THE CORRELATION OF VERB AND NOUN MASTERY TO WRITING SENTENCES AT GRADE XI MAS DAARUL MUHSININ JANJIMANAHAN KAWAT

A THESIS

Submitted to the English State College for Islamic Studies (STAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educatoion Scholar (S.Pd.I) English Program

BY :

NURHAMIDA SIREGAR
Reg. No. 07 340 0659

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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2013

Term : A Thesis

a.n. Nurhamida Siregar

Iterm : 5 (Five) exemplars

Padangsidimpuan, 17 June 2013

To :

Bapak Ketua   STAIN Padangsidimpuan

in _

Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Nurhamida Siregar* entitle "*The Correlation of verb and noun mastery to writing sentences at Grade XI Daarul Muhsinin Janji Manahan Kawat*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in STAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah.

That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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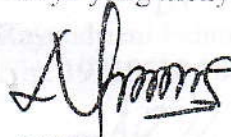
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ABSTRACT

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                                NOUN MASTERY TO WRITING SENTENCES AT
                                GRADE ELEVENT OF MAS DAARUL MUHSININ
                                JANJIMANAHAN   KAWAT

This research concern about was to know the correlation of verb and noun and writing sentences. The participant of the research was at the grade XI Students of MAS Daarul Muhsinin Janjimanahan Kawat. The formulation of the problem is there correlation of verb and noun mastery to writing sentences. The objective of the research is to examine how far the correlation of vern and noun mastery to writing sentences at eleventh grade of MAS Daarul Muhsinin Janjimanahan Kawat.

In order to achieve the purpose of this research, the writer carried the quantitative approach by applying correlation research. The population of this research was 144 students; the writer used cluster random sampling to get 40 students as sample. In collecting the data, the instrument was essay test for students. The number of test is 60 items. To analyze the data, it was used Pearson product moment formula.

Based on the data that have been analyzed, it can be found that (1) the students' achievement in verb and noun mastery as "good" (73.1), (2) the students' achievement in writing sentences as "very good" (82.4), and (3) there is correlation of verb and noun mastery to writing sentences. It means that the hypothesis is accepted.

ACKNOWLEDGEMENT

In the name of Allah SWT, the beneficent and merciful

Praise is to Allah, Lord of the world who has bestowed upon the writer in completing this thesis. Peace and blessing upon the prophet Muhammad SAW, his families, his companies, and his followers.

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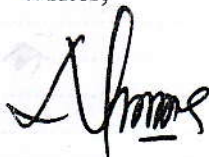
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The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis better.

Padangsidimpuan,17 Juni 2013

Writer,

NURHAMIDA SIREGAR

NIM. 07 340 0059

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Human is a creature of social that cannot live without helping other people. Human must help one to another. Human needs languageto help others. So, by using language, human can communicate across language.

Language is a tool of communication. It can be used for establishing social relationship and conveying information. There are many languages, such as Indonesian, Indian, Arabian, Mandarin, and the last English. English as International language can be used in the world. English as international language is often taught in some countries as foreign language includes Indonesia.

Nowadays, Indonesian schools have applied English learning from elementary schools, junior high schools, senior high schools, even for kindergartens. In learning English, students are expected to be able to achieve and to be familiar with the four language skills such as writing, reading, speaking and listening.Listening is one of subject in the field of language of art and discipline of conversation analysis. Speaking is the process of building and sharing meaning the use of verbal and noun symbol. Reading is interactive process between reader and writer to getting meaning. Writing is one the important skill. It is process announcement of ideas written.

Grammar is also important that students should master it. Grammar consists of guidance to make statement about how to use language skill factors in order to understand writing sentences. Indonesian people use English although it is not as good as the native speaker. Indonesian people that often use English usually work in the company, embassy, students of university who take English section, pharmacy section, etc.

Grammar has parts tenses and parts of speech. In parts of speech there are eight classifications: they are noun, verb, adjective, pronoun, adverb, preposition, interjection, and conjunction.

Noun and verb have a very important function to build a sentence. It is impossible to make a sentence without any nouns or verbs because the basic formula for a sentence is minimally consist of a noun as a subject and a verb as the predicate.

Study about noun and verb have been taught to students since they are in the fourth grade at junior high school. It means that students have been studying verb and noun for about 7 years until they are in the eleventh grade. Nevertheless, the result is still not good enough for some students especially in their writing sentence ability. The curiculum suggests that writing sentences in English is purposed to train the students ability to express their ideas, opinions and also the students must be able to write sentences by using good grammar and structure.

In fact, most of students cannot write well in English. They still find difficulties in writing sentences. Some efforts have been done by teachers, such as

giving extra class in the afternoon and maximizing the motivation for students. But there is no significant progress in students' learning result especially in writing.

If this problem is not solved, students will have a bigger problem in the future, not only in class, but also in their daily life to answer the global challenges in getting good job which used English as common language in working area.

The students at MAS Daarul Muhsinin Janjimanahan kawat have studied about writing. Their English teacher said that her students are confused in writing sentences because many students think English grammar is bored and it is difficult to understand. The students are also lazy and dislike English grammar. Finally some of them are not focus, sleepy, and talking with their friends when studying English grammar, especially verbs and nouns.

Based on the previous elaboration, the writer would like to conduct a researchto see the correlation between verb and noun mastery in writing sentences at MAS Daarul Muhsinin janjimanahan Kawat.

B. Identification of the Problem

Based on the researcher observation to the students on MAS Daarul Muhsinin Janjimanahan Kawat, the student thinks English as a bored subject and difficult to be understood. The students are lazy also and dislike English grammar. Finally some of them are not focus, sleepy, and talking with their friends when studying English grammar especially verb and noun. The researcher identifies the problem

are student cannot writing sentences because they do not mastery verb and noun and they never memorize verb and noun.

C. Limitation of the Problem

Related to the identification of the problem previously and also remembering the writer's ability is limited in references, cost and time, it is impossible to discuss all the factors. So, the writer only takes one of those factors that is verb and noun mastery.

In writing sentences, it is discussed about 1) definition of writing, 2) definition of sentence, and 3) sentence structure. Sentence structure consists of a) simple sentence, b) compound sentence, c) complex sentence, and d) complex compound sentence.

Next, the writer will discuss about verb and noun mastery with the topic to be discussed are 1)verb; includes definitions and kinds of verb, and 2) noun; includes definitions and kinds of noun.

After both of the variables discussed, the writer will explain how far the correlation between verb and noun mastery in writing sentences at the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat.

D. Definition of the Operation Variables

According to the title of the script, the writer takes two variables to from the correlation between verb and noun mastery in writing sentences. Variable X is verb and noun mastery and variable Y is writing sentences.

1. Verb and Noun Mastery

   Verb is a word that tells or asserts something about person or thing. Verb comes from the Latin; verbum. It is called verb because it is the most important in a sentence. A verb often consists of more than one word. Sometimes, though the verb reflectively."

   Noun is a word used to named person, place or thing, idea a quantity of nouna defined as a noun. According to Wren martin noun is a used named person or thing.

2. Writing Sentences

   Writing is one of element of skill language. The aim goals in writing activity are able write ideas, information, in logical order , expressing their though clearly, and improve that they in minds on that the reader easier to know what they read.

