT	60
28	NI	56
29	NK	80
30	PA	54
31	RE	70
32	RU	60
33	SA	52
34	SU	54
35	SL	50
36	SH	70
∑x		2088

Source the result of simple sentence test at the eighth grade of SMP N 3 Batanghari at academic year 2011/2012

Based on the above table, the writer then measured the class interval using the formula according to Suharsimi Arikunto,

As follows:

$$IR = \frac{t\text{-}r}{N}$$

Note:

IR: class interval

t = the highest score= 80

R = the lowest score= 40

N = total of the categories= 3

$$IR = \frac{t-r}{N}$$
$$= \frac{80-40}{3}$$
$$= \frac{40}{3}$$
$$= 13,33$$

The total of class interval (IR) for independent variable is 13,33. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6
Frequency distribution as the result of simple sentence test at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012

No.	Class Interval	Frequency	Category	Percentage
1	68 – 81	6	High	16,66%
2	54 – 67	19	Fair	52,78%
3	40 – 53	11	Low	30,55%

Based on the table of frequency distribution, it can be inferred that 36 students as the research population can be divided as follows:

1. There were 6 students (16, 66%) who got the score between 68 - 81, and categorized into high category.
2. There were 19 students (52, 78%) who got the score between 54 - 67, and categorized into fair category

3. There were 11 students (30, 55%) who got the score between 40 - 53, and categorized into low category

Therefore, it can be inferred that the simple sentence at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012 is categorized into the fair category.

b. Writing Ability

The dependent variable of this research was writing ability. To measure the writing ability of the students, the writer tested the students by asking them to write a paragraph. The result of writing test can be identified as follows:

Table 7
The result of writing test at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012

No.	Subject Names	Content	Organization	Vocabulary	Grammar	Mechanics	Total
1	AG	14	13	11	15	2	55
2	AM	22	16	17	21	4	80
3	AN	19	19	16	18	3	75
4	AQ	17	13	14	18	3	65
5	AR	21	13	14	18	4	70
6	AV	13	10	14	11	2	50
7	CI	21	13	14	18	4	70
8	DA	15	15	12	15	3	60
9	DAS	17	13	14	18	3	65
10	DE	13	10	14	11	2	50
11	ED	17	13	14	18	3	65

12	EF	21	13	14	18	4	70
13	ER	21	13	14	18	4	70
14	FA	17	13	14	18	3	65
15	FR	14	13	11	15	2	55
16	FZ	17	13	14	18	3	65
17	IM	21	13	14	18	4	70
18	IMS	19	19	16	18	3	75
19	IN	15	15	12	15	3	60
20	JO	17	13	14	18	3	65
21	KI	21	13	14	18	4	70
22	ME	17	13	14	18	3	65
23	MA	13	10	14	11	2	50
24	NA	17	13	14	18	3	65
25	ND	19	19	16	18	3	75
26	NN	17	13	14	18	3	65
27	NT	17	13	14	18	3	65
28	NI	14	13	11	15	2	55
29	NK	22	16	17	21	4	80
30	PA	15	15	12	15	3	60
31	RE	22	16	17	21	4	80
32	RU	15	15	12	15	3	60
33	SA	19	19	16	18	3	75
34	SU	17	13	14	18	3	65
35	SL	17	13	14	18	3	65
36	SH	15	15	12	15	3	60
$\sum y = C + O + V + G + M$							2355

Based on the table above, the writer then measured the class interval using the formula according to Suharsimi Arikunto as follows:

$$IR = \frac{t-r}{N}$$

t = 80

r = 50

N = 3

$$= \frac{80-50}{3}$$

$$= \frac{30}{3}$$

$$= 10$$

The total of class interval (IR) for dependent variable of this research is 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8
Frequency distribution as the result of writing test at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012

No.	Class Interval	Frequency	Category	Percentage
1	72 - 82	7	High	19, 44%
2	61 - 71	18	Fair	50%
3	50 - 60	11	Low	30, 55%

Based on the table of frequency distribution, it can be inferred that 36 students as the research population can be divided as follows:

1. There were 7 students (19, 44%) who got the score between 72 – 82, and categorized into high category.

2. There were 18 students (50%) who got the score between 61 - 71, and categorized into fair category.

3. There were 11 students (30, 55%) who got the score between 50 - 60, and categorized into low category.

Therefore, it can be inferred that ability in writing ability at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012 is categorized into the fair category.

B. Hypothesis Testing

After applying the test methods, the writer analyzed the data by using of product moment correlation in order to prove whether there is correlation between simple sentence and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012 as follows:

1. Preparing the table in order to prove ether there is correlation between the students' sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012.

