



**PRIMARY STUDENTS' ABILITY IN WRITING SIMPLE
SENTENCE AT GRADE V SD PALSABOLAS**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Islamic Education Scholar (S.Pd) in English*

Written by:

AHMAD TAUPIK
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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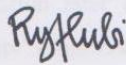
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Ahmad Taupik**, entitled "**Primary Students' Ability in Writing Simple Sentence at Grade V SD Palsabolas**", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

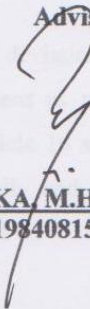
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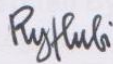


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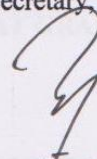
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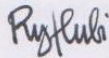
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ABSTRACT

In this research, the researcher found that students' mark in write simple sentence was unsatisfied. The students' problem in writing simple sentence were: 1) students were difficult in structure and grammar, 2) students were bored in learning vocabulary, 3) students were lack motivation in learning vocabulary, and 4) students idle practice writing simple sentence. Beside the students' problem, teacher's strategy also became a problem in learning simple sentence.

This research was done in SD Palsabolas. The method used in this research was quantitative research where the researcher chose grade V as the sample. In this research, the researcher gave pre-test and post-test in essay selected response essay test form. To analyze the data, the researcher used z test formula.

After the research was done it can be known that the students' ability in writing simple sentence at garde v SD Palsabolas can be categorized in to enough category. The students' difficulties in learning simple present tense were the students' lack of the knowledge to determine the subject, the students had poor vocabularies, students got difficulties to determine the verb that used addition "s" and "es", and students felt difficulties to determine verb of negative and interrogative sentences. The English teacher asked the students to pay attention about the ending letter of the verb while the teacher gave the explanation and the English teacher always give motivation to the students.

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Padangsidimpuan, June 2017
Researcher

Ahmad Taupik
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CHAPTER I

INTRODUCTION

A. The Background of the Problems

A language is a social phenomenon. Language is a tool or a media in human life to get communication. Language is used to give or to accept information and language is a system of communication plays the important role in human life. In human being language is one of important things that must be used to, because without language the human can not interact well.

There are two forms of language, spoken and written form. The spoken form comes first. It can exist freely without writing, whereas the written form has never been known to exist without speech. The first is learning how to use spoken language since kids by listening to persons' speech and trying to imitate them. By practicing it everyday it becomes easier to communicate using the spoken language. On the contrary, written language is more difficult to be learned. A lot of things is needed to pay attention in writing. Some of those things are vocabulary, grammar and the arrangement of sentences. Since the language is used as a mean of communication.

There are many international language. For example; Arabic , Mandarin, English, Indonesian. But in this occasion will talk more about English. This language is used to be one of international language to get good communication with other countries. In Indonesian and almost every school makes english as one of important lesson.

Understanding English is very important in this globalization era, because English is one of the human languages in the world that has important role in communication. It has become international language and almost practiced in every aspect of human life such as: education, society, politics, economics, and

culture. Fundamentally, Indonesian's curriculum said that there are four language skills that should be mastered by the students; they are speaking, reading, writing and listening, the language parts are vocabulary, grammar and also pronunciation.

Teaching a foreign language is considered as one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to. Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing and reading.

In studying English there are four skills that must be mastered, they are speaking, listening, reading and writing and will be more focus on writing skill. Writing skill is crucial to be mastered by students in English learning. Writing is a process of expressing thing, the meaning of thing can be idea, opinion, experience and information. The writing ability can be defined as the ability in expressing idea, opinion, experience and information in the written form. It is the solution and arrangement and development of ideas and their expression in appropriate written.

Writing is very important, because by writing people can enlarge and improve their knowledge, it is relevant to the first verse of the holy Al-qur'an in received by great prophet Muhammad, it can be seen from commandment of Allah in surah Al-alaq verse 5 that states:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم

The meaning: “ Has taught man that, which he knew not”.¹

Writing is not a new word for us, but it is one of the necessary language skills to be mastered by students. Writing also means of communication, in this case the communication is occurred between writers and readers. The writers transfer their thought, opinion or comment in writing form, and the readers can get the information of whatever has been read from the writing. So that communication is occurred between writers and readers, which the readers can comprehend what is meant by the writers.