E. Formulation of the Problem

There are three formulations of the problem. There are:

1. How far is the students ability in verb and noun mastery at eleventh grade students at MAS Daarul Muhsinin Janjimanahan Kawat?

2. How far is the students ability in writing sentences at eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat?

3. Is there significant correlation between verb and noun mastery to writing sentences at eleventh grade students of MAS Daarul Muhsinin Janjimanahan kawat?

F. The Aims/ Purpose of the Research

1. To know how far the students' ability in verb and noun mastery at eleventh grade students of MAS Daarul Muhsinin Janjimanahn Kawat is.

2. To know how far the students' ability in writing sentences at eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat is.

3. To know how far the correlation between verb and noun mastery in writing sentences at eleventh grade students ofMAS Daarul Muhsinin Janjimanahan Kawat.

G. The Significances of the Research

1. For English teachers to increase the quality in teaching part of speech especially in verb and noun.

2. For English teachers to get information to help the quality of the teaching and learning process.

3. For the head master of MAS Daarul Muhsinin Janimanahan Kawat to give direction to the suitable English method that can be applied to the student and material of learning, in order to improve students' interest.

H. The Outline of Thesis

The researcher gives the outline of the script as follows:

In chapter One, there are background of the problem, identification of the problem, limitation of the problem, the aims of the research, significances of the research and the last definition of the variables.

In chapter Two, there are theoretical of the review, and review divided to theory of verb and noun. And then there are review of related findings, conceptual framework and hypothesis.

In chapter Three, there are the researcher method included of research design, and then time and place of the research, population and sample, instrument of the research techniques of data collection, and techniques of data analysis.

In chapter Four, there is result of the research about correlation between verb and noun mastery in writing sentences at MAS Daarul Muhsinin Janjimanahan Kawat.

In chapter Five, there are conclusions of the research and suggestion that can improve our ability in writing.

CHAPTER II

THEORETICAL DESCRIPTION AND HYPOTHESIS

A. Theoretical of Description

1. Verb

a. Definition of Verb

According to Wren Martin" verb is a word that tells or asserts something about person or thing. Verb comes from the Latin; verbum. It is called verb because it is the most important in a sentence. A verb often consists of more than one word. Sometimes, though the verb reflectively."[1] From the quotation it is known that verb is the most important part in a sentence. Furthermore, Milon Nandy stated that verb is a word used to say something about person or thing. It tells what a person or thing does.[2] Every sentence must have a verb to explain about the subject activities or do. A verb is not always one word. It may be made up of more than word. The word is, am, are, was, were, are also called verbs. They are helping verb called auxiliary verb. It means that auxiliary verb is a kind of verb.

Besides that, according to Jayantina Dakshina Murti the meaning of verb is described as a word which is used to indicate an action, or state being of

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[1] Wren Martin, *High School English Grammar and Composition* (NP: PersadaRao, 1990) p. 63.
[2] Milon Nandy, *Prcatical Guidevto mastery of English* (Singapore: Composite Aid Publication 1998), p. 100.

existence or possession.[3] Furthermore, she said that a verb tells about what a

person or thing does, what is the done to person or thing, what a person or thing

tells about being or existence, and also it may tell about possession.[4]

Similarly, Sam A. Susanto stated "Verb is a kind of word which shows

the name of action, behavior, activity and also can show the sate of being."[5]

From all explanations above, it is concluded that verb is a kind of word

that shows or describe activity or action that is done by subject or to describe a

subject.

b. Kinds of Verb

There are many verbs in English. All of them should be classified

clearly in order to make the using of them easier and correctly in grammatical

patterns. According to Jayantina Dakshina Murti, there are three kinds of verb,

they are: 1) transitive verb, 2) intransitive verb, and 3) auxiliary verb.[6] There

some characteristics of transitive verb such as:

1. Transitive Verb

i)Transitive verb is a verb which has an object and usually needs object.

Example: <u>Sopyan</u>killed<u>a snake</u>.
　　　　　　subject　　transitive verb　　object

<u>Mida</u>ate<u>a bowl of meatball</u>.
　　　　subject　　transitive verb　　　object

---

[3] Jayantina Dakshina Murti, *Contemporary English Grammar*(New Delhi: Book Palace, 2003), p. 86.
[4]*Ibid,* p. 87.
[5] Sam A. Susanto, *The New Complete English Grammar* (Jakarta: Pustaka Ilmu, 2005), p. 26.
[6] Jayantina Dakshina Murti, *Opcit,* p. 88.

ii) Transitive verb may contain one or two objects, namely direct object and indirect object. Some verbs can use two objects, such as: give, play, take, lend, make, etc.

Example:

Subject + transitive verb	Indirect object	Direct object
My father bought	Me	a dress
Fauzan gave	Mida	a letter
She lent	Ana	his money
Fadli told	Me	Shoes

From example above, the sentence with transitive verb can be rearranged into a transitive with preposition to move the direct object beside the verb.

Example: transitive with preposition

Subject	Transitive Verb	Direct Object	Preposition	Indirect Object
I	Kept	the diamond	for	mother
She	Ordered	Coffee	for	Them
Mida	cooked	fried chicken	to	Him
Rahma	Baked	a cake	to	Me
Mother	Boiled	an egg	for	Sister
Fauzan	Showed	a picture	to	mother

iii) Transitive with Complement

Transitive with complement is a verb that only an object and also other word incomplete prediction. Jayantina Dakshina Murti stated "A verb which requires the held of some other word to complete its meaning is known as verb of incomplete predication."[7] The word that makes incomplete prediction become complete is called complement.

Example:

Subject	Transitive verb	Object	Complement
They	Made	Her	a queen
The grief	Drove	Him	Mad
Mida	Found	the baby	still crying
The man	Seen	the boy	Playing

iv) Transitive verb used intransitive verb

There are two ways that make transitive verb can be intransitive verb:

a. If the verb used in general meaning that until no object.

Example: New born children see, but kitten is born blind.

Men preserve to life.

b. If noun reflection lost.

Example: move yourself forward.

Move forward.

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[7] *Ibid,* p. 89.

2. Intransitive Verb

According to Sam A. Susanto "Intransitive verb is a verb which does not need the existence of object to make the sentence clear."[8] Even though intransitive verb does not need object, it can be added with complement. The complement for intransitive verb is same with the complement for transitive verb.

Example: <u>Cowswalk</u>.
        subject   intransitive verb

<u>Theyrunto school.</u>
        subject   intransitive verb complement

The same verb can be used both transitively and intransitively. Hence, it is not easy to decide whether a verb is transitive or intransitive. According to Sam A. Susanto, such kind of verbs only can be predicted by identify the kinds on the sentence itself.

Example:

<u>They stoppedsuddenly.</u>
Subject   intransitive verb   complement

<u>They stoppedthe car.</u>
Subject   intransitive verb   object

---

[8] Sam A. Susanto, *Opcit*, p. 41.

3. Auxiliary Verb

According to Sulastri, "Auxiliary is used together with other verb to help in expressing meaning especially for grammatical function."[9] In other hand, Jayantina Dakshina Murti stated, "Auxiliary verb is a verb which helps other verbs to form different tenses."[10] It means that vocabulary is a kind of verb with the main function to give the grammatical meaning in a sentence especially to form different tenses.