Table 9

The table as the authentication of correlation between the students sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012.

No	X	Y	X^2	Y^2	XY
1	80	55	6400	3025	4400
2	70	80	4900	6400	5600
3	72	75	5184	5625	5400
4	64	65	4096	4225	3770

5	54	70	2916	4900	3780
6	40	50	1600	2500	2000
7	50	70	2500	4900	3500
8	60	60	3600	3600	3600
9	56	65	3136	4225	3640
10	54	50	2916	2500	2700
11	58	65	3364	4225	3770
12	50	70	2500	4900	3500
13	60	70	3600	4900	4200
14	50	65	2500	4225	3250
15	46	55	2116	3025	2530
16	50	65	2500	4225	3250
17	60	70	3600	4900	4200
18	60	75	3600	5625	4500
19	52	60	2704	3600	3120
20	60	65	3600	4225	3900
21	60	70	3600	4900	4200
22	60	65	3600	4225	3900
23	44	50	1936	2500	2200
24	52	65	2704	4225	3360
25	60	75	3600	5625	4500
26	60	65	3600	4225	3900
27	60	65	3600	4225	3900
28	56	55	3136	3025	3080
29	80	80	6400	6400	6400
30	54	60	2916	3600	3240
31	70	80	4900	6400	5600
32	60	60	3600	3600	3600
33	52	75	2704	5625	3900

34	54	65	2916	4225	3510
35	50	60	2500	3600	3250
36	70	60	4900	3600	4200
	$\sum X =$ 2088	$\sum Y =$ 2355	$\sum X^2 =$ 123944	$\sum Y^2 =$ 156375	$\sum XY =$ 137760

2. Putting the data above in the formula of product – moment correlation in order to get $r_{observed}$ of r_{xy}

   a. $N = 36$

   b. $\sum X = 2088$

   c. $\sum X^2 = 123944$

   d. $\sum Y = 2355$

   e. $\sum Y^2 = 156375$

   f. $\sum XY = 137760$

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X^2)\}\{(N.\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{36.137760 - (2088)(2355)}{\sqrt{\{36.123944 - (2088)^2\}\{36.156375 - (2355)^2\}}}$$

$$= \frac{4959360 - 4917240}{\sqrt{(4461984 - 4359744)(5629500 - 5546025)}}$$

$$= \frac{42120}{\sqrt{8534484000}}$$

$$= \frac{42120}{92382.2713}$$

$$= 0,4559$$

Therefore, "$r_{observed}$" is 0,4559.

"$r_{observed}$" is correlation coefficient (r) as the result of the correlation by using product moment correlation above.

C. Interpretations

1. Interpretation of "$r_{observed}$"

Table 10
The table of interpretation the index of "$r_{observed}$"

No	Score	Percentage	Category
1.	0,800 – 1, 00		Very high
2.	0, 600 – 0, 800		High
3.	0, 400 – 0, 600		Fair
4.	0, 200 – 0, 400		Low
5.	0, 000 – o, 200		Very low

Source: Suharsimi Arikunto. *Prosedur Penelitian suaut pendekatan praktek*, rineka cipta, Jakarta, 1997, p. 245

The critical value of "$r_{observed}$" is 0, 4559. If we interpret it based on the table above, it can be inferred that there is fair correlation between the students' sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012.

2. Statistical significance

The writer has formulated the alternative hypothesis (Ha)

There is a positive and significant correlation between the students' sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012.

After Ha above were formulated, the writer consulted "$r_{observed}$" to r_{table}, as follows:

1. If "r observed" is higher than r_{table}, Ha is accepted and null hypothesis (Ho) is rejected.

To know the critical value of r product moment (r_{table}), the writer firstly counted df. df is degree of freedom. The formulation of df:

df= N- 2

N is the numbers of research population.

df= N- 2

= 36-2

= 34

After considering the product moment table by using df 34, it can be found that:

1. The critical value of r product moment (r_{table}) for the 5 % level is 0, 339
2. The critical value of r product moment (r_{table}) for the 1 % level is 0, 436

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

1. "$r_{observed}$" = 0, 4559
2. r_{table} = 0, 339 or 0,436

Finally, the data confirmed that $r_{observed}$ is higher than r_{table}. Therefore, it can be inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant correlation between the students' sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012. Furthermore, the writer measured

the level of correlation between the students' sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012 by counting the quadrate of "$r_{observed}$" and multiplying it by 100%.