In learning writing the students must study about sentences that sentences is a group of word at least consist subject and predicate. Study in sentences, many students don't know how to write good sentences and they do not know the difference sentences and phrases, sentences and clauses, and they still confused to comprehend it. Then, in writing without studying tenses all students more confused to comprehend how to arrange sentences very good.

However, many students are unable to write sentence and they can be often faced the difficulties in writing sentence. Many factors that caused the students are not able to write sentence. Researcher have asked one of the students of SD Palsabolas about their ability in writing sentence, most of them responded that writing is difficult. Many factors that make the students do not interest to write, The factor are the students do not understand grammar, component of writing, lack of vocabulary. “Suci Safitri said that writing is difficult because she did not understand grammar, component of writing, lack of vocabulary ”.²

¹MuhamadMuhsin Khan, *The Noble Qur'an in the English Language*, (Saudi Arabia: Maktaba Dar - Us- Salam, 1993), p. 959.

²SuciSafitri, students of fifth grade in SD Palsabolas

Researcher also found the problem from Mrs. MahyarHarahap³, she said that students' ability in writing sentence still low. There are some difficulties for student to write good sentences, they do not understand of component of writing. Researcher knew about ability of students SD Palsabolas based on score in school report card students. They still get score under KKM.

Problem in writing sentences can be identified that most of students lack interesting in writing, lack in comprehension of the composition of writing sentences, their motivation to write sentences is too low that they are idle in practicing. However, in reality there are many students do not repeat again to write sentences since they study, then the students often do not do their homework. In addition, if the students are not able to understand about writing English especially how to make a good sentence, they will find many difficulties in writing ability but they can pass it through giving exercises about writing sentences.

Unfortunately, problems refer to writing skills are happened at school SD PALSABOLAS, student hard to use English in their society for communication, they do not have intention to write. It can be seen that students can not write English well.

Based on explanation above, the researcher want to do a research about **“PRIMARY STUDENTS’ ABILITY IN WRITING SIMPLE SENTENCES AT GRADE V SD PALSABOLAS”**.

³MahyarHarahap, English Teacher in SD Palsabolas

B. The Identification of the Problems

As has been mentioned before, there are many problems that face of the students in writing especially writing simple sentences, such as students do not understand of simple sentence, do not know generic structure of the simple sentence.

C. The Limitation of the Problems

From the identification of the problems above, there are some problems that make the students' is low in writing especially in writing simple sentences. Here researcher only research one problem, it is students ability in writing simple sentences.

D. The Definition of Key Term

To avoid vagueness and misunderstanding between the writer and the readers, terminologies as follow:

1. Student

In Indonesians dictionary student is a learner on the grade elementary, High School, and Senior High School.⁴Next A.S Hornby make statement about student. He says in Oxford Advanced Learner's Dictionary of Current English his book. The student is a person or people who are studying at university or college.⁵ He says in his book "The student is a person, use over the age of 16, who studying at a university or collage".⁶ In this research, the researcher states that the students are people who studies in grade V of Palsbolas.

2. Ability

⁴Jack C. Ricahard, *Curriculum & Development in Language Teaching* (America: Cambridge University Press, 2011), p. 90.

⁵A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English: fifth edition* (New York: Oxford University Press, 1995), p. 1344

⁶A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English: fifth edition* (New York: Oxford University Press, 1995), p. 1187

In Indonesian dictionary is mentioned that ability is power or a mental have someone to do something, a property that people.⁷ Then, Woolworth and Marquis said that, the word “ability” has three meanings, they are:

- 1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- 2) Capacity is potential ability and can measured by un straight, the individual’s capacity.
- 3) Aptitude is quality and can be expressed by especially training.⁸

Next, A. Merriam Webster that, Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁹Based on the definition above, the research concludes that the ability is a power or mental that’s had by someone to do something. Where power is referring to a variety of ideas relating to ability, capacity, authority, and might/strength to make things happen and the mental is relate tothemind. So can be concluded power ability is mental power to make thing happen.