There are two kinds of auxiliary verb, they are:

1) Primary Auxiliaries: verb used to form negatives, questions, and tenses. They are: is, am, are, was, were, been, do, does, did, have, has, had.[11]

Example:

- She is fat. (the word "is" shows that the tense is Simple Present Tense, that means the condition happens in the present time)

- She was fat. (the word "was" shows that the tense is Simple Past Tense, that means the condition happens in the past time)

2) Modal auxiliaries: verb used to express various moods and mental attitudes like hope, expectations, possibility and futurity. They are: can, may, must, could, will, shall, would, should, dare, might, need, ought to, used to.

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[9] Sulastri, *Learning English Grammar* (Surabaya: Giri Utama, 2008), p. 41.
[10] Jayantina Dakshina Murti, *Opcit,* p. 128.
[11]*Ibid,* p. 128.

Example:

- She can play guitar. (the word "can" shows the ability of the subject to do the verb in the sentence)

- We will take some fruits. (the word "will" shows the futurity of the activity or verb in the sentence)

- You should study. The word "should" shows that the verb explained is expected to be done by the subject of the sentence)

2. Noun

a. Definition of Noun

Noun is a word used to named person, place or thing, idea a quantity of nouna defined as a noun. According to Wren martin noun is a used named person or thing.[12] Furthermore, Milon Nandy said that noun is a name of anything. It is the name of a thing, person, an animal, a bird, a place, a subject, a feeling, and a quality.[13] Sulastri stated, "Noun is a word which refers to person, thing, plant, animal, idea, etc."[14] Noun can be placed in the position of subject or object. Noun also can be added by adjective to enrich its meaning.

From those quotations it can be concluded that noun is a verb that refers to person, thing, animal, plant, place and idea that can be placed as subject or object.

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[12] Wren Martin,*Opcit*, p.5
[13] Milon Nandy, *Opcit*. P.32
[14] Sulastri, *Opcit*, p. 20.

b. Kinds of Noun

1. Common Noun

Common noun is a name which is common to all thing or person of the same kind and class. Sam A. Susanto stated, "Common noun is a noun that is used to show the name of thing generally."[15] While Sulastri said that common nouns are the nouns used to show the type, class of things, places, etc.[16]

Example: boy, women, girl, city, officer, religion, school, place.

2. Proper Noun

Proper noun is the name of some particular person or place. Sulastri said, "Proper noun is the name of person, place, and others which is specific."[17] While Sam A Susanto said that proper noun is written capitally.[18] It can be concluded that proper noun is the noun that belongs to be the name of a person or thing specifically.

Example:

- Jakarta, Bandung, Sydney, Indonesia (name of place)

- Nurhamida, Munnawati, Hans (name of person)

- Colorado River, Brantas River, Amazon River (name of river)

---

[15] Sam A. Susanto, *Opcit*, p. 10.
[16] Sulastri, *Opcit*, p. 21.
[17] *Ibid,* p. 22.
[18] Sam A. Susanto, *Opcit,* p. 21.

3. Collective Noun

Collective noun is the name of number thing or person taken together as one thing or person. Collective also name of collection thing or person. Sam A Susanto said that collective noun is the name of group which is pretended as a unity of the member.[19] Similarly, Sulastri said that collective noun is used to show the group of common noun.[20]

Example: a class, citizens, folk, team, flock, gang, group.

So, it can be concluded that collective noun is noun which is used to show the group of common noun.

4. Abstract Noun

Abstract noun is the name of something that we cannot see or touch but it can be felt or thought.

Example: Happiness beauty, sickness, life, kindness, love freedom, courage, death.

5. Concrete Noun

Concrete noun is the name of thing that can be seen or touched.

Example: Village, boy, star, door, moon, cat.

6. Material Noun

Material noun is the name of thing that can be counted or divide into singular or plural.

---

[19]*Ibid*, p. 22.
[20] Sulastri, *Ibid*, p. 12.

Example:

- umbrella (singular)

- umbrellas (plural)

- doors (plural)

7. Countable Noun

Countable noun is the name of thing that can be counted or divided into singular or plural. Countable noun are the name of separate object, people, ideas, etc which be counted.

Example:Student, book, table, camera, hand phone, women

8. Uncountable Noun

Uncountable noun is the name of thing cannot be counted or divided into singular or plural.

Example: milk, life, oxigent , wool, money, gold, butter, coffee, rice[21]

c. Function of Noun

A noun can function as:

a. The subject a verb.

Example: Tom arrived.

b. The complement of the verb be, become, seem.

Example: Tom is an actor.

c. The object of the verb

Example: I saw Tom.

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[21] Jayantina Daksina Murti, *Opcit*.p.11

d. The object of a preposition

    Example: I spoke to Tom.

e. A noun can also be in the possessive noun case.

    Example: Tom's book[22]

Singular Noun and Plural Noun

1. Singular noun is a noun denotes one person or thing is known as singular noun number.

    Example: tree, door, box, man, boy, girl, cow, bird, pen book.

2. Plural noun is a noun which denotes one person or thing is known as plural noun number.

    Example: trees, boxes, doors, men, boys, cows, birds, pens, books.[23]

How to Form Plural

a. Most noun form their plurals by adding "s" to singular.

    Example:

Singular	Plural	Singular	Plural
Balloon	balloons	prince	princes
Kite	kites	lake	lakes
Lion	lions	uncle	uncles
Shoe	shoes	day	days
Toe	toes	tongue	tongues
Umbrella	umbrellas	state	states

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[22] A.J.Thomson and A.V Martinet, *A Practical English Grammar*(new York: oxfort University Press, 1985)p.24

[23] Milon Nandy, *Opcit*,p.36

b. Noun ending with 'ch', 's', 'ss', 'sh', 'x' form their plurals by adding 'es' to the singular.

Example:

Singular	Plural	Singular	Plural
Batch	batches	bench	benches
Branch	branches	bunch	bunches
Catch	catches	church	churches
Inch	inches	match	matches
Patch	patchesa	peach	peaches
Torch	torches	watch	watches

c. Nouns ending with 'y' and which have a consonant from their plural by changing 'y' into 'ies'.

Example:

Singular	Plural	Singular	Plural
Army	armies	baby	babies
Body	bodies	city	cities
Copy	copies	country	countries
Cry	cries	diary	diaries
Duty	duties	fairy	fairies
Family	families	fly	flies

d. Noun ending with 'f' or 'fe' plural is formed by changing 'f' or 'fe' into 'ves'.

Example:

Singular	Plural	Singular	Plural
Calf	calves	leaf	leaves
Loaf	loaves	self	selves
thief	thieves	wolf	wolves
knife	knives	life	lives

e. Most nouns ending with 'o' are turned plural by adding 'es' to the singular.

Example:

Singular	Plural	Singular	Plural
Buffalo	buffaloes	echo	echoes
Hero	heroes	mango	mangoes
Potato	potatoes	tomato	tomatoes
Mosquito	mosquitoes	negro	negroes

Exception:

Example:

Singular	Plural
Bamboo	bamboos
Photo	photos
Piano	pianos

f. Some nouns form their plural by vowel change.

