



**THE CORRELATION BETWEEN SIMPLE SENTENCE
AND WRITING DISCUSSION TEXT MASTERY
TO THE SIXTH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT
AT STAIN PADANGSIDIMPUAN**

A THESIS

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

Written by :

LENNY DESWITA NASUTION
Reg. No. 07 340 0049

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

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LENNY DESWITA NASUTION

Reg. No. 07 340 0049

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013**



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Lamp : 5 (Lima) Exampilar

Padangsidimpuan, 05 Maret 2013
Kepada Yth:
Bapak Ketua Sekolah Tinggi Agama
Islam Negeri Padangsidimpuan
di-
Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Lenny Deswita Nasution yang berjudul: **"THE CORRELATION BETWEEN SIMPLE SENTENCE AND WRITING DISCUSSION TEXT MASTERY TO THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT STAIN PADANGSIDIMPUAN"**

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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Judul Skripsi : **The Correlation Between Simple Sentence and Writing Discussion Text Mastery to the Sixth Semester Students of English Department at STAIN Padangsidimpuan.**

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

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Yang menyatakan



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DECLARATION LETTER OF WRITING OWN THESIS

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The Tittle of Thesis : **The Correlation Between Simple Sentence and Writing Discussion Text Mastery to the Sixth Semester Students of English Department at STAIN Padangsidimpuan.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Declaration maker,



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Predikat : Baik



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PENGESAHAN

Judul Skripsi : THE CORRELATION BETWEEN SIMPLE SENTENCE
AND WRITING DISCUSSION TEXT MASTERY TO THE
SIXTH SEMESTER STUDENTS OF ENGLISH
DEPARTMENT AT STAIN PADANGSIDIMPUAN

Ditulis Oleh : LENNY DESWITA NASUTION
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Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
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ACKNOWLEDGEMENT

الرحيم الرحمن الله بسم

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the world who has bestowed upon me the ability to complete this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companions, and his followers.

This thesis can't be completed without a great deal of help from many people, they are:

1. Special thanks are due to Drs. Fitriadi Lubis, M.Pd as my first advisor who has guided the researcher to complete this research and to Mrs. Rayendriani Fahmei Lubis, M.Ag as the second advisor who has guided the researcher to complete this research and as the dean of English Department.
2. Special thanks are due to DR. H. Ibrahim Siregar, M.CL., as the Chief of State College for Islamic Studies (STAIN) Padangsidempuan, and the assistants, who have helped the researcher as their student in STAIN Padangsidempuan.
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4. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidempuan.

5. STAIN Padangsidimpuan Library (Drs. Samsuddin Pulungan, M.Ag), for their cooperative and permission to use their books.
6. Thanks are due to my parents, Syafaruddin Nasution and Zairawani Hasibuan S.Pd.I., who have given support and motivation during studying in STAIN Padangsidimpuan.
7. Thanks are due to my brothers Mukhyar Rozi, Harry Doni, and Ihsan Azizi, than my sisters Qoriah Handayani, Ainun Jariyyah, and Mawaddah Rahmah who have given support and motivation during studying in STAIN Padangsidimpuan.
8. Thanks are due to all of my best friends Laila Febriani, Lili Hayati, Aprida Hanim Ritonga, Widyah Suryani, Siti Handayani, Rika Yanti, Masroana Lubis, Anni Zahria, Maimunah, Siti Nurhamidah, Fitri Fuadi Rambe, Nur Hamida, Mila Sartika, Jannah, Ijah, Nurdiana and all friends I can't mention them here who have given support and helping in this research.

May Allah, The Almighty bless them all, Amin.

Padangsidimpuan, 02 April 2013



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Department : **TARBIYAH/ TADRIS BAHASA INGGRIS – 2**
Title : **THE CORRELATION BETWEEN SIMPLE SENTENCE AND WRITING DISCUSSION TEXT MASTERY TO THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT STAIN PADANGSIDIMPUAN**

ABSTRACT

This research was taken based on the fact of the students' problems in mastering simple sentence and writing discussion text. The researcher identified many problems that there were many factors influence simple sentence mastery such as vocabulary, tenses, and parts of speech. Finally, the researcher interested to research the correlation between simple sentence and writing discussion text mastery to the sixth semester of English department at STAIN Padangsidimpuan. In this research, the researcher wanted to find out about how significant the correlation between simple sentence and writing discussion text mastery.

The population of this research was all the sixth semester of English department at STAIN Padangsidimpuan in 2012/2013 academic year. This school consists of three classes which consist of 88 students. The sample of this research was 88 students taken by using cluster random sampling. Further, the instrument of this research used for collecting the data was by giving tests to the sample in multiple choice forms.

From the result of the data analysis, it was found that r_{xy} was 0.847 while t_{table} was 0.207. It means that $r_{count} > r_{table}$ ($0.847 > 0.207$) which means the hypothesis was accepted. However, it means there was a significant correlation between simple sentence and writing discussion text mastery to the sixth semester of English department at STAIN Padangsidimpuan.

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Senior High School : MAN SIABU
Institute : STAIN PADANG SIDIMPUAN

Appendix I

TEST

I. Direction :

1. Read the questions well, then answer them which one is the easier.
2. Give the cross mark (X) in the right answer.
3. Answer the question based on your competence and do not cheat another's answer!

II. Question:

Answer these questions well by crossing a, b, c, or d!

A. Arrange the jumble words into a good sentence! (*Question with number 1-10*).

1. He - TV - Watched – Yesterday.
a. Watched TV He yesterday. c. Yesterday watched TV He.
b. He watched TV yesterday. d. TV watched He yesterday.
2. Very – son – is – his – handsome.
a. His son is very handsome. c. Very handsome is his son.
b. Handsome is very his son. d. Is very his son handsome.
3. Writes – Azkia – a – letter.
a. A letter writes Azkia c. Azkia a letter writes
b. Writes Azkia a letter d. Azkia writes a letter
4. The – is – pink – mine – book.
a. The mine is pink book. c. The pink book is mine.
b. The book is mine pink. d. Book is the pink mine.
5. Keyla – a – cruel – is – girl.
a. Is girl cruel a Keyla. c. A cruel girl Keyla is.
b. Keyla is a cruel girl. d. Girl is Keyla a cruel.
6. Student – is – her – Toni.
a. Toni is her student. c. Is Toni student her.
b. Student Toni is her. d. Toni her student is.
7. Lily – a – is – teacher.
a. A teacher Lily is. c. Lily a teacher is.
b. Is teacher Lily is. d. Lily is a teacher.
8. Nisa – an – is – English teacher.
a. English teacher is an Nisa. c. Nisa is an English teacher.
b. An Nisa is English teacher. d. Teacher English is an Nisa.
9. Is – very – bad – the – boy.

d. S+ To be+ A

17. Neither of my brother (be) a teacher?
a. Are b. is c. were d. been e. was
18. Rina doesn't (learn) the lesson before the examination.
a. Learn b. learns c. learns d. learned e. learning
19. **My friend plays guitar everyday.** Change the sentence into interrogative form!
a. My friend doesn't play the guitar everyday
b. My friend play the guitar everyday
c. Do your friend play the guitar everyday?
d. Does your friend play the guitar everyday?
20. Do youthe grass in the garden everyweek?
a. cuts c. cutting e. cat
b. cut d. cutted

B. Write down a discussion text (minimal two paragraphs) by choosing one title below based on the issue, arguments for, arguments against, and conclusion or recommendation.