3. Writing

A.S. Hornby states that “Writing is written works of an author or person’s handwriting.¹⁰ According to David Nunan, writing is both a physical and mental act and to organize them in paragraph, so that the reader will be easier to understand the writer’s intention.¹¹ Writing is a combination of process and product of discovering ideas, putting them on paper. And can be concluded writing is Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

⁷Hornby...p. 1344

⁸H. Dauglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

⁹ A. Merriam Webster. *Webster’s ColegiateThesaurus*(USA: Massa Chusetts, 1976), p.33.

¹⁰A.S. Hornby, *Op. Cit.*, p. 502.

¹¹David Nunan, *practical English Language Teaching*, (USA: The McGraw Hill Companies, 2003), p.

4. Sentence

Sentence is a group of word lying open intact and meaning able to comprehend in general is (clear). Sentence is a set of word expressing a statement, a question or an order, usually containing a subject and a verb.¹² The sentence is traditionally and inadequately defined as a word or group of words that expresses a complete idea and that includes a [subject](#) and a [verb](#). Based on the explanation above, so sentence is a group of subject and predicate have a meaning. And the researcher focuses on simple sentence for write sentence in a simple sentence.

E. The Formulation of the Problem

To make the problem clear in this research, the researcher formulated them as follow; what are the students' ability in writing simple sentence at grade V of SD Palsabolas.

F. The Objective of the Research

The aims of the research are; To know the students' ability in writing simple sentences at grade V of SD Palsabolas.

G. The Significances of the Research

There are some important things in this research, as follow:

1. For the writer, this is significant to contribute ideas.
2. For the reader, this research can be used to see the ability of student in writing.
3. For the students, to solve their difficulties in writing
4. For the reference, this is significant to be read and as an information to do a research.

¹²A S Horby, oxford advanced learner's dictionary of current English sixth edition (New York: oxford university press, 2000), P.1212

This research is also suitable for the school teacher where this research is conducted. At least the headmaster and all English teacher in Indonesian can use this research be substance to enhance the output of English teaching.

H. The Systematic of the Research

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters as below:

1. The first chapter of; background of the problem, identification of the problems, limitation of the research, definition of key term, formulation of the problem, the aim of the research, the significant of the research and systematic of the research.
2. The second chapter consisted of; the theoretical description that is divided into two parts. They are theoretical review and theoretical description.
3. The third chapter of research methodology;the place and time of the research, research design, population and sample of the research, instrument of collecting data, technique of data collection, technique of analysis data.
4. The forth chapter; it consist of the result of the research, discussion, threats of the research.
5. The fifth chapter of concluding and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

a. Theoretical Description

1. Students' Ability

Students' ability comes from two words, they are student and ability. Student is a person who studies at formal education. Victoria Neufelat and Davi B. Ralmic said in their *Websern New World Collage Dictionary* books, student is a person who studies, or investigates or person who is enrolled for study at school or collage.¹

Ability is physical mental or legal to perform. The ability means the quality or capacity of being able to do something well. Ability is capacity or power to do something physical and mental. That's mean to do something consist of physical or mental achievement. So it can be determined as a skills, expertness, or talent.²It is stated in Indonesia dictionary also that, *kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu, kekayaan yang dimiliki* (ability is power or mental of someone to do something, a property that people).³The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as," ability is:

- a. Capacity or power to do something and mental.
- b. Cleverness, intelligence.
- c. Special natural power to do something well that talent".⁴

¹Victoria Neufelat and Davi B. ralmic, *Websern New World Collag Dictionary*, (USA: MacMila, 1995),

²Victoria Neufelat and Davi B. ralmic,p.2

³Tim Prima Pena. *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p

⁴Hornby, ..., p.2.

Based on definition above, the research concludes that the students' ability is a power level of skill or intelligence of a person who is studying in a school in performing something.