Example:

Singular	Plural	Singular	Plural
Man	man	woman	women
Foot	feet	tooth	teeth
Goose	geese	mouse	mice
Ox	oxen	child	children

g. Compound nouns are turned plural by adding's' the principal word.

Example:

Singular	Plural
Commander in chief	commanders in chief
Son in law	sons in law
Daughter in law	daughters in law
Step son	step sons
Maid servant	maid servant

Passer by	passers by
Spoon ful	spoon fuls

h. Some nouns have the same from the singular and plural.

Example:

Singular	Plural	singular	Plural
Swine	swine	sheep	sheep
Deer	deer	pair	pair
Dozen	dozen	score	score
Gross	gross	hundred	hundred
Thousand	thousand		

Latin words:

Example:

Singular	Plural
Datum	data
Index	indices
Radius	radii
Formula	formulas
Memorandum	memoranda
Medium	media
Stratum	strata

Greek words:

Example:

Singular	Plural	Singular	Plural
Axis	axes	crisis	crises
Basis	bases	analysis	analyses
Parenthesis	parentheses	hypothesis	hypotheses
Phenomenon	phenomenon	criterion	criteria
Thesis	theses	oasis	oases[24]

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[24] Jayantina Daksina Murti, *Opcit, ,* p.19

Gender

1. Defenition of Gender

Gender is indicates whether a person or animal is male or female. The word 'gender' is originated from latin "genus" which means kind or sort. Gender shows the sex of animal, etc. It tells whether a person is a man or a woman[25].

2. Kinds of gender

a) Masculine gender

A noun which denotes a male person or animal is known as masculine gender.

Example: boy, brother, father, husband, horse, dog, drone, king, cord, man, monk, nephew, son, stag, uncle, wizard, author.

b) Feminine gender

A noun denotes a female person or animal is known as feminine gender.

Example: girl, sister, mother, mare, bitch, bees, queen, nun, niece, daughter, hind, ant, authoress.

c) Common gender

A noun where the can be either male or female

Example: child, friend, neighbor, cousin, person, student, pupil, musician.

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[25] Milon nandy, *Opcit*, p.35

d) Neuter gender

For thing which have life or sex or are not thought of having

life or sex.

Example: book, pencil, house, bag, box, duster, table, school,

radio, camera.

Noun naming person

Masculine	Feminine
Father	mother
Uncle	aunt
Hero	heroin
Prince	princess
Author	authoress
Host	hostess
Husband	wife
Boy	girl
Son	daughter
Actor	actress
King	queen
Widower	widow
Murderer	murderess
Sir	madam
Gentlemen	lady
Steward	stewardess
Lord	lady
Emperor	empress
Master	mistress
Monk	nun

Noun naming animal

Masculine	**Feminine**
Tiger	tigress
Bull	cow
Cock	hen
Drake	duck[26]

3. **Writing**

   a. **Definition of Writing**

   Writing is one of element of skill language. The aim goals in writing activity are able write ideas, information, in logical order , expressing their though clearly, and improve that they in minds on that the reader easier to know what they read.

   Beside, according to David Nunan" writing is a both a physical and mental act. It is mental working in creating ideas to express and to organize paragraph so that the reader will be easier to understand the writer intention.[27] Writing is the process of begin from imagine until reread become some kinds of writing such as essay, letter, story, of research report.

   In other hand, according to H.R Tarigan "writing is to describe the graphic symbol which describe a language is understood by someone, so the other can read the graphic symbol if they understand the language and the description of graphic. Writing is presentative of the expression language. So based explanation above, the researcher concludes writing is

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[26] Milon Nandy, *Opcit, p.37*
[27] David Nunan , *Practical English Language*(USA: Mc Grow Companies, 2003),p.88

the activity to transfer the ideas to and to describes a language is understood by someone written the reader understand what the reader means.[28]

Beside, according to Hullon Willis "writing is one self expression and suggestion. Its conten subject to fallible human scrutiny and bias.[29] According to A.S Hornby" writing is written work of an author or person feeling.[30] So based on the scientist estimation above the researcher concludes the writing is written working to express one feeling, idea, thinking, organize them into a good statement and paragraph in order to be understand by all reader want to say. According to H Douglas Brown" writing is one self expression in order to success in master the subject matter. [31]

b. **The Purpose of Writing**

According to Tarigan'book, the purpose of writing:

1). Assignment Purpose

This purpose is there is not aims at all the writer writes something because as just a duty, it is not herself will.

2). Alturistics Purpose

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[28] H. R. Tarigan, *Menulis Sebagai Sebuah Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 21
[29] Hullon Willis, *Style and usage a guide to exposirity writing*, (California : Holt Rinehart, abd Winston,1996)p. 1
[30] A.S Hornby, *Oxford learner dictionary*,(New York : Oxfort University, 2000), p. 502
[31] Douglas Brown, Teaching by principles (New Jersey : Prentice Hall, 1994) p.324

This purpose is to please the reader to bring the readers sadness.

3). Persuasive Purpose

This purpose make sure the readers of truth of ideas the shared.

4). Informational Purpose

This purpose is to give information or explanation or explanation to the reader.

5). Self Expressive

This purpose to introduce or defined author to readers.

6). Creative Purpose

It has with self express purpose but it has "creative will". It is more than self expression and involving herself with the will to search artistic norm or ideal art, so its purpose is to search artistic value, and art value.

7). Problem Solving Purpose

The writer want to solve the problem is faced, the writer wants to explain, to clear, and explore also to search the thought and ideas to carefully to be understood and received by the readers.[32]

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[32] H.R Tarigan , *Ibid,* p.21

4.Sentence

a. Definition of Sentence

Sentence is a group of word which makes complete sense. The complete word means full and the word sense meaning. We speak and write in sentence.[33] When we talk we use word. With word we try to make people understand everything that we wish to say. We try to make meaning clearly to them. When we group of word that is some word put together, makes our meaning clear, we call that sentence.

Beside, according to Wzand Voort" sentence is an oral or written communication is made of one or more unit.[34] In writing the beginning and the end of sentence are indicate respectively by capital letter and by full stop, or one of exclamation or interaction.

b. Kinds of Sentence

1. Declarative Sentence

    Declarative sentence is a sentence that states or declares sentence.

    Example: Jakarta is capital Indonesia.

2. Interrogative Sentence

    Interrogative sentence is that asks something or question.

    Example: What is that?

    What do you do?

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[33] Milon Nandy, *Loc cit,p.*190

[34] R. W Zandvood, *A handbook of English Gramma,*(Singapore : offset Printing, 1957), p.64

Who are you?

　　　Where do you live?

　　　Who are they?

3. Imperative Sentence

　　Imperative sentence is a sentence that expresses a command, an entreaty or suggestion.[35] The imperative sentence is used request, which according to circumstances may range from brusque command to humble entreaties, request rather than command is intended.[36]

    a. Request

      Example: please post the letter

             Sit down please don't be noisy

             Can you lend me fifty rupias

             May I use your phone

    b. Command

      Example: Don't smoke in this room

             Come here

             Bring the book tomorrow

             Close the door

    c. Suggestion

      Example: You must apply the job

             I should help the poor

             What about a cup coffee

4. Exclamatory Sentence

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[35]*Ibid*, p. 206

[36] Jayantina Daksina Murti, *opc cit*, p. 236

Exclamatory sentence is a sentence that express some strong or sudden feeling.