- a. TV for Children
b. Technology
c. Giving Children Homework: Pro and Con
d. Reading Comics

THE KEY ANSWER OF THE TESTS

III. Simple Sentence

- | | |
|-------|-------|
| 1. B | 11. C |
| 2. A | 12. D |
| 3. D | 13. C |
| 4. C | 14. B |
| 5. B | 15. A |
| 6. A | 16. B |
| 7. D | 17. B |
| 8. C | 18. A |
| 9. B | 19. D |
| 10. A | 20. B |

Appendix II

The Calculation of Correlation between Simple Sentence and Writing Discussion Text Mastery of the Sixth Semester of English Department at STAIN Padangsidimpuan

No.	Initial	X	Y	X ²	Y ²	XY
1.	DH	65	70	4225	4900	4550
2.	DF	65	65	4225	4225	4225
3.	EW	65	65	4225	4225	4225
4.	IF	65	80	4225	6400	5200
5.	JA	65	50	4225	2500	3250
6.	KM	65	55	4225	3025	3575
7.	MB	65	55	4225	3025	3575
8.	NS	65	65	4225	4225	4225
9.	MA	65	60	4225	3600	3900
10.	RB	65	70	4225	4900	4550
11.	ST	65	70	4225	4900	4550
12.	RS	65	75	4225	5625	4875
13.	RJ	65	75	4225	5625	4875
14.	RS	65	55	4225	3025	3575
15.	KP	65	65	4225	4225	4225
16.	RS	65	60	4225	3600	3900
17.	NL	70	95	4900	9025	6650
18.	DS	70	80	4900	6400	5600
19.	DF	70	85	4900	7225	5950
20.	GH	70	80	4900	6400	5600
21.	IY	70	75	4900	5625	5250
22.	LH	75	70	5625	4900	5250
23.	MA	75	65	5625	4225	4875
24.	MD	75	55	5625	3025	4125
25.	AY	75	50	5625	2500	3750
26.	AZ	75	60	5625	3600	4500
27.	BA	75	60	5625	3600	4500
28.	KM	75	60	5625	3600	4500
29.	MZ	75	50	5625	2500	3750
30.	RM	75	55	5625	3025	4125
31.	SA	75	65	5625	4225	4875
32.	SZ	75	80	5625	6400	6000
33.	BA	75	80	5625	6400	6000
34.	FS	75	75	5625	5625	5625
35.	FM	75	75	5625	5625	5625
36.	NI	75	70	5625	4900	5250

37.	NW	75	70	5625	4900	5250
38.	NI	75	55	5625	3025	4125
39.	SL	75	95	5625	9025	7125
40.	SA	75	95	5625	9025	7125
41.	SA	75	50	5625	2500	3750
42.	ST	75	55	5625	3025	4125
43.	AK	75	55	5625	3025	4125
44.	SN	75	65	5625	4225	4875
45.	SW	75	70	5625	4900	5250
46.	AY	75	70	5625	4900	5250
47.	AM	75	70	5625	4900	5250
48.	EM	75	70	5625	4900	3750
49.	MS	75	75	5625	5625	5625
50.	NH	75	75	5625	5625	5625
51.	RJ	75	70	5625	4900	3750
52.	SP	75	65	5625	4225	4875
53.	SP	75	70	5625	4900	5250
54.	SH	75	55	5625	3025	4125
55.	UH	75	60	5625	3600	4500
56.	ZH	75	70	5625	4900	3750
57.	HW	75	95	5625	9025	7125
58.	MH	75	95	5625	9025	7125
59.	RA	75	55	5625	3025	4125
60.	RS	80	50	6400	2500	4000
61.	SH	80	60	6400	3600	4800
62.	AS	80	60	6400	3600	4800
63.	RH	80	65	6400	4225	5200
64.	JN	80	65	6400	4225	5200
65.	KG	80	60	6400	3600	4800
66.	AH	80	75	6400	5625	6000
67.	BH	80	75	6400	5625	6000
68.	EF	80	75	6400	5625	6000
69.	MZ	80	95	6400	9025	7600
70.	NS	80	95	6400	9025	7600
71.	NO	80	55	6400	3025	4400
72.	PS	80	55	6400	3025	4400
73.	RA	80	65	6400	4225	5200
74.	SB	80	65	6400	4225	5200
75.	WS	80	75	6400	5625	6000
76.	ZW	80	80	6400	6400	6400
77.	AM	80	80	6400	6400	6400
78.	AN	80	80	6400	6400	6400
79.	MM	80	85	6400	7225	6800

80.	TR	80	85	6400	7225	6800
81.	AH	80	80	6400	6400	6400
82.	AZ	80	75	6400	5625	6000
83.	GM	80	75	6400	5625	6000
84.	FG	80	75	6400	5625	6000
85.	MH	80	75	6400	5625	6000
86.	HW	80	70	6400	4900	5600
87.	AM	80	55	6400	3025	4400
88.	SL	80	50	6400	2500	4000
Sum		6560	6485	491434	432850	449350
M		74.54	73.6			
Med		68.83	71.7			
Mo		74.44	77.75			

Appendix III

The Calculation of Mean, Median and Mode of Teaching Simple Sentence Mastery

$$\begin{aligned} 1. \text{ Range (R)} &= 80 - 65 = 15 \\ \text{Interval} &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 88 \\ &= 1 + 3.3 (1.94) \\ &= 1 + 6.402 \\ &= 7.402 \longrightarrow 7 \end{aligned}$$

$$\text{Class} = \frac{15}{7} = 2.85 \longrightarrow 3$$

2. Mean of X Variable

$$\begin{aligned} M_x &= \frac{\sum Y}{N} \\ &= \frac{6560}{88} \\ &= 74.54 \end{aligned}$$

3. Median of X Variable

$$\begin{aligned} M_e &= b - \left[\frac{\frac{1}{2}N - F}{fk} \right] p \\ &= 71.5 - \left[\frac{1/288 - 59}{38} \right] 7 \\ &= 71.5 - \left[\frac{14.5}{38} \right] 7 \\ &= 71.5 - 2.67 \\ &= 68.83 \end{aligned}$$

4. Mode of X Variable

$$\begin{aligned} Mo &= b + p \left(\frac{b1}{b1 + b2} \right) \\ &= 71.5 + 7 \left[\frac{21}{21 + 29} \right] \\ &= 71.5 + 2.94 \\ &= 74.44 \end{aligned}$$

Appendix IV

The Calculation of Mean, Median and Mode of Teaching Writing Discussion Text Mastery

$$\begin{aligned} 1. \text{ Range (R)} &= 95 - 50 = 45 \\ &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 88 \\ &= 1 + 3.3 (1.94) \\ &= 1 + 6.405 \\ &= 7.405 \longrightarrow 8 \\ \text{Class} &= \frac{45}{6} = 6.4 \longrightarrow 6 \end{aligned}$$

2. Mean of Y variable or My

$$\begin{aligned} \text{My} &= \frac{\sum X}{N} \\ &= \frac{6485}{88} \\ &= 73.6 \end{aligned}$$

3. Median of Y variable

$$\begin{aligned} \text{Me} &= b - \left[\frac{\frac{1}{2}N - F}{fk} \right] p \\ &= 73.5 - \left[\frac{\frac{1}{2} \cdot 2.88 - 78}{23} \right] 8 \\ &= 73.5 - \left[\frac{5}{23} \right] 8 \\ &= 73.5 - 1.73 \\ &= 71.7 \end{aligned}$$

4. Mode of Y variable

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$\begin{aligned} &= 73.5 + 8 \left[\frac{17}{17+15} \right] \\ &= 73.5 + 4.25 \\ &= 77.75 \end{aligned}$$

Appendix V

Table
Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	96	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181
15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105
20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,433	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372			
23	0,413	0,526	48	0,284	0,368	900	0,065	0,086
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081



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Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

Nama/ NIM : Lenny Deswita Nasution/ 07. 340 0049
Jurusan/Prog. Studi : Tarbiyah/ Tadris Bahasa Inggris-2
Judul Skripsi : The Correlation Between Sentences and Writing Discussion Text mastery to the Sixth Semester Students of English Department at STAIN Padangsidimpuan.

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/ Ibu menjadi pembimbing I dan II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/ Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Padangsidimpuan, 31 Januari 2012

Nomor : St.14/I.B4/PP.00.9/166/2012

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala Prodi Tadris Bahasa Inggris
STAIN Padangsidimpuan
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama	: Lenay Deswita Nasution
Nomor induk mahasiswa	: 07.340.0049
Jurusan/prog.Studi	: Tarbiyah/TBI
Alamat	: Huraba Kecamatan Siabu Kabupaten Mandailing Natal

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Correlation Between Sentences And Writing Discussion Text Mastery To The Sixth Semester Students Of English Department At STAIN Padangsidimpuan**".