2. Writing

a. The Definition of Writing

Meillet says that is: “ least six meaning of ‘Writing’ can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.⁵

Carroll says that is, writing is a permanent form of communication. Writing is often the most effective way to communicate suppose you read an article in a newspaper that makes you feel angry or frustrated. Writing a thought to the editor can help express and share feeling, writing also bring surprising insight into yourself.⁶

Writing is one of the most important skills in language learning besides reading, listening and speaking. It is also a creative process to make something and it relate to the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Harry A. Greene and friends says that is:

Writing is one mean for expressing through. The effectiveness of thought, and thus of the writing is dependent upon both the natural

⁵Florian Coulmas, *writing System: An Introduction To Their Linguistic Analysis*, (Cambridge University Press), p. 1 (www.cambridge.org accessed 15 oktober 2016/ 20.30 pm

⁶Joyce AmstrongCarrol, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001),p. 5.

ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper.⁷

Uusen.A saysthat is:

Writing is a skill that integrates knowledge and skill it is an action which contains language, thoughts, experience, feelings, emotions, mechanical actions and different strategies. Writing is a skill to convey thoughts, ideas, opinions, knowledge in written form. The ideas are presented to the reader must be delivered with supporting words in order to form good sentences.⁸

Malleysaysthat is:

Writing is the expression of the mind of the writers, and most of the writers write when they have some inner feelings related to their own self, their surroundings, the political and the economical situation of the state or the facts related to their professions.⁹

Tarigan says that is:

Menulisadalahmenurunkanataumelukiskanlambang-lambanggrafik yang menggambarkan suatubahasa yang dipahamioleh seseorang, sehingga orang lain dapatmembacalambang-lambanggrafikitu, menuliserupakan suatupresantasi bagidari kesatuan ekspresibahasa”¹⁰

Furthermore According to Olson that “writing is the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.¹¹ According Wren Martin that, Writing is one of the language skills among listening, reading, and speaking. Writing means the activity or the ability to share information in order to express idea and feeling in written form.¹²

b. Purpose and Types of Writing

Students write to accomplish a variety of purposes use a number of different genres to do so. Purpose in writing determines the nature of the

⁷Harry A, Greene and friends, *Developing Language Skills in the Elementary School* (Boston, London, Sydney), p.284.

⁸Uusen. A, *Writing Skills of 1st and 2nd Stage Students* (Tallin University:2016),p.7

⁹J.Michael O, Malley.*Autentic Assessment for English Language Learners* (USA:Addison-WesleyPublishing, 1996), p . 137.

¹⁰H R Guntur Tarigan, *Menulissebagai suatuketerampilanbahasa*, (Bandung: Angkasa, 1986) p.21.

¹¹Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (McGraw-Hill Companies:2005), p.98

¹²Wren Martin, *High School English Grammar and composition*, (S. Chand and Company Ltd: Ramesh nagar, 1991), p. 71

writing. Students need clear specification of the purpose in order to plan and compose a piece that responds to the task. There are at least three purposes in writing: informative writing, expressive/narrative writing, and persuasive writing. The three purposes described are similar to the purposes used in national assessment and encompass the major types of writing in program for ELL students as well as in many state writing assessments.

Writers use expository or informative writing to share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing could include a biography about a well-known person or someone from the writer's life. The writers can rely on existing knowledge.¹³

Expressive writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation or interpretations. The writer does have a viewpoint and tries to persuade the reader to agree with it. The arguments are planned and thought out logically, in a sequence designed to bring the reader to the writer's conclusion. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment. Pleasure, discovery, or simply, as "fun" writing and can include poems and short plays.

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background

¹³Leonardo da Vinci, *Writing in English: A Practical Handbook for Scientific and Technical Writers*, p. 16

information, facts, and examples of writers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view. The three purposes of writing described here can overlap, as when students write an informative, persuasive essay.¹⁴ By illustration above, there are three purposes of writing, they are; expository, expressive and persuasive. Expository or informative writing to share knowledge and give information, directions. Expressive writing is a personal or imaginative expression in which the writer produces stories or essay. In persuasive writing, writers attempt to influence others and initiate action or change.

c. Process of Writing

In order to be easier to understand the writing ability, it is important to know process of writing. Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. Because writing is personal, the individual determines the purpose and judges the product. As an expression of self, the process changes as the individual changes. As a student's background of experiences enlarge, the

¹⁴Michael o'maelly. p.137-138.

needs for expression change. As a student the ability to give expression grows-providing the skills necessary for such expression.

The term process writing has been bandied about for quite a while in ESL classroom. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.