Example: what a shame

What a beauty

How happily they are living

5. Optative Sentence

Optative sentence is a sentence that express a wish, probability, or supposstion.

Example: wish you here my husband

If I have wings , I would fly

If I have much money, I would buy a car

We wish she would be withy bus.

c. Sentence Structure

Sentence structure they are:

a. Simple Sentence

Simple sentence is a sentence which has only one subject and predicate.

Example: The sun rise in the east

Man is a social animal

I see man at the stop bus

b. Compound Sentence

Compound sentence is a sentence which consists of two word coordinate clauses.

Example: I went to Jakarta and visited Monas.

Looked at Fauzan and he smile to me.

He tried but failed in this attempt.

c. Complex Sentence

Complex sentence is a sentence which consists of one main clause and more subordinate clauses.

Example: When I when there, I found Fadli reading.

I saw Irwan when he was talking to his mother.

d. Compound Complex Sentence

Compound complex sentence is a sentence which consists of two or more main clause at least one subordinates clause.

Example: My friend believe that he can do anything if he a lot of money, but I can't with him.

B. Review of Related Findings

This part contains relevance of studies. The first relevance research by Hotma Sari has done about correlation between sentence pattern and student ability in composition at SMA Negeri6 Padangsidimpuan.[37]

The second relevance research is the research that conducted by Emmi Liza about problem faced Department of state University of Padang in writing letter. She found that most students have problem in grammar, spelling and

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[37] Hotma Sari, *Correlation between Sentence Pattern and Students' Ability in Composition*(Padangsidimpuan: STAIN), 2012.

punctuation.[38] The third relevance research is conducted by Elsi Sonia about students' achievement in writing analytical exposition text in SMA Negeri 2 Padangsidmpuan.[39]

Based on the related finding above, the researcher wanted to conduct a research on the eleventh grade of MAS Daarul Muhsinin Janjimanahan Kawat.

C. Conceptual Framework

Based on the explanation of theoretical description above, the researcher tried to look the correlation between verb and noun mastery to writing sentences, And the big problems that faced by students about writing sentences. Their English teacher said that her students are confused in writing sentences because many students think English grammar is bored and it is difficult to understand. The students are also lazy and dislike English grammar. Finally some of them are not focus, sleepy, and talking with their friends when studying English grammar, especially verbs and nouns.

Based on the explanation above, the researcher assumed that:

1. The students must be master verb and noun and their function of writing sentences.

2. The students must be master all matters about writing sentences

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[38] Emmi Liza, *Students' Difficulties in Grammar, Spelling, and Punctuation in Writing Letter* (Padang: UNP), 2005

[39] Elsi Sonia, *Differential Effect Between PMI and GTM on Students' Achievement in Writing Analytical Exposition Text* (Padangsidimpuan: STKIP TAPSEL), 2012.

D. Hypothesis

In quantitative research, hypothesis is prediction the researcher holds about relationship among variables.Iqbal Hasan said, "hipotesis adalah pernyataan atau dugaaan yang bersifat sementara terhadap suatu penelitian yang kebenarannya masih lemah sehingga harusdi uji secara empiris.[40]

The researcher hypothesized that" there is the correlation between verb and noun mastery to writing sentences at MAS Daarul Mihsinin Janjimanahan Kawat."

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[40] Iqbal Hasan, *Analysis data penelitian dengan statistika*,(Jakarta : Bumi aksara, 2008),p. 85.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place of Research

The research was done in MAS Daarul Muhsinin Janjimanahan Kawat. The researcher choos this place because there are problem in writing sentences at the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat. The process of the research will be done from February until April 2013.

B. Research Methodology

This research uses a quantitative research exactly correlation research. In completing the data, the researcher used the field research. In the field research, the researcher conducted the research for the eleventh grade students at MAS Daarul Muhsinin Janjimanahan Kawat. The researcher gave the test to the students.

Correlation research involves data in order determine whether, and what degree, a relationship exist between two or quantifiable variables. The degree of relationship is expressed as a correlation coefficient. The purpose of a correlation research study is determine relationship between variables or to use these relationship to make prediction.[1]

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[1] Gay Peter Airaisan, Educational Research : *Competenciens For Analysis Applications* (Prentice Hallenc ; New Jerse, 2000), p.321

C. Population and Sample

a. Population

There are four classes of eleventh grade students in MAS Daarul Muhsinin Janjimanahan Kawat, they are: XI IPA1, XI IPA2, XI IPS1 and XI IPS2. They are the population of the research base on Suharsimi Arikunto said in his book that populasi adalah keseluruhan objek penelitian[i2]. In other word, population is all subject elements in study research.

The population of this research is the second year (XI) of MAS Daarul Muhsinin Janjimahan Kawat which can be seen as follows:

Table 1

Population of Eleventh Grade Students

of MAS Daarul Muhsinin Janjimanahan Kawat

No	Class	The number of population
1.	XI IPA 1	35 students
2.	XI IPA 2	37 students
3.	XI IPS 1	35 students
4.	XI IPS 2	37 students
	Total	144 students

So, the population of the research is 144 students.

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[2] Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktek*,(Jakarta: Rineka Cipta, 2006),p.130

b. Sample

Sample is a representative of whole population. Because of the big population above, researcher used sampling in this research. Random sampling is used in selecting the sample from the total population in order to make it valid and reliable.

Random sampling is the process of selecting sample in such way that all individual in the defined population have an equal and independent chance of being selected for the sample. In other words, every individual has the same probability of being selected and selection of one individual in effect selection of another individual.[3]

The sample for a correlation is selected using an acceptable sampling method like random sampling, and participants are generally considered to be minimally acceptable sample size. There are, however, some factors that influence the size of the sample. The higher validity and reliability of the variable to be correlated, the smaller the sample can be, but not less than 30.[4]

In this research, researcher has taken 25% from the total number population. Since the population is 144 students, by taking 25% it is got 40 students as the total of sample (114 x 25% = 40). To make the same chance

[3]*Ibid,* p. 123.
[4]*Ibid,* p. 124.

for each participant, it is taken 10 students from each class by using random sampling.

D. Instrument of Research

The instrument of this research will be used instrumentation such as the test is essay test 30 items to identify verb and noun (variable x) and for writing sentence is essay test 30 items related with the using of verb and noun in sentence (variable y). To make clear the indicators of instruments, can be seen as follows:

Table 2

Indicator of the Test for Variable X (Verb and Noun Mastery)

Indicator	Items	No. Items	Score
I. Mentioningverb	15	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	50
II. Mentioning noun	15	16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	50
Total	30		100

Table 3
Indicator of the Test for Variable Y (Writing Sentences)

Indicator	Items	No. Items	Score
I. Using correct verbs	15	1,2,3,4,5,6,7,8,9,10,11, 12, 13, 14, 15	50
II. Using correct nouns	15	16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	50
Total	30		100

E. Validity of Instrument

The validity of a test the extent to which the test measures what was intended to measure. For the establishment of the test validity in this study, the items of the test were constructed in such a way that the items were representative to both curriculum and cognitive aspect. It meant that the validity was used in this study was content validity. It concerned with how well the test measures the subject matter and learning outcomes covered during the instruction period.