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua



Drs. H. Irwani Saleh Dalimunthe, MA^{RI}
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Tembusan :
Bina Skripsi



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SURAT KETERANGAN

Nomor : Sti.14/L.B.4/PP.00.9/342 /2013

Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama : Lenny Deswita Nasution
NIM : 07. 340 0049
Semester : XII (dua belas)
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris-2
Alamat : Huraba Kec. Siabu Kabupaten Mandailing Natal

adalah benar mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dan telah menyelesaikan penelitian di STAIN Padangsidimpuan, dengan judul skripsi " **The Correlation Between Simple Sentence And Writing Discussion Text Mastery To The Sixth Semester Students Of English Department At STAIN Padangsidimpuan** "

Demikian Surat Keterangan ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Padangsidimpuan, // Maret 2013



a.n. Ketua
Pembantu Ketua I
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Tembusan :

1. Ka.Jur Tarbiyah/Ka.Prodi TBI
2. Bina Skripsi
3. Arsip.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an International language. It is an important language which is studied by students at schools, colleges, and universities so they can communicate by using English. It is used by many people in the world. They use it not only for trade association but also for scientific terminologies. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English as a foreign language. Students in the university must know and understand English well. So, English become a compulsory subject in the university. The purpose of English teaching is to improve their knowledge about the English materials. The materials of English teaching in subject always involves the text. One of them is discussion text. In English curriculum 2007, there are the special objectives why English as a compulsory subject, they are:

1. For the students became more familiar with their environment and also their socio-cultural background.
2. For students to have knowledge, ability and skills about their regions that are relevant their needs and interests and also the surrounding community.


3. For students to demonstrate their attitude and behavior that exhibit their culture values, and preserve and develop these value to support national development.¹

Writing means one skill of English that has to understood by the students.

Writing becomes the knowledge to share what in the mind into the written form.

By writing, the knowledge which has been found will remember. In holy Qur'an

says:


 كَتَبْنَا أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا آيَاتِهِ وَلِيَتَذَكَّرَ أُولُو الْأَلْبَابِ

Meaning: (this is) a Book (the Qur'an) which we have sent down to you, full of Blessings that they may ponder over is verses, and that men of understanding may remember.²

Discussion text is a kind of text that discusses a problematic discourse from the different viewpoints. The importance of discussion text mastery is to know significant social function, lexicogrammatical feature and to know the generic structure particularly. The third items become the indicators that have to be discussed in this research. They are very significant or important to be known because they are as the arrangement of genre or text type.

The efforts which can be done to improve the students in mastering discussion text are (1) To develop the curriculum, it means that university need to consider students current knowledge and development level learning difficulties,

¹ Siti Jamilah. 2008. English in Indonesian Primary School. Primary School bagian KURIKULUM/ CURRICULUM, (Online), accessed at (<http://re-searhengine.com/siti.html>, on December 1, 2011)

² Abdullah Yusuf Ali, *The Meaning if the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 363.

ages, learning resources and learning strategies. (2) Lecturer should be given a wide authority in the selection of teaching methodologies, teaching resources and materials. From the effort are hoped that the students' ability in mastering the sentence especially simple sentence will be develop of before appropriate with the development the curriculum.

The condition of discussion text mastery in the field is still poor because there are so many students are failed in writing discussion text. It has become a learning problem now, where the students are unable to master that aspect so they are not able to write discussion text well. As addition, they still confuse what the discussion text is. Of course this problem is a bad effect for their English so that their English is poor.

One of factors of writing discussion text mastery is simple sentence. English lecturer must teach sentence one by one. There are four kinds of sentences, they are simple, compound, complex, and compound complex sentence. The researcher only discusses about simple sentence to make the research be focused. Then, lecturer teaches them or one of them as simple sentence to make a text well. The lecturer must know the students difficulties in teaching and learning process to increase their ability.

Simple sentence is one which has only one subject and one predicate. The sentence which is consisted of one main verb and has an idea. It means that simple sentence is only established by one subject and one predicate. For example; Tony

cries. Tony is subject and cries word is predicate. The element of simple sentence can be subject (S), verb (V), object (Object), or complement (C). Simple sentence may be a statement, question, command, request or exclamation.

The role of simple sentence in writing discussion text mastery is to know wheather there is some influences of simple sentence in writing discussion text. Simple sentence consists of the element of sentence such as subject (S), verb (V), Object (O) and complement (C). For example: She watches TV. In the sentence consists of subject (She), verb (Watches), and object (TV). The verb in the sentence use – *es* because the sentence has the subject “She”, it means that she is the third person.

Based on the explanation above, the researcher wants to do a research about the sentence. “ THE CORRELATION BETWEEN SIMPLE SENTENCE AND WRITING DISCUSSION TEXT MASTERY TO THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT STAIN PADANGSIDIMPUAN.”

B. Identification of the Problem

Discussion text is a kind of text that presents at least two points of view. The discussion text has the generic structure: general issue, arguments for, arguments against, and conclusion. One factor of writing discussion text mastery is simple sentence. Simple sentence is a group of words make a complete sense and has a subject and a predicate. It means that sentence is not only the combination of some

words but has the element. The element can be subject (S), verb (V), object (Object), or complement (C). A simple sentence may be a statement, question, command, request or exclamation.

There are many factors that must be understood by students in the university to make a text such as vocabulary, punctuations, grammar and text.

C. Limitation of the Problem

As mentioned above, there are many factors of writing discussion text mastery such as vocabulary, punctuations, grammar and simple sentence. Here, the researcher does not discuss all the factors. The researcher discusses one factor only that is the simple sentence.

Writing discussion text is the important to accomplish of the problems have in written with do same people. Because, discussion text is a kind of text that presents at least two points of view. The discussion text has the generic structure: general issue, arguments for, arguments against, and conclusion. Those all are the indicators which discusses next.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher would draw some formulation as follow:

1. To what extent is the ability of the sixth semester students of English department at STAIN Padangsidimpuan in mastering simple sentence?

2. To what extent is the ability of the sixth semester students of English department at STAIN Padangsidimpuan in writing discussion text?
3. Is there a significant correlation between simple sentence and writing discussion text mastery to the sixth semester students of English department at STAIN Padangsidimpuan?

E. Aims of the Research

Based on the limitation of the problem, the researcher would draw some aims as follow:

1. To know the extent of the ability of the sixth semester students of English department at STAIN Padangsidimpuan in mastering simple sentence.
2. To know the extent of the ability of the sixth semester students of English department at STAIN Padangsidimpuan in writing discussion text mastery.
3. To know whether there is a significant correlation between simple sentence and writing discussion text mastery to the sixth semester students of English department at STAIN Padangsidimpuan.

F. Significances of the Research.

The significances of the research are:

1. As an information for the lecturers about the ability of their students so that they can motivate the student of English department at STAIN Padangsidimpuan.

2. As an information to the head of the English department of STAIN Padangsidimpuan into motivate the lecturers to be a professional.
3. As an information to another the researchers, who want to do research the same problem as information about the topics.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Simple Sentence Mastery

Before going to the theory of sentence, it is known that sentence especially simple sentence is one kind of knowledge that has to be mastered by the students. It becomes the science which has to learn. Related to the knowledge, Allah SWT says in holy Qur'an:

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ
رَبِّ زِدْنِي عِلْمًا

Meaning: Then High above All be Allâh, the true King and be not In haste (O Muhammad) with the Qur'ân before its Revelation is completed to you, and say: "My Lord! increase Me In knowledge."¹

According to Oxford dictionary, "sentence is a group of words that express a statement, question."² Simple sentence is kinds of sentences. Sentence is a group of words which makes a complete sense. Sentence is a set of word expressing a statement, a question or an order, usually containing a subject and verb.

¹ Abdullah Yusuf Ali, *The Meaning if the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 225.

² Oxford University, *Oxford Learner's Pocket Dictionary*, (Oxford University, 2009), p. 390.