To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. Thus process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.¹⁵ Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

¹⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA: Cambridge University Press, 2002), P.316.

- a. Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. the following activities provide the learning experiences for students as this stage.
- b. Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.
- c. Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.
- d. Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.
- e. Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.
- f. Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing). The criteria for evaluation should be made known to students in advance.¹⁶

To make a good writing there are the writing process, according to Penny

Ur the writing process has three stages:

Stages 1: writing

¹⁶Kate Grenville, *Writing from Start to Finish*, (National Library of Australia: 1950) p. 9

Stages 2: reflection: preparation, process, product

Stages 3: conclusion¹⁷

While the writing process according to Mary Louise Holly and friends states that writing process related to research

- 1) Free-writing
- 2) Proposal writing
- 3) Writing down
- 4) Writing up
- 5) Writing about¹⁸

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition;

While process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the

¹⁷Penny Ur, *A Course in Language Teaching*(USA: Cambridge University Press, 1991), p.167-168.

¹⁸Mary Louise Holly and friends, *Action Research for Teachers: Traveling the Yellow Brick Road*, (New Jersey: Columbus, Ohio, 2005), p.238.

process approach confines student largely to narrative forms and that this represents a serious limitation on their ability. Martin argues that forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and that learners who are denied the opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality.

3. Sentence

Sentence is a group of word that express a statement, question, command, or wish.¹⁹ Simple sentence contains by one independent clause. Marcella Frank says that isa sentence is full prediction containing a subject plus a predicate with a finite verb.²⁰ Sentence is complete independent unit consists of two main parts: a subject and a predicate.

The subject is the word or words of person name, thing, or place that sentence are about.²¹ The predicate makes a statement about the subject. The predicate is the portion of the sentence containing the verb. A predicate says something about the subject of the sentence. It consists of a verb and its modifiers or complement is a word that is used to complete the meaning of the verb. The verb is the most important part of the predicate.

There are three main types of sentences. The first of these is called a simple sentence, second compound sentence, and the last complex sentence.²²

They are:

a) Simple Sentence

¹⁹Oxford,..... p. 400

²⁰Marcella Frank.....p.

²¹Oxford,..... p. 442

²²Alice Oshima and Ann Hogue,... p.122

A simple sentence (sometimes called an independent clause) is a [sentence](#) that contains a [subject](#) and a [predicate](#). It also must express a complete thought.²³ Wren and Martin says that is simple sentence is one which has only one subject and one predicate or simple sentence is one which has only one finite verb.²⁴ simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

A *simple sentence* is a [sentence](#) with only one [independent clause](#) (also known as a [main clause](#)). Though a simple sentence doesn't contain any [subordinate clauses](#), it isn't always short. A simple sentence often contains [modifiers](#). In addition, [subjects](#), [verbs](#), and [objects](#) in simple sentences may be [coordinated](#). The simple sentence (also called a *clausal sentence*) is one of the four basic sentence structures. it can be oncludedif we want to build a simple sentence we need at least two elements, they are subject and predicate (verb).

For example:

- 1) He plays
- 2) I go
- 3) Mother cooks
- 4) She drinks
- 5) Andy eats

b. Compound Sentence

²³https://simple.wikipedia.org/wiki/Simple_sentence

²⁴Wren and Martin. *High School English Grammar & Composition* (NDV: Persada Rao, 1990) p. 200

Compound sentence is a sentence that is made up of two or more principles or main clause.²⁵ A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction. A compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction. An independent clause is a clause that has a subject and verb and forms a complete thought²⁶. A compound sentence contains two or more [independent clauses](#) joined together with a coordinator such as *for*, *and* or *but*.²⁷ It is distinct from a [complex sentence](#), which is an independent clause that is joined with a [dependent clause](#). Based on the explanation above that compound sentence is a sentence that is made up of two or more principal or main clauses.