To know validity of the test the researcher used the formula as follow:

$$r_{pbi=} \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} = Koefisien Validity of the test

Mp = mean of students for an item

Mt = mean total of students for all items

SDt= standard of deviation total

p = percentage of true answer for an item

q = percentage of wrong answer for an item[5]

Examination of validity is done by comparing r_{count} with r_{table} of product moment. With criterion of $r_{count} > r_{table}$ test classified was valid.

The result of the validity calculation of the instrument is as follow:

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[5] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2005), hal. 72.

F. Techniques of Data Collection

To get the data, researcher uses test method. First the researcher prepares the list of the instrumentation. The second choose the sample. Third explain about which would be answer by them. Fourth, gave them 45 minutes to the student answer the test. Then researcher checks their answer sheet. Finally, the researcher analyses the data.

G. Techniques of Data Analysis

To find out the correlation of verb and noun mastery to writing sentences, the researcher uses the formula of product moment. The correlation technique is an analysis to evaluate hypothesis concerning between two variables that are examined statistically.

The formula of product moment:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma y)}{\sqrt{\{(N\Sigma x^2 - (\Sigma x)^2\}\{(N\Sigma y^2 - (\Sigma y)^2\}}}$$

Where :

r_{xy}	= coefficient correlation between x and y
Σx	= total score of x variable
Σy	= total score of y variable
Σx^2	= quadrate of total x variable
Σy^2	= quadrate of total y variable

CHAPTER IV

DATA ANALYSIS

After the data were collected, the score of the two variables were calculated by applying statistical analysis which can be illustrated into description of data. In order to describe students' achievement in verb and noun mastery and students' achievement in writing sentence, the table of the data can be seen on as follows and for further explanation of calculation can be seen on appendix 1.

The following points are the result of data analysis.

A. Description of Data

1. The Result of Verb and Noun Mastery

Regarded to the recapitulation of students' scores, the writer found that the scores are various. The lowest score is 60 and the highest score is 92. The mean or the average score is 73.1, median score is 72 and mode score is 69.8. It is clearly seen in the following table below:

Table 4
The Mean, Median and Mode Score of Verb and Noun Mastery at the Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat 2012/2013 Academic Year

No.	Category	Score
1	Mean	73.1
2	Median	72
3	Mode	69.8

Further, the writer orders the scores into the frequency distribution which percentages are available.

Table 5
The Frequency Distribution of Data for Verb and Noun Masteryof the
Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat
in 2012/2013 Academic Year

No.	Interval	Mid Point	Frequency	Percentages
1	60 – 65	62.5	7	17.5%
2	66 – 71	68.5	9	22.5%
3	72 – 77	74.5	10	25%
4	78 – 83	80.5	7	17.5%
5	84 – 89	86.5	4	10%
6	90 – 95	92.5	3	7.5%
	Total		40	100%

The writer gets 6 classes and the interval of each class is 6. The first class is 60 – 65 which is got by 7 students or17. 5%. The second is 66 – 71 which is got by 9 students or 22.5%. The third class is 72 – 77 which is got by 10 students or 25 %. The forth is 78 –83 is got by 7 students or 17.5%. The fifth is 84 – 89 is got by 4 students or 10 %. The sixth class is 90 – 95 which is got by 3 students or 7.5%. This frequency distribution is illustrated through the following histogram:

Figure 1: The Histogram of Verb and Noun Mastery of the Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat in 2012/2013 Academic Year

2. The Result of Writing Sentence

Regarded to the recapitulation of students' scores, the writer found that the scores are various. The lowest score is 68 and the highest score is 96.

The mean or the average score is 82.4, median score is 80 and mode score is 75.2. It is clearly seen in the following table below:

Table 6
The Mean, Median and Mode Score of Writing Sentence Mastery at the
Eleventh Grade Students of MAS
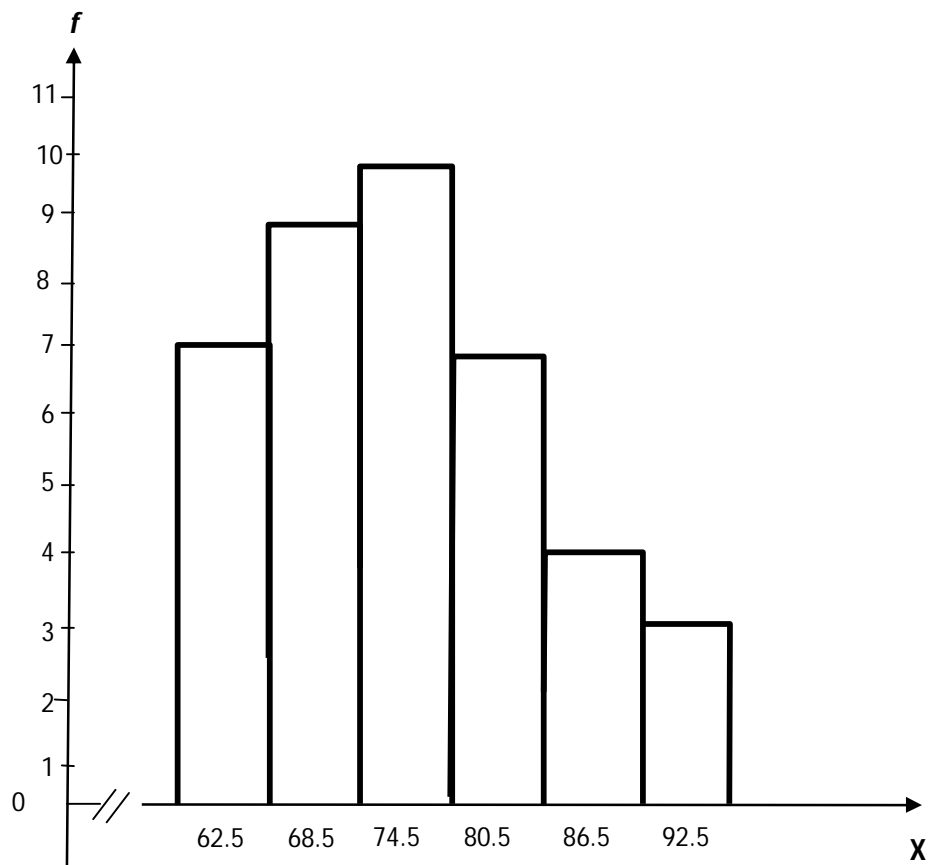**DaarulMuhsininJanjimanahanKawat2012/2013 Academic Year**

No.	Category	Score
1	Mean	82.4
2	Median	80
3	Mode	75.2

The mean score is categorized "very good". Then, the writer orders the

scores into the frequency distribution, as the following table:

Table 7
The Frequency Distribution of Data for Writing Sentence Mastery at the
Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat
in 2012/2013 Academic Year

No.	Interval	Mid Point	Frequency	Percentages
1	68 – 73	70.5	5	12.5
2	74 – 79	76.5	7	17.5%
3	80 – 85	82.5	13	32.5%
4	86 – 91	88.5	11	27.5%
5	92 – 97	94.5	4	10%
	Total		**40**	**100%**

The writer gets 5 classes and the interval of each class is 6. The first class

is 68 – 73 which is got by 5 students or 12.5%. The second is 74 – 79 which is got

by 7 students or 17.5%. The third class is 80 – 85 which is got by 13 students or