Therefore, the level of correlation between the simple sentence and writing ability = $(r_{observed})^2$ x 100% = $(0, 46)^2$ x100% = 21, 16%.

Based on the analysis above, it can be inferred that the level of simple sentence and writing ability is 21,16%.

D. Discussion

In this research, there were are two variables, the independent variable that is simple sentence (X) and the dependent variable that is writing ability (Y). The variables were tested by using the calculation of product moment correlation and it was known that the correlation of the variables proved positive and significant.

Furthermore, in discussion of the independent and dependent variables analysis result included high, fair and low category. it can be depicted to the below table:

Table 11
The frequency distribution of the simple sentence and writing ability test result

No	Variable	High	Fair	Low	Total
1.	Simple sentence (X)	6 (16,66%)	19(52,78%)	11(30,55%)	36 (100%)
2.	Writing ability (Y)	7 (19, 44%)	18 (50%)	11 (30,55%)	36 (100%)

Based on the table above, it can be inferred that from 36 students who followed the measurement process, most of the students were included into fair category, especially into independent variable (simple sentence) and also into dependent variable (writing ability). It means that the most at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012 who followed simple sentence and writing ability had the low category.

Moreover, based on the result of hypothesis testing indicated that r_{xy} is higher than r_{table} of df 34, it can be looked at significant level %. Thus, alternative hypothesis (Ha) is accepted. It means that simple sentence (X) has positive and significant correlation between the students' sentence mastery and writing ability at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012.

E. Limitations

Fortunately, the writer did not face difficult problems in doing this research because of these reasons, as follows:

1. Problems in interpreting simple sentence come students were not able to answer the questions on simple sentence test and write a simple sentence because of their lack of simple sentence.

2. Problems in translating the answer into English translation student had problems when they tried to translate their answer into English because lack of sentence.

3. Problems in having background knowledge. The students did not have enough background knowledge about the simple sentence which was learned.



I AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO MET

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclussions

Based on the table frequency distribution about simple sentence test at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012, it can be analysed that 36 students as the research population can be divided as follows: there were 6 students and categorized into high category (16,66%). There were 19 students and categorized into high fair category (52, 78%). There were 11 students and categorized into low category (30,55%). Therefore, it can be inferred that ability in in simple sentence at the eighth grade students of SMP N 3 Batanghari at academic year 2011/2012 is included in the middle category.

Based on the table frequency distribution about writing ability at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012, it can be analysed that36 students as the research population can be divided as follows: There were 7 students and categorized into high category (19,44%). There were 18 students and categorized into high category (50%). There were 11 students and categorized into high category (30,55%). Therefore, it can be inferred that writing ability at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012 is included in the middle category.

The result of data analysis about the correlation between students' sentence mastery and writing ability at the eighth second graders students of SMP N 3 Batanghari at academic year 2011/2012, as follows: "$r_{observed}$" = 0,44.

r_{table} =

1. r_{table} for the 5 % level is 0,339.
2. r_{table} for the 1 % level is 0,436.

It means that "$r_{observed}$" is bigger than r_{table}. Therefore, it can be inferred that Ha accepted and Ho is rejected. It can be proved that there is positive and significant correlation between students' simple sentence mastery and writing ability at the eighth second graders of SMP N 3 Batanghari at academic year 2011/2012. Moreover the level of correlation between sentence mastery and writing ability is 21,16%.

B. Suggestions

1. For the students: the students should enrich the simple sentence in order to answer the question in sentence mastery and write a sentence well.
2. For the English teacher
   a. Teacher English teach should improve the students to be more active in learning English by helping them to enrich their simple sentence and their background knowledge.

b. The English teachers are suggested to help the students increase their ability in simple sentence and writing skill.

3. For the school

a. The school should support the English learning process by preparing the facilitation and instrument completely.

b. The school is suggested to adopt and to improve the English syllabus based on the real problems faced by the students while simple sentence and writing.

c. The school is recommend to make the further research about the correlation between simple sentence and writing ability.

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APPENDICES

CURRICULUM VITAE



The name of the writer is Triyas Wigati. She was born in Pekalongan, on May 27, 1986. She is the third child of happy couple, Paeran and Supinah.

She was enrolled elementary school at SD N 3 Bumiharjo and finished on 1999. She continued her study to Junior high school at SMP N 2 Metro and finished on 2002. Then, she continued to Senior high school 4 Metro and finished on 2005. She continued her study in English Program Strata1 (S1 PBI) in State Islamic College of Jurai Siwo Metro from 2007 until now.