For example

- 1) Abdul plays football and Muiz plays puzzle.
- 2) Ani cleans the house and fatimah watches the TV

c. Complex Sentences

A Complex sentence has one or more Dependent clauses (also called subordinate clauses).²⁸ Since a dependent clause cannot stand on its own as a sentence, complex sentences must also have at least one independent clause. A sentence with two or more independent clauses plus one or more dependent clauses is called compound-complex or complex-compound. In addition to a subject and a verb, dependent

²⁵*Ibid.*, p.201

²⁶Mary Firestone. Lesson Transcript, <http://study.com/academy/lesson/what-is-a-compound-sentence-examples-definition-quiz.html>. accessed at June 22 2016 retrieved on 15:58 PM.

²⁷Alice Oshima and Hogue, *Op Cit.*, p. 123

²⁸https://simple.wikipedia.org/wiki/complex_sentence. accessed at december 12 2016

clauses contain a [subordinating conjunction](#) or similar word. There are a large number of subordinating conjunctions in English. Some of these give the clause an [adverbial](#) function, specifying time, place, or manner. Such clauses are called [adverbial clauses](#). A complex sentence is a [sentence](#) with two or more of [dependent sentences and independent sentences](#) mixed together by subordinating [conjunctions](#), such as "although," "after," "until," "while," or "when".²⁹

For example:

- 1) Muis comes when I sleep
- 2) Sastra will go home if the rain stop

4. Simple Sentence

a. Defenition of Simple Sentence

A *simple sentence* is a [sentence](#) with only one [independent clause](#) (also known as a [main clause](#)). Though a simple sentence doesn't contain any [subordinate clauses](#), it isn't always short. A simple sentence often contains [modifiers](#). In addition, [subjects](#), [verbs](#), and [objects](#) in simple sentences may be [coordinated](#). The simple sentence (also called a *clausal sentence*) is one of the four basic sentence structures. it can be oncludedif we want to build a simple sentence we need at least two elements, they are subject and predicate (verb). Sentence is a group of word lying open intact and meaning able to comprehend in general is (clear). Sentence is a set of word expressing a statement, a question or an order, usually containing a subject and a verb.³⁰

d. Pattern of Simple Sentence

²⁹Alice Oshima and Ann Hogue, *Op Cit.*, p.127

³⁰A S Horby, oxford advanced learner's dictionary of current English sixth edition (New York: oxford university press, 2000), P.1212

From the predicting explanation, the simple sentence pattern is not only formulated by subject and predicate, but both subject and predicate may have modifier. There are many simple sentence patterns in English.

1) Subject + predicate

Table I

Example of pattern subject + predicate

Subject	Predicate
+ I	read
- I	do not read
+ A bird	flies
- A bird	does not flies
+ Rajab	goes
- Rajab	does not

This simple sentence consists of subject or noun and predicate or verb, the verb that the subject follow is always intransitive verb, which expresses complete sense without the help of any other word.³¹

2) Subject + Verb + Object

This simple sentence pattern consists of three elements: subject, predicate, and subject. Sentence can contain a noun phrase called the object, which followa the predicate. The verb group may be followed by one object: a noun, a pronoun, or a noun phrase.

Table II

subject	Predicate	object
+ Budi	helps	Haris

³¹Wren and Martin. *High School English and Grammar & Composition* (NVD: Persada Rao, 1990) p.

- Budi	does helps	Haris
? does Budi	help	Hris ?
+ Cat	is	cute
- Cat	is not	cute
? is	cat	cute?
+ I	read	Book
- I	do not	Book
? do	I	Book
+ Flower	Is	Beautiful
- Flower	is not	Beautiful
? is	flower	Beautiful ?

e. AnalyzeSimpleSentence

To analyze a simple sentence there are three element to be matered.

1) Subject

Is who is spoken in a sentence or clause, predicate while explaining something about the subject. The subject can be a person, animal, object, or an abstract concept. The subject of a sentence or clause is the part of the sentence or clause about which *something* is being said. *It* is usually the doer of the action. *It* is a noun or a pronoun. For example; Muis studies grammar, Muis is the subject. based on the expressionsentence above muis is subject, because the performing the action of the verb.In its simplest sense, the subject refers to the doer of the action.

2) Predicate

Predicate is in grammar, the part of a sentence that contains the verb and gives information about the subject. Predicate also is the part of a sentence that expresses what is said about the subject. The predicate have a significant part of building sentence. It is caused all the performing the action by the subject namely predicate.