32.5 %. The forth is 86 – 91 is got by 11 students or 27.5%. The fifth is 92 – 97 is got by 4 students or 10 %. From the distribution of data, it is concluded that most of the students get the score between the interval of 80 – 85 with 13 students or 32.5% and the students writing sentence mastery is very good. Further, it is designed in histogram to see the distribution clearly. The histogram can be seen as follows:
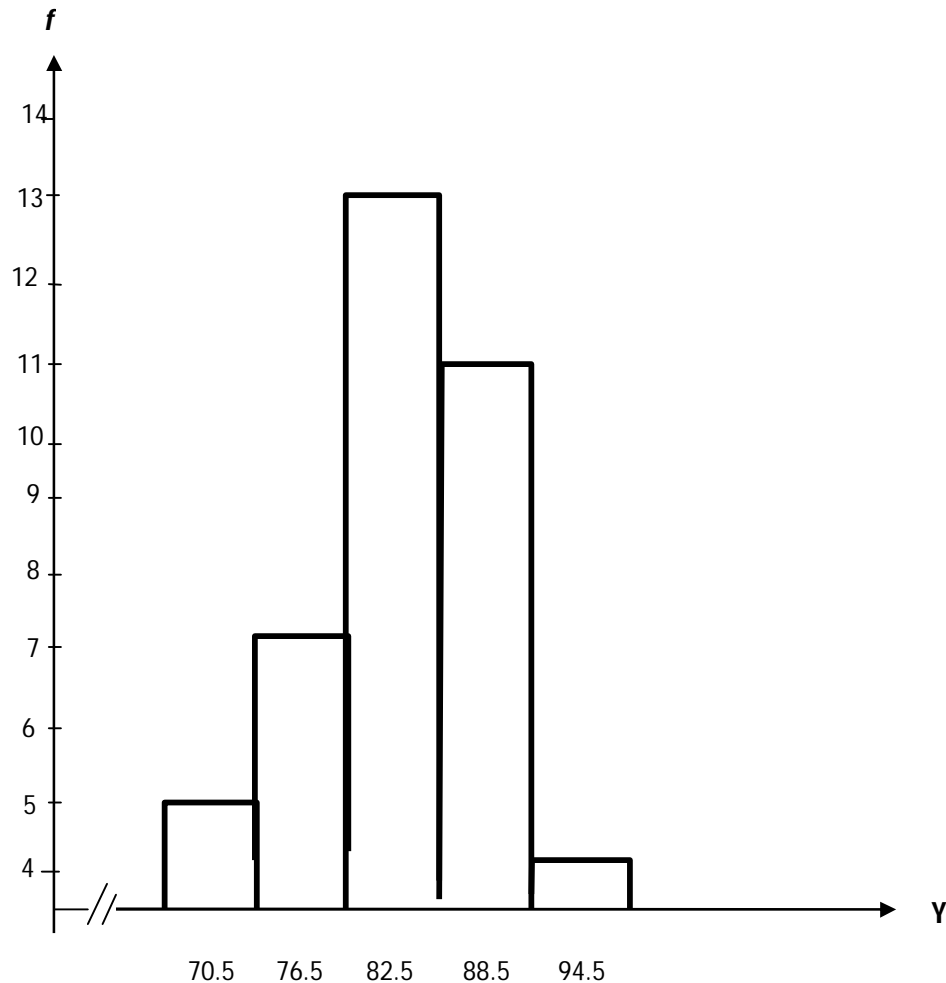
Figure 2: The Histogram of Writing Sentence Mastery of the Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat

B. The Hypothesis Testing

After calculating the students' scores, the writer also needs to prove whether the hypothesis that has been stated previously is accepted or rejected. This is the tabulation which is made by the writer to describe the data which is got. Then, the data will be processed by using "r" Product Moment formula and it is compared with r table.

Table 8
The Table of Index Correlation between Verb and Noun Masteryand Writing Sentence Mastery of the Eleventh Grade Students of MAS DaarulMuhsininJanjimanahanKawat in 2012/2013 Academic Year

No.	X	Y	X^2	Y^2	XY
1	60	76	3600	5776	4560
2	72	88	5184	7744	6336
3	68	88	4624	7744	5984
4	72	88	5184	7744	6336
5	68	76	4624	5776	5168
6	72	88	5184	7744	6336
7	80	76	6400	5776	6080
8	80	80	6400	6400	6400
9	60	68	3600	4624	4080
10	80	76	6400	5776	6080
11	72	80	5184	6400	5760
12	72	80	5184	6400	5760
13	80	80	6400	6400	6400
14	60	84	3600	7056	5040
15	72	76	5184	5776	5472
16	68	72	4624	5184	4896
17	68	84	4624	7056	5712
18	68	80	4624	6400	5440
19	80	84	6400	7056	6720
20	80	84	6400	7056	6720
21	60	80	3600	6400	4800

22	84	88	7056	7744	7392
23	68	76	4624	5776	5168
24	60	96	3600	9216	5760
25	92	96	8464	9216	8832
26	68	88	4624	7744	5984
27	80	88	6400	7744	7040
28	92	96	8464	9216	8832
29	72	88	5184	7744	6336
30	92	96	8464	9216	8832
31	84	88	7056	7744	7392
32	60	72	3600	5184	4320
33	84	88	7056	7744	7392
34	68	76	4624	5776	5168
35	72	80	5184	6400	5760
36	84	88	7056	7744	7392
37	60	72	3600	5184	4320
38	68	72	4624	5184	4896
39	72	80	5184	6400	5760
40	72	80	5184	6400	5760
Total	**2924**	**3296**	**217072**	**273664**	**242416**

From the data above, it can be seen that $\sum X = 2924$, $\sum Y = 3296$, $\sum X^2 = 217072$, $\sum Y^2 = 273664$, $\sum XY = 242416$, N=40.

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

$$= \frac{40.242416 - (2924)(3296)}{\sqrt{(40.217072) - (2924)^2).(40.273664) - (3296)^2}}$$

$$= \frac{9696640 - 9637504}{\sqrt{(8682880 - 8549776)(10946560 - 10863616)}}$$

$$= \frac{59136}{\sqrt{(133104)(82944)}}$$

$$= \frac{59136}{\sqrt{11040178176}} = \frac{59136}{105072.25}$$

$$= 0.563$$

From the formula above, it can be seen that the score of "r" Product Moment is 0.563. The score of r table should be related to the total sample (N) where the total sample of this research is 40 and total variables (nr) are 2. So, N-nr=40-2=38. The score of r table is 0.320 at 5% significant level.

From the calculation and explanation above, the score of r_{xy} is greater than the score of r table (0.563 > 0.320). So, the hypothesis is accepted. It can be concluded that there is a significant correlation between verb and noun mastery and writing sentence mastery at the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat in 2012/2013 Academic Year.

C. Discussion

The process of this research has been done by the steps that are included in the research. The result of the research is as objective as possible. Meanwhile, to get the perfect result from the research is very difficult because in this research the writer has limitation.

In doing the research, the writer has attempted in order to make it good and perfect. But, the writer as the beginner realizes that this research has many mistakes

and weaknesses such as in arranging the instrument, the calculation of data analysis, and there are still many other things.