A simple sentence is the sentence one subject and one predicate, it is an independent clause.”³ As according to Wren & Martin, “simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb.”⁴

The subject and predicate are often described as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). A subject and predicate, together, form a simple sentence. As used here, the term "simple" refers to the basic structure of a sentence. Simple sentence can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple.

Furthermore, the formula of simple sentence can be as following:

S + V	—————→	Ulfa cries
S + V + O	—————→	Rafly eats an apple
S + V + C	—————→	Winda goes there
S + V + A	—————→	Nadine looks beautiful
S + V + O + A	—————→	Fika cooked cake yesterday
S + V + O + A + A	—————→	I took money in the bank yesterday
S + V + O + O	—————→	She gives me money

³Jayanthi Dakhsina Murthy, *Contemporary English Grammar*, (New York: Shivem Printers, 2003), p. 123.

⁴Wren and Martin. *High School English Grammar & Composition*, (NP: Prasada Rao, 1990), p. 200.

S + V + O + C \longrightarrow Dino becomes an aducated son

To make it clearer, the writer presents the thing that is related to the simple sentence such verbal and nominal sentence in positive, negative and interrogative.

a. Verbal sentence

Verbal sentence is formed from a verb, it is a part of speech that functions as a noun, adjective, adverb, not as a verb”⁵. Verbal sentence means the sentence which contains the verb and the predicate is verb. Generally, there are three forms which discuss in verbal sentence, they are affirmative or positive sentence, negative sentence and interrogative sentence.

Affirmative sentence as well as positive sentence. Windy Novia says that affirmative sentence is a news sentence or positive sentence that state subject as an information.⁶ As addition affirmative sentence is used to declare an event or action. The formulation of verbal sentence in positive form is S + V1/s/es +..... Positive sentence is signed by (+).

Then, negative sentence is the sentence which say ‘No’ as Windy Novia says, “Negative sentence diartikan sebagai kalimat menyangkal dimana dibentuk dengan menambahkan not setelah to be”.⁷ It means that negative sentence is formed by adding not afer to be. The formulation of negative

⁵ Mary Ellen Munoz Page, *TOEFL Preparation Guide*, (Delhi: Nice Printing Press, 2008), p. 284.

⁶ Windy Novia, *Essential English Grammar*, (Jakarta: Wipress, 2009), p. 198.

⁷ *Ibid.*, p. 200.

sentence is S + Do/does/did + Not + O/C (Noun / Adj / Adv). The negative sentence is signed by (-).

Furthermore, interrogative sentence is a sentence which is used for asking information or answer from other people. Interrogative sentence uses a question mark in a sentence. As according to R.W. Zandvoort and J.A. Van Ek, "Interrogative sentence starts with a finite verb (usually an auxiliary or a form of to be) and usually end with rising intonation".⁸

In an interrogative sentence, the subject and auxiliary are often reversed. The sentence ends with a question mark (or interrogation point) in writing. In the spoken language, most yes-no question end with a rise in pitch: most interrogative-word question end with a fall in pitch. The interrogative sentence is signed by (?). Interrogative form will be answered by:

Short answer: Yes + S + Do / Does + ...

No + S + Do / Does + Not +

Long answer: Yes + S + Do / Does + V₁ + ...

No + S + Do / Does + V₁ + Not + ...

Those three forms (positive, negative and interrogative) are discussed in this paper. Because those are the main case as indicators in this research. To make it clearer, the writer gives the examples as following:

⁸ R.W. Zandvoort and J. A. Van Ek., *A Hand Book of English Grammar*, (Singapore: Singapore Offset Printing, 1980), p. 132.

For example :

1. (+) Azam speaks
S V+s

(-) Azam does not speak
S does not V

(?) Does Azam speak?
Does S V

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he speaks or No, he doesn't speak

2. (+) Azam becomes a teacher
S V+s C

(-) Azam does not become a teacher
S does not V C

(?) Does Azam become a teacher?
Does S V C

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he becomes a teacher or
No, he doesn't become a teacher

3. (+) Azam speaks loudly
S V+s A

(-) Azam does not speak loudly
S does not V A

(?) Does Azam speak loudly?
Does S V A

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he speaks loudly or No, he doesn't speak loudly.

4. (+) Azam speaks English
 S V+s O

(-) Azam does not speak English
 S does not V O

(?) Does Azam speak English?
 Does S V O

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he speaks English or No, he doesn't speak English

5. (+) Azam speaks English loudly
 S V+s O A

(-) Azam does not speak English loudly
 S does not V O A

(?) Does Azam speak English loudly?
 Does S V O A

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he speaks English loudly or
 No, he doesn't speak English loudly

6. (+) Azam speaks English loudly in the class
 S V+s O A A

(-) Azam does not speak English loudly in the class
 S does not V O A A

(?) Does Azam speak English loudly in the class?
 Does S V O A A

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he speaks English loudly in the class or
 No, he doesn't speak English loudly in the class.

7. (+) Azam gives me money
 S V+s O O

(-) Azam does not give me money
 S does not V O O

(?) Does Azam give you money?
 Does S V O O

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he gives me money or
 No, he doesn't give me money

8. (+) Azam becomes an educated learner
 S V+s O C

(-) Azam does not become an educated learner
 S does not V O O

(?) Does Azam become an educated learner?
 Does S V O C

(S.A) Yes, he does or No, he doesn't.

(L.A) Yes, he becomes an educated learner or
 No, he doesn't become an educated learner

b. Nominal Sentence

Nominal sentence is a sentence which the predicate is not a verb but is joined to the subject by a copula containing a verb".⁹It means that nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb

⁹ Windy Novia, *Op.Cit.*, p. 285.

to be like 'is, am, are, and were the resource persons / was (which is used in the past). The formula: S + To be + O/C (Noun / Adj. / Adv).In nominal sentence, positive, negative and interrogative forms are also discussed.

For example:

1. (+) They are doctors
S To be C

(-) They are not doctors
S be+not C

(?) Are they doctors?
To be S C

(S.A) Yes, they are or No, they aren't.

(L.A) Yes, they are doctors or No, they are not doctors

2. (+) They are in the school
S To be A

(-) They are not in the school
S be+not A

(?) Are they in the school?
To be S A

(S.A) Yes, they are or No, they aren't.

(L.A)Yes, they are in the school or No, they are not in the school

3. (+) Our English teacher is absent today
S To be A A

(-) Our English teacher is absent today
S be+not A A

(?) Is our English teacher absent today?
To be S A A

(S.A) Yes, she/he is or No, she/he isn't.

(L.A)Yes, he/she is absent today or No, he/she is not absent today

2. Writing Discussion Text Mastery

a. Definition of Discussion Text

Genres are discussing the styles of writing, particularly the kind of text in English lesson during the learning process such as: narrative, descriptive, recount procedure, explanatory, exposition, discussion, spoof, news item, report, and review.

According to Roy Killen, "Discussion is an orderly process of face to face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their knowledge or understanding, or making a decision."¹⁰

Further, the word 'discussion' is also presented in the holy Qur'an. And Allah SWT allows the human to discuss a problem to get the dealt.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning: O You who believe! when You are told to make room In the assemblies, (spread out and) make room. Allâh will give

¹⁰ Roy Killen, *Effective Teaching Strategies*, second edition, (Australia: Social science Press, 1998), p. 26.

You (ample) room (from his Mercy). and when You are told to rise up [for prayers, Jihâd (holy fighting In Allâh's Cause), or for any other good deed], rise up. Allâh will exalt In degree those of You who believe, and those who have been granted knowledge. and Allâh is Well-Acquainted with what You do.”¹¹

Gerot and Wignel say that discussion is like expositions in many ways except that discussion consider at least two sides of an issue, no just one. It is important to get the understanding between the two differences. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation.”¹²

Admin also state “discussion text is a text which present a problematic discourse.”¹³ This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

A problematic discourse is the simple key to see whether the text is an example of discussion or the other genres.