For example; muis studies grammar, Muis is the subject studies is a predicate and grammar is object. So predicate is a verb that tells something about person or thing.

3) Object

A material thing that can be seen and touched. Traditional grammar defines the subject in a sentence as the entity that is acted upon by the subject.³² There is a primary distinction between subject and object that is understood in terms of the action expressed by the verb.

For example; Muis studies grammar . Muis is subject, Studies is predicate, Grammar is object. In simple sentence attern consists of three element: subject, predicate and object.

For example:

- a. (+) Rasid open the window
(-) Rasid does not open the window
(?) Does Rasid open the window?
- b. (+) I kick the ball

³²Oxford,..... p.39

(-) I do not kick the ball

(?) Do I kick the ball?

c. (+) We cook rice

(-) We do not cook rice

(?) Do I cook rice?

d. (+) I close the door

(-) I do not close the door

(?) Do I cook the door?

e. (+) Roni Sweeps house

(-) Roni does not sweep house

(?) Does Roni sweep house?

A. Review of Related Findings

This research related to Lili Hayati, (2013) research titled “ The Ability of the Students in Mastering Simple Sentence at Grade V SD Salambue”. Based on the data, the students it can be concluded that the students mastery in writing simple sentence at SD Salambue can be categorized as enough, it was proved that the mean of simple sentence mastery is 44,50 it can be categorized enough too.³³

The next related to Khairil Anwar (2002), research title is A study on the ability in using simple past tense and present tense by the second year students at MAN I Pekanbaru. The result of this research there is low/poor.³⁴ The students it can be concluded that the students ability in writing past tense of the mean is ($x = 69$), this show to ability of students in writing past tense low/poor.

Based on the explanation above, the researcher concludes that result of both of data still found categorized poor/low especially in writing simple sentence. It means, some problems found of those research, because of that the researcher want to do this research more detail.

³³Lili Hayati, The Ability of the Students in Mastering Simple Sentence at Grade V SD Salambue, (A Thesis STAIN Padangsidempuan, 2013)

³⁴Khairil Anwar, A study on the Ability in using Simple Past tense and Present Perfect tense by the Second year students at MAN I Pekanbaru, (Unpublished Thesis) (A Thesis Universitas Riau, 2002), p. 30.

B. The Hypothesis

Hypotheses are predictions about the outcomes of the results to be expected (more or less, higher or lower of something). They also may state in the null form, indicating no difference or no relationship between groups on a dependent variable.³⁵

So the researcher describes that hypothesis are as follows:

“The students’ ability in writing simple sentence at grade V SD Palsabolas are enough ability”

³⁵Jhon W Creswell, Research Design (Qualitative, Quantitative, and mixed methods approaches) .p.

CHAPTER III

RESEARCH METHODOLOGY

a. The Place and Time of the Research

This research was conducted at SD Palsabolos. It located at Jl. Sapirok. The researcher was chosen this school as locating for researching because distance of researcher residence, it was became facilitate researcher to get information. The schedule of the research is started on November 2016 until finish.

The researcher chose the location because:

- a. The researcher finds problems of this research in this location.
- b. Suitable for ability and limitation of time and finance.
- c. The school is easy to do research for the purpose of collecting data.

b. Research Design

The researcher used quantitative research with descriptive method. Quantitative approach was based, usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.¹ The method of this research is descriptive method. According to WinarnoSurakhman in his book *Pengantar Penelitian yang menentukanmengalokasikanpenyelidikandenganteknis, angket, observasi, atauteknistes, studikasu swaktudangerakananlisiskomperatifatauoperasional*".²(descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication,

¹L.R. Gay & Peter Airasian, *Education Research (Competence for Analysis & Application)*, (USA: Prentice Hall, 200), p.8

²WinarnoSurakhman, *PengantarPenelitianIlmiahDasarMetodedanTekniK*, (Bandung: kasito, 1982), P.

comparative analysis or operation). So, the researcher want to describe how the students' ability in writing simple sentences at grade V SD Palsabolas.

c. The Population and Sample of the Research

1. Population of the Research

Population has be taken all members of well define objects of the research. The population of this research will be Like according to L.R. Gay