Also, the writer cannot guarantee if the students do the test with their own comprehension, or they just answered the test dishonestly and did not express their ability as good as possible. This possibility can effect data and the result of the research.

Although the writer found obstacles in conducting this research, with a vengeance and tried as much possible, do not reduce the significance of this research. The end with all the efforts, hard work and assistance of all parties, this thesis can be completed.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research and calculating the data in chapter IV, the writer comes to the conclusion as follows:

1. The verb and noun mastery of the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat in 2012/2013 academic year is categorized "good". The mean score is 73.1.

2. Writing sentence mastery of the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawat in 2012/2013 academic year is categorized "very good". The mean score is 82.4.

3. The score of "r" product moment is bigger than the score of r table (0.563 > 0.320). It means, there is significant correlation between verb and noun mastery toward writing sentence mastery at the eleventh grade students of MAS Daarul Muhsinin Janjimanahan Kawatin 2012/2013 academic year. So, the hypothesis is accepted.

B. Suggestions

From the conclusion and implication above, in this chapter the writer will give some suggestions as follows:

1. The headmaster of MAS Daarul Muhsinin Janjimanahan Kawat should supervise teachers, so that the lack of students writing sentence mastery can be solved.

2. The teacher should find the appropriate technique in teaching verb and noun, so that the students writing sentence mastery can be increased maximally.

3. For the writer, she must improve her ability and knowledge in order to make better research later on.

4. This research can be used as a reference by the reader who is interested in related topic.

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APPENDIX I

Name :_____

Class :_____

<div align="center">TEST FOR VERB AND NOUN MASTERY (VARIABLE X)</div>

I. Answer the following questions!

A. Mention 5 transitive verbs:
1.
2.
3.
4.
5.

B. Mention 5 intransitive verbs:
6.
7.
8.
9.
10.

C. Mention 5 auxiliary verbs:
11.
12.
13.
14.
15.

D. Mention 2 common nouns:
16.
17.

E. Mention 2 proper nouns:
18.
19.

F. Mention 2 collective nouns:
20.
21.

G. Mention 2 abstract nouns:
22.
23.

H. Mention 2 concrete nouns:
24.
25.

I. Mention 2 material nouns:
26.
27.

J. Mention 2 countable nouns:
28.
29.

K. Mention 1 uncountable noun:
30.

TEST FOR WRITING SENTENCES MASTERY (VARIABLE Y)

II. Write sentences for each verb below:

1. Read

   _____

2. Cook

   _____

3. Open

   _____

4. Borrow

   _____

5. Speak

   _____

6. Eat

   _____

7. Teach

   _____

8. Study

   _____

9. Wear

   _____

10. Give

   _____

11. Spend

   _____

12. Celebrate

   _____

13. Ask

   _____

14. Walk

   _____

15. Sleep

   _____

III. Write sentences for each nouns below:

16. A cake

_____

17. Bunch of flowers

_____

18. Newspaper

_____

19. Some milk

_____

20. A man

_____

21. Dictionaries

_____

22. Jakarta

_____

23. Siti

_____

24. Beauty

_____

25. Cat

_____

26. Water

_____

27. Happiness

_____

28. Stones

_____

29. Indonesia

_____

30. Village

_____

APPENDIX II

The Calculation Data of Verb and Noun Mastery (Variable X) of the Eleventh Grade Students of MAS Daarul Muhsinin Janjimanahan Kawat 2012/2013 Academic Year

No.	Name Initial	Verb and Noun Mastery
1	AH	60
2	MAR	60
3	ARH	60
4	CIS	60
5	NA	60
6	DAP	60
7	WH	60
8	EA	68
9	SH	68
10	EP	68
11	KL	68
12	RM	68
13	YH	68
14	CP	68
15	YF	68
16	TU	68
17	ADA	72
18	SUL	72
19	WAF	72
20	ZF	72
21	HS	72
22	SM	72
23	BR	72
24	DW	72
25	MP	72
26	AR	72
27	PU	80
28	TH	80
29	BER	80
30	HYS	80
31	MHD	80

32	RIZ	80
33	TRI	80
34	NI	84
35	HP	84
36	LR	84
37	LM	84
38	ST	92
39	JR	92
40	DIM	92

1. **Mean of X Variable**

$$Mx = \frac{\sum x}{n}$$
$$= \frac{2924}{40}$$
$$= 73.1$$

2. **Median of X Variable**

$$Md\ x = \frac{X_n + 1}{2}$$
$$= \frac{X40 + 1}{2}$$
$$= \frac{X41}{2}$$

X20.5 = (72+ 72) : 2 = 72

3. **Modus of X Variable (Mo x)**

$$Mo = 3Mdx - 2Mx$$
$$= 3 \times 72 - 2 \times 73.1$$
$$= 216 - 146.2$$
$$= 69.8$$

4. **Range (R)** = (92 – 60) = 32

5. **Class Interval** = 1 + 3.3 log N

$$= \quad 1 + 3.3 \log 40$$
$$= \quad 1 + 3.3 \, (1.602)$$
$$= \quad 1 + 5.2866$$
$$= \quad 6.2866 = 6$$

6. Interval $\quad = \quad \dfrac{32}{6}$

$$= \quad 5.3 = 6$$

APPENDIX III

The Calculation Data of Writing Sentence Mastery (Variable Y) at the Eleventh Grade Students of MAS Daarul Muhsinin Janjimanahan Kawat 2012 / 2013 Academic Year

No.	Name Initial	Writing Sentence Mastery
1	AH	68
2	MAR	72
3	ARH	72
4	CIS	72
5	NA	72
6	DAP	76
7	WH	76
8	EA	76
9	SH	76
10	EP	76
11	KL	76
12	RM	76
13	YH	80
14	CP	80
15	YF	80
16	TU	80
17	ADA	80
18	SUL	80
19	WAF	80
20	ZF	80
21	HS	80
22	SM	84
23	BR	84
24	DW	84
25	MP	84
26	AR	88
27	PU	88
28	TH	88
29	BER	88
30	HYS	88
31	MHD	88

32	RIZ	88
33	TRI	88
34	NI	88
35	HP	88
36	LR	88
37	LM	96
38	ST	96
39	JR	96
40	DIM	96

1. **Mean of Y Variable**

$$My = \frac{\sum y}{n}$$
$$= \frac{3296}{40}$$
$$= 82.4$$

2. **Median of Y Variable**

$$Md\ y = \frac{X_n + 1}{2}$$
$$= \frac{X40 + 1}{2}$$
$$= \frac{X41}{2}$$

$X20.5 = (80 + 80) : 2 = 80$

3. **Modus of Y Variable (Moy)**

$$Moy = 3Mdy - 2My$$
$$= 3 \times 80 - 2 \times 82.4$$
$$= 240 - 164.8$$
$$= 75.2$$

4. **Range (R)** $= 96 - 68 = 28$

5. **Class Interval** $= 1 + 3.3 \log N$

$$= 1 + 3.3 \log 40$$

$$= \quad 1 + 3.3\,(1.602)$$

$$= \quad 1 + 5.2866$$

$$= \quad 6.2866 = 6$$

6. Interval $\quad = \quad \dfrac{28}{6}$

$$= \quad 4.6 = 5$$