Then, Admin says that discussion text is a process to find the meet point between two different ideas.¹⁴ Discussion text will see and elaborate the issue from the different point of view. It is presents pro and contra opinion on certain issue. One side is agreeing the issue, the other is disagreeing that issue. The

¹¹ Abdullah Yusuf Ali, *The Meaning if the Holy Qur'an in English Language* (Al-Alami Publications: Beirut, 2001) p. 434.

¹² Gerot and Wignell, *Making Sense of Functional Grammar*, (Printed in Australia: Gerd Stabler, 1994), p. 214.

¹³ Admin, (<http://understandingtypeoftext.com>), accessed on 29 may 2009.

¹⁴ *Ibid.*, p. 2.

different point of views according to the generic structure is the heart of the discussion text. That differentiates from the other type of text.

b. Purpose of Discussion Text

In other sentence, discussion text have purpose or functions that are to look at more than one side of an issue, to explore various perspectives before coming to an informed decision.¹⁵ In addition, discussion is a text to present (at least) two points of view about an issue. As Otong Setiawan Djuharie states “discussion is the text to give two or more opinions/ ideas/views/arguments to a topic/ problem/or phenomenon, and usually, it gives two or more different perspeptions in one topic.¹⁶

Meanwhile, Pardiyoно says that the information as the recommendation which is made based on the analysis of social problem in society which is conveyed to the other people, organization, institution, or government become more effective named discussion text”.¹⁷ It means that the aim of discussion text is to state of issue, it means stating the issue which is to discussed, list of supporting points which means presenting the point in supporting the presented issue, list of contrastive point which means presenting other points which disagree to the supporting point, recommendation means stating the writer' recommendation of the discourse.

¹⁵ David Butt Macquire, *Using Functional Grammar*, (An explorer's Guide: National Centre for English Teaching and Research, Macquire University, 2000), p. 217.

¹⁶ Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 35.

¹⁷ Pardiyoно, *Pasti Bisa Teaching Genre Based Speaking*, (Yogyakarta: Andi Offset), p. 127.

So, it is concluded that discussion text is a kind of text to present at least two points of view about an issue. The function is to explore various perspectives before coming to an informed decision. Besides, to present information and opinions about more than one side of an issue ('for' points and 'against' points).

c. Elements of Discussion Text

Element is as well as the generic structure which is a central importance in discourse analysis, since it, encapsulates the systematic (co-patterning the form content, function and context) of our discourse activities.

According to Pardiyono, "Rhetoric structure or generic structure is as the information focus which has to be passed"¹⁸. It means generic structure is also a big or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.

According to Linda Gerot and Peter Wignell, "Generic structure is consisting of the scaffold plus an indication of the position of attachment of the various residues."¹⁹ It means that generic structure is the indication of the position of the story.

Discussion is a process to find the meet point between two different ideas. It is important to get the understanding between the two differences. In many

¹⁸ Pardiyono, *Op. Cit.*, p. 120.

¹⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia : Gerd Stabler, 1994), p. 204.

social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation. According to Gerot and Wignell generic structure can be divided in three aspects, that is: Issue, arguments for and against, and conclusion.”²⁰ Such as follows :

- 1) Issue (an important topic that people are discussing or arguing about)
 - a) Statement = something that you say or write that gives information or opinion
 - b) Preview = to give somebody a short account of something that is going to happen, be studied.
- 2) Arguments for and against or statements of differing points of view
 - a) Point (a thing that somebody says or writes giving their opinion or stating a fact or the main / or most important idea in something that is said or done).
 - b) Elaboration (to explain or describe something in a more detailed way).
- 3) Conclusion or recommendations/ critics/ suggestion

Something that you decide when you have thought about all the information connected with the situation.

According to Otong Setiawan Djuharie elements of discussion text can be divided in four aspects, that is: issue, arguments for, arguments against, and conclusion or recommendation.²¹

²⁰*Ibid.*, p. 214.

²¹Otong Setiawan Djuharie, *Op. Cit.*, p. 35.

a. Issue

Issue is meant to orient the readers to the field or topic of hot issue to be discussed. What issue is going to be discussed, this must drive problematic discussion from different points of view.

b) Arguments For

Argument for is meant to expose some opinions that support the programs of TV and to expose what are the positive points of programs. After stating the issue, it is necessary to present the argument to support that one point is agreeing.

c) Arguments Against

Argument against is meant to expose some opinions that are against or refuse some of the TV programs for some reasons, beside the supporting argument, discussion text need the arguments which disagree to the stated issue

d) Conclusion or Recommendation

Contain very brief summary related to the issue and what is exposed in the arguments, what to do about the issue. Finally in the end of the discussion, it is important to re-think to formulate certain recommendation for the discussed issue.

d. Significant Lexicogrammatical Features

Lexicogrammatical feature is very important to know, because it is important to note that the genre for reviewing books, concerts and theatre is the same genre even though three different media are involved.

Gerot and Wignell explain that dominant significant lexicogrammatical features of discussion texts are :

- (1) Focus on generic human and generic non-human participants.
- (2) Use of :
 - Material processes
Example :Has produced, have developed, to feed
 - Relational process
Example :Is, could have, cause, are
 - Mental process
Example :Feel, hate
- (3) Use of comparative : contrastive and consequential conjunctions.
- (4) Reasoning expressed as verbs and nouns (abstraction).²²

Note that discussions are like expositions in many ways except that discussions consider at least two sides of an issue, not just one. Beside that, discussion text often use the lexicogrammar as follows:

- (1) General noun
Example : pollution, car
- (2) Abstract noun
Example : policy, government

²² Gerot and Peter Wignell. *Op. Cit.*, p.215.

(3) Modals

Example : must, should, should have been, perhaps

(4) Evaluative languages

Example : necessary, important, significant, valuable

(5) Contrastive conjunction

Example: on the other hand, however, but, yet, while, meanwhile.

(6) Adverbials of manner

Example : hopefully, deliberately

(7) Thinking verb

Example: I believe, I think.”²³

Example of Discussion Text

Gene Splicing

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory due to the development of gene splicing.

On the one hand, the ability to create life in the laboratory could greatly benefit mankind. For example, because it is very expensive to obtain insulin from natural sources, scientists have developed a method to manufacture it inexpensively in the laboratory.

Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.

Not everyone is excited about gene splicing however, some people feel that it

²³ Otong Setiawan Djuharie, *Op. Cit.*, p. 36.

could have terrible consequences. A laboratory accident, for example, might cause an epidemic of an unknown disease that could wipe out humanity. As a result of this controversy, the government has made rules to control genetic experiments. While some members of the scientific community feel that these rules are too strict, many other people feel that they are still not strict enough”.²⁴

Based on the statements above that the simple sentence is an event or action that is happen now, and to describe repeated action, general truth, and habitual action in teaching writing discussion text mastery.

B. Review of the Related Findings

There were related finding about simple sentence, as follows:

1. Rizkiah’s script “The Correlation Between Simple Present Tense Mastery and Understanding Discussion Text A Study Grade XII Students Of SMK Muhammadiyah 13 Panyabungan”. The aim of the research was to know the correlation between simple present tense mastery and understanding discussion. The method used in this research was descriptive method. After calculating and analyzing data, it stated that there is significant correlation between simple present tense mastery and understanding discussion text a study grade XII students of SMK Muhammadiyah 13 Panyabungan.”²⁵
2. Fatwa Melvi Batubara did the research about “the correlation between the parts of speech mastery and the simple sentence mastery to the grade XI of

²⁴ *Ibid.*, p. 37.

²⁵ Rizkiah. The Correlation Between Simple Present Tense Mastery and Understanding Discussion Text a Study Grade XII Student of SMK Muhammadiyah 13 Panyabungan in 2009/2010 Academic Year (Unpublished Script), Padangsidempuan: FKIP STKIP, 2010.

SMK Negeri 1 Padangsidempuan in 2008-2009 academic year". The result of her thesis is there is a relation between the parts of speech mastery and simple sentence mastery is accepted.²⁶

If the researcher mentioned about above research about the ability in mastering simple sentence to forming discussion text, the researcher want to find out about the correlation between simple sentence and writing discussion text mastery to the sixth semester students of English department at STAIN Padangsidempuan.

C. Framework of Thinking

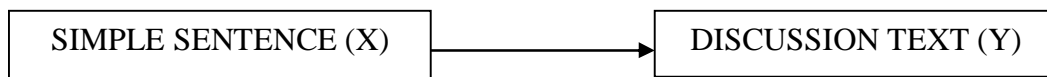
Discussion text is a process to find the meet point between two different ideas. Discussion text will see and elaborate the issue from the different point of view. It presents pro and contra opinion on certain issue. One side is agreeing the issue, the other is disagreeing that issue. The different point of views according to the generic structure is the heart of the discussion text. Actually discussion text is important also to get information or content of the text. In understanding text, the students must have knowledge about word.

Simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb. A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed

²⁶ Fatwa Melvi Batubara. The correlation between the parts of speech mastery and the simple sentence mastery to the grade XI of SMK Negeri 1 Padangsidempuan in 2008-2009 academic year.. (Unpublished Thesis). (Padangsidempuan: UMTS, 2009).

thought. The sentence has a subject as well as a predicate and both may have modifiers. Simple sentences can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple.

In discussion text consist of kinds of sentence, they are simple sentence, compound sentence, complex sentence, and compound complex sentence. In a sentence, students must know the subject, predicate, object and complement because they are element of a sentence. It means that it is impossible students can make a discussion text if they do not understand sentence well.



D. Hypothesis

In quantitative research, hypothesis is predictions the researcher holds about the relationship among variables. It means it needs testing. It is also relevant to the statements of Suharsimi Arikunto who stated that if a research has collected and analyzed the collected data as the materials in testing therefore hypothesis, of course will come to the calculations accept or reject the hypothesis”.²⁷

Based on explanation above, the hypothesis was formulated as follow: “there is the correlation between simple sentence and writing discussion text

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1997), p. 72.

mastery to the sixth semester students of English department at STAIN Padangsidempuan”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at the sixth semester students of English department at STAIN Padangsidmpuan. So, it can be stated that this research conducted at State Collage for Islamic Studies to the sixth semester of English department students.

The researcher has been done research from July 2012 until December 2012.

B. Research Design

This research used correlation research. L.R. Gay says that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.¹

From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the correlation between simple sentence and writing

¹L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000), p. 12.

discussion text mastery to the sixth semester students of English department at STAIN Padangsidimpuan.

C. Population and Sample

a. Population

The population of this research was the sixth semester students of English department at STAIN Padangsidimpuan academic year. The sixth semesters of English department are three classes and they are 25 students in TBI 1; 32 students in TBI 2; and 31 students in TBI 3 at 2009 academic year (registration number 09). The total populations of them are 88 students.

Table 1

The condition to the sixth semester of English department at STAIN Padangsidimpuan in 2012-2013, they are TBI 1, 2 and 3

No	Class	Total students
1	TBI 1	25
2	TBI 2	32
3	TBI 3	31
Total		88 students

Source from absence of English department at STAIN Padangsidimpuan.

b. Sample

According to Gay and Airasian, "Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected."²

Sample is presentative whole of population. According to Suharsimi:

² *Ibid.*, p. 121.

Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi.³

It means when subject less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researchers ability.⁴ Because population of six semester students at STAIN Padangsidimpuan just 88 students. So, the reseacher take all of students for make sample.

D. Instrument of the Research

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. According to Suharsimi Arikunto:

“pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya. It means that the data collected is the chosen instrument and used by the researcher in his/her activity to collect the data in order the activity becomes systimatically and easier. In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.⁵

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 72.

⁴ *Ibid.*, p. 134.

⁵ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2009), p. 134.

The instrument that was used by researcher was achievement test. The test was used by multiple choice forms that consist of four chosen, they were a, b, c, and d. Then, the correct answer would get 5 score and the incorrect answer will get 0 score. Suharsimi Arikunto, “untuk kepentingan ini maka dilakukan penyekoran terhadap tes dengan skor 1 jawaban benar dan skor 0 bagi jawaban yang salah”.⁶

Table II
The Indicator of Simple Sentence

No	Indicator	Item	No. of test	Score
1.	Arranged the jumbled words in to good sentence.	10	1,2,3,4,5,6, 7,8,9,10	50
2.	- Changing Sentence			
	a. Affirmative	3	11,15,16	15
	b. Negative	3	12,17,18	15
	c. Interrogative	4	13,14,19,20	20
3.	Total		20	100
The Indicator of Writing Discussion Text				
No	Indicator	Item	No. of test	Score
4.	Ability in writing discussion text :			
	1. Issue	1	A	25
	2. Arguments for	1	B	25
	3. Arguments against	1	C	25
	4. Conclusion	1	D	25
5.	Total		4	100
Total of the Test			24	

To make the research be more complete, it should be consulted with the score of the data where it is needed to be researched. In other word, to know the categorize how far the correlation between X and Y variables, it would be interpreted from the below table:

⁶ Suharsimi Arikunto, *Op. Cit.*, p. 253.

Table III
The Criteria Score of Coefficient Effect of Interpretation⁷

No	Class of Score	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

E. Techniques of Collecting Data

The data was collected by giving the test of both variables to respondents, and the data procedure was conducted, they were : 1) The question and answer sheets are firstly distributed. 2) The researcher reads the instruction and explains how to do test, and then the students are asked to put their identity on the answer sheet. 3) The researcher gives time or chance to ask something left or not in doing the test. 4) The researcher gives time for doing the test. 5) Then, the researcher collects the answer sheet after the students doing the test.

F. Technique of Validity

The technique of validity is important to use. Actually, there are many technique used to make the test be valid or not. One of the technique used instrument to make the test valid. By giving the instrument as the thing to measure in conducting the research is one way to call the data becomes valid. To see the test is valid or not, the research or the given instrument should be used in pre-test and post-test. The pre-test must correlate with the post-test. The result of the data in pre-

⁷ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p. 81.

test is considered with the last test or pro-test. Then, the value or the score have to be calculated to collect the data then analyze it in the formulation that has been decided.

G. Result of Validity Test

A test was reliable to the extent whatever it measured, it measured it consistently. The result of validity test was successful after conducting the pre-test and pos-test. The result was the students had enough category in doing the test. The given test were 24 items.

H. Techniques of Data Analysis

After collecting the data, the researcher was analyzed the data by using quantitative data; it will be presented in statistic formula. The statistic formula which used by researcher is product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{ N \sum X^2 - (\sum X)^2 \} \{ N \sum Y^2 - (\sum Y)^2 \}}},^{8}$$

The explanations :

R_{xy} = Pearson- r product moment

N = Number of sample

$\sum X$ = Total score distribution of X

⁸ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 193.

$\sum Y$ = Total score distribution of Y

$\sum XY$ = Number of approximate score of X and Y

$\sum X^2$ = Sum of the squared score distribution of X

$\sum Y^2$ = Total square distribution Y.

CHAPTER IV

DATA ANALYSIS

As has been mentioned in earlier chapter, in order to evaluate the correlation between simple sentence mastery and writing discussion text mastery to the sixth semester of English department at STAIN Padangsidimpuan, the writer has calculated the data by using descriptive method. Applying the quantitative analysis, the writer used the formulation of “r” Product Moment. Then, the writer described the data as follow:

A. Description of Data

1. The Data Description of Simple Sentence Mastery

In this part, the writer shows the result of the research that has been done to the dependent variable that is simple sentence mastery. In this research, the writer presents 20 items of questions in multiple choice form. For each number, the writer gives 5 score for each question. After calculating the scores, it was found that the highest score was 80 and the lowest score was 65. To complete this research, it was needed for the researcher to calculate the mean, median and mode of the research result. Where mean was the score which represents the general value that was achieved by all the students of the class. Meanwhile, median was the score in the middle or the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the below table:

Table IV

The Score of Mean, Median and Mode of Simple Sentence Mastery to the Sixth Semester of English Department at STAIN “Padangsidimpuan”

No	Category	Score
1	Mean	74.54
2	Median	68.83
3	Mode	74.44

Based on the above table, it shows that mean was 74.54, so it was interpreted as good category, the median was 68.83, and the mode was 74.44 . Then, the calculation of how to get them, it can be seen in appendix 3. To make it clearer, the writer computed of the frequency distribution of the students' score in mastering the simple sentence which can be applied as follows:

Table V

The Frequency distribution of Students' Score in Simple Sentence Mastery to the Sixth Semester of English Department at STAIN “Padangsidimpuan”

No.	Interval class	Mid Point	Frequency	Frequency Cumulative	Percentages
1	65 – 71	67.5	21	21	23.8%
2	72 – 78	73.5	38	59	43.2%
3	79 – 85	78.5	29	88	32.9%
Total			88	-	100%

In order to make the description of the data of students' achievement in teaching simple sentence mastery of sixth semester of English department in STAIN Padangsidimpuan was more complete, the writer presents the below histogram:

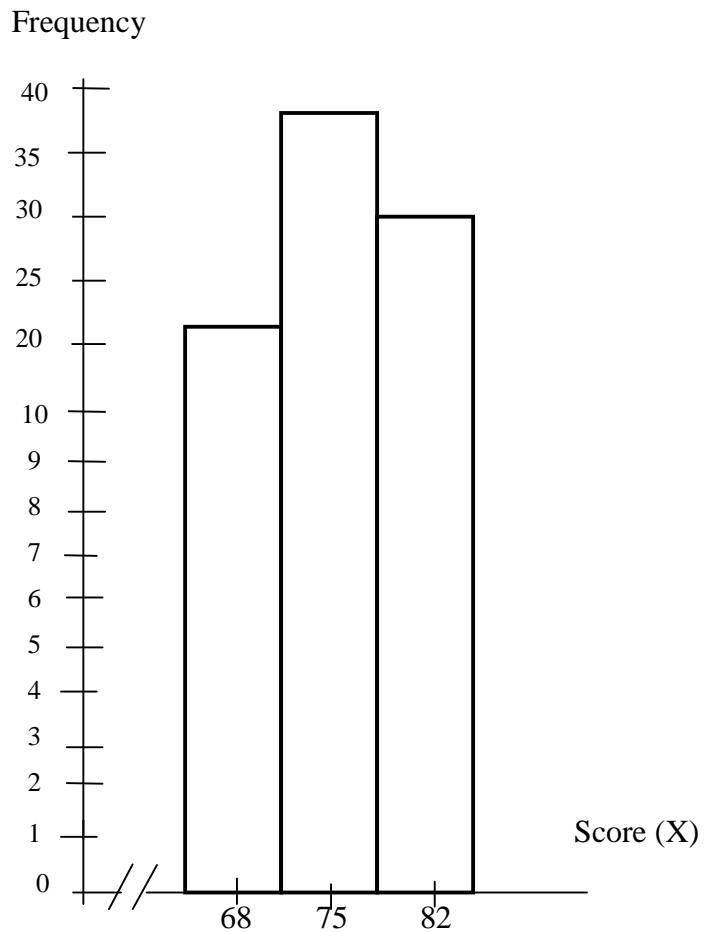


Figure 1: The Histogram of Simple Sentence Mastery to the Sixth Semester Students of English Department at STAIN Padangsidempuan

By looking the above histogram, it can be said that the curve was normal.

The degree of students' achievement in mastering simple sentence was highest at the middle position.

2. The Data Description of Writing Discussion Text Mastery

In this part, writing discussion text mastery or the Y variable should calculate too. Mean, median and mode are also calculated here. Actually, the

highest score that was 95 and the lowest one was 50. So, the specification calculation was described in the below table:

Table VI

The Score of Mean, Median and Mode of Writing Discussion Text Mastery to the Sixth Semester of English Department at STAIN “Padangsidempuan”

No	Category	Score
1	Mean	73.6
2	Median	71.7
3	Mode	77.7

Based on the above table, it shows that mean was 73.6, and it was interpreted as good category, the median was 71.7, and the mode was 77.7. Then, the calculation of how to get them, it can be seen in appendix 4. To make it clearer, the writer computed of the frequency distribution of the students' score in mastering writing discussion text which can be applied as follows:

Table VII

The Frequency distribution of Students' Score in Writing Discussion Text Mastery to the Sixth Semester of English Department at STAIN “Padangsidempuan”

No.	Interval Class	Mid Point	Frequency	Cumulative frequency	Percentages
1	50 – 57	53.5	9	9	10.2%
2	58 – 65	61.5	14	23	15.9%
3	66 – 73	69.5	17	40	19.3%
4	74 – 81	77.5	23	63	26.1%
5	82 – 89	85.5	15	78	17%
6	90 – 97	93.5	10	88	11.3%
	Total		88	-	100%

Based on table of frequency distribution above, it can be drawn at histogram as below:

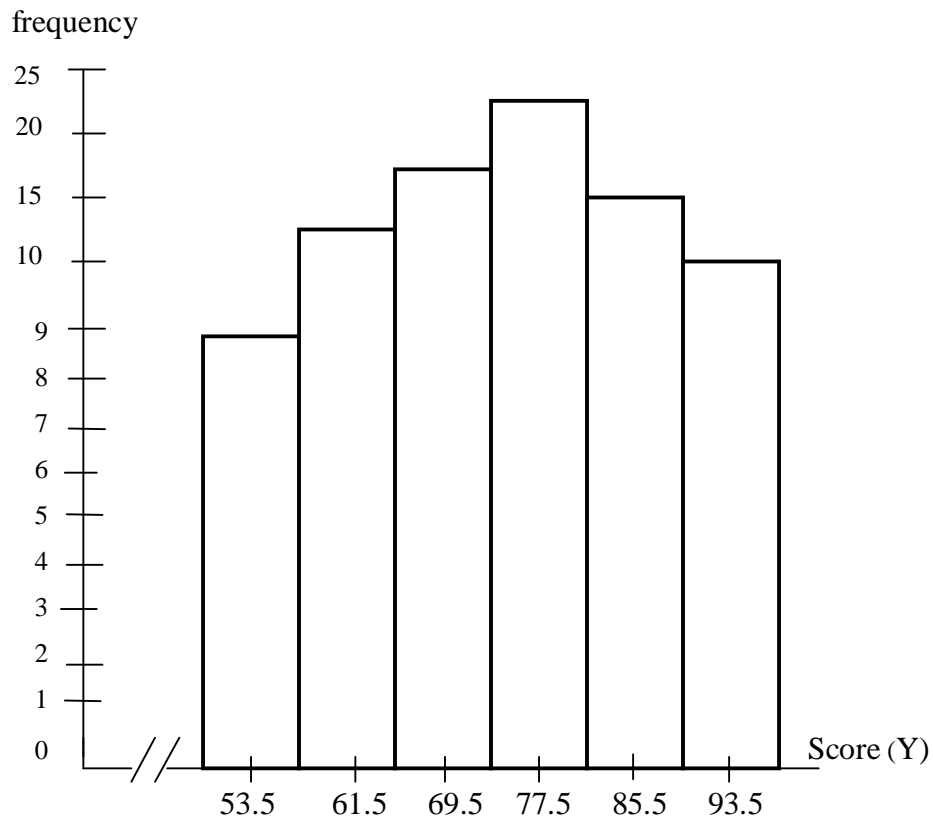


Figure 2: The Histogram of Writing Discussion Text Mastery to the Sixth Semester Students of English Department in STAIN Padangsidimpuan

By looking the above histogram, it can be said that the curve was normal.

The degree of students' achievement in mastering writing discussion text was highest at the middle position.

B. Hypothesis Testing

After collecting the data, this research was going to test the hypothesis. To prove the hypothesis, the research uses "r" Product Moment Correlation Formula by Pearson. This technique was used to see the correlation between simple sentence mastery and writing discussion text mastery to the sixth semester

students of English department at STAIN Padangsidempuan. There are some steps that have to be done to get the score of Product Moment Correlation as follows:

- a. Making the work table contain both variables
- b. Making the index correlation product moment between X variable and Y variable
- c. Giving interruption r count and getting the conclusion.

Below was the application of the above steps:

Table VIII
The Calculation of Correlation between Simple Sentence Mastery and Writing Discussion Text Mastery to the Sixth Semester Students of English Department at STAIN Padangsidempuan

No.	X	Y	X ²	Y ²	XY
1.	65	70	4225	4900	4550
2.	65	65	4225	4225	4225
3.	65	65	4225	4225	4225
4.	65	80	4225	6400	5200
5.	65	50	4225	2500	3250
6.	65	55	4225	3025	3575
7.	65	55	4225	3025	3575
8.	65	65	4225	4225	4225
9.	65	60	4225	3600	3900
10.	65	70	4225	4900	4550
11.	65	70	4225	4900	4550
12.	65	75	4225	5625	4875
13.	65	75	4225	5625	4875
14.	65	55	4225	3025	3575
15.	65	65	4225	4225	4225
16.	65	60	4225	3600	3900
17.	70	95	4900	9025	6650
18.	70	80	4900	6400	5600
19.	70	85	4900	7225	5950
20.	70	80	4900	6400	5600
21.	70	75	4900	5625	5250

22.	75	70	5625	4900	5250
23.	75	65	5625	4225	4875
24.	75	55	5625	3025	4125
25.	75	50	5625	2500	3750
26.	75	60	5625	3600	4500
27.	75	60	5625	3600	4500
28.	75	60	5625	3600	4500
29.	75	50	5625	2500	3750
30.	75	55	5625	3025	4125
31.	75	65	5625	4225	4875
32.	75	80	5625	6400	6000
33.	75	80	5625	6400	6000
34.	75	75	5625	5625	5625
35.	75	75	5625	5625	5625
36.	75	70	5625	4900	5250
37.	75	70	5625	4900	5250
38.	75	55	5625	3025	4125
39.	75	95	5625	9025	7125
40.	75	95	5625	9025	7125
41.	75	50	5625	2500	3750
42.	75	55	5625	3025	4125
43.	75	55	5625	3025	4125
44.	75	65	5625	4225	4875
45.	75	70	5625	4900	5250
46.	75	70	5625	4900	5250
47.	75	70	5625	4900	5250
48.	75	70	5625	4900	3750
49.	75	75	5625	5625	5625
50.	75	75	5625	5625	5625
51.	75	70	5625	4900	3750
52.	75	65	5625	4225	4875
53.	75	70	5625	4900	5250
54.	75	55	5625	3025	4125
55.	75	60	5625	3600	4500
56.	75	70	5625	4900	3750
57.	75	95	5625	9025	7125
58.	75	95	5625	9025	7125
59.	75	55	5625	3025	4125
60.	80	50	6400	2500	4000
61.	80	60	6400	3600	4800
62.	80	60	6400	3600	4800

63.	80	65	6400	4225	5200
64.	80	65	6400	4225	5200
65.	80	60	6400	3600	4800
66.	80	75	6400	5625	6000
67.	80	75	6400	5625	6000
68.	80	75	6400	5625	6000
69.	80	95	6400	9025	7600
70.	80	95	6400	9025	7600
71.	80	55	6400	3025	4400
72.	80	55	6400	3025	4400
73.	80	65	6400	4225	5200
74.	80	65	6400	4225	5200
75.	80	75	6400	5625	6000
76.	80	80	6400	6400	6400
77.	80	80	6400	6400	6400
78.	80	80	6400	6400	6400
79.	80	85	6400	7225	6800
80.	80	85	6400	7225	6800
81.	80	80	6400	6400	6400
82.	80	75	6400	5625	6000
83.	80	75	6400	5625	6000
84.	80	75	6400	5625	6000
85.	80	75	6400	5625	6000
86.	80	70	6400	4900	5600
87.	80	55	6400	3025	4400
88.	80	50	6400	2500	4000
Sum	6560	6485	491434	432850	449350
M	74.54	73.6			
Med	68.83	71.7			
Mo	74.44	77.7			

The data of simple sentence mastery and the ability to write discussion text as tabulated above then calculated by using an 'r' Product Moment formulation. Where, from the data above, it can be seen that $\sum X=6560$, $\sum Y=6485$, $\sum X^2=491434$, $\sum Y^2=432850$ $\sum XY=449350$, $N=88$.

$$\begin{aligned}
r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
&= \frac{88.449350 - (6560)(6485)}{\sqrt{\{88.491434 - (6560)^2\} \{88.432850 - (6485)^2\}}} \\
&= \frac{39542800 - 42541600}{\sqrt{\{43246192 - 43033600\} \{38090800 - 42055225\}}} \\
&= \frac{-2998800}{\sqrt{(212592)(-3964425)}} \\
&= \frac{-2998800}{\sqrt{-12526038579600}} \\
&= \frac{-2998800}{-3539214} \\
&= 0.847
\end{aligned}$$

From the calculation above, it can be seen that the value of r_{xy} was 0.847. Where the sample of this research was 88 and the total of variable are 2, so $df (N - 2) = (88 - 2) = 86$. And the score of r_{table} at 5% significant level was 0.207. Because the value of r_{xy} was greater than r_{table} so the hypothesis of the research was accepted $r_{counted} > r_{table}$ ($0.847 > 0.207$) which means there was a significant correlation between simple sentence mastery and writing discussion text mastery to the sixth semester students of English department of STAIN Padangsidimpuan.

Then, to know the categorize how far the correlation between simple sentence and writing discussion text mastery, it would be interpreted from the table below:

Table IX
The Criteria Score of Coefficient Effect of Interpretation¹

No	Class of Score	Predicate
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

From the above table, it was known that simple sentence mastery was good, it was seen from the score of its mean was 74.54 and so does writing discussion text mastery which the score was 73.6.

C. Discussion

Based on the calculation and some explanations above, it was known that the students' achievement in mastering simple sentence and writing discussion text were good enough. Moreover, the students skill was good. So, from the calculation above, the writer appropriated that the result of this research said that there was a significant correlation between simple sentence mastery and writing discussion text mastery. Both of variables had familiar material for the students to learn. So, they did not feel so difficult in answering the given exercises.

So far, this research was not so different with the theory in related findings. They were accepted in correlating some subjects such simple present

¹ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p. 81.

tense and simple sentence in understanding discussion text. It was proved from the data result that had been analyzed.

D. Threats of the Research

The researcher found the threats of this research, they were: *first*, some of students cheated their classmates in answering the task. The researcher had tried to forbid them and they stopped, but the researcher did not know wheather they cheated each other more. *Second*, the students needed more time to answer the task. *Third*, the researcher has lack of experience in processing data or lack of knowledge about it. *Fourth*, the limited of English books especially genre book in the researcher's campus and the last, the limited of the instrument of the research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis that was described in the previous chapter, the writer concluded as follows:

1. The score category of simple sentence mastery of the VI semester students of English department in STAIN Padangsidimpuan is “good”. It is shown through the mean or average score of the students calculatedly 74.54.
2. The score category of students' writing discussion text mastery in English of the VI semester students of English department in STAIN Padangsidimpuan is “good”. It is shown that the mean or average score of the students calculatedly 73.6.
3. Based on the calculation above, it explains that r_{xy} calculation is 0.847 if the index correlation compare with the value in the “r” table, so it can be seen that t significances value 5% with $(dk) 88 - 2 = 86$ got the score 0.207. So, it can be known that r calculation is $0.847 > 0.207$. It means that the hypothesis is accepted or there is a positive correlation between simple sentence mastery and writing discussion text mastery of the sixth semester of English department in STAIN Padangsidimpuan.

B. Suggestions

Based on the conclusions which have been presented previously, the writer would like to present some suggestions as follow:

1. The lecturer of STAIN Padangsidempuan should attract the students' interest to understand English material especially simple sentence and writing discussion text deeply and they should be active in using English during the teaching and learning process.
2. The head of STAIN Padangsidempuan should prepare the facilities which are needed and motivate the students to study English seriously and repair the curriculum.
3. The reader of this thesis could develop and increase the research and find the implication of this research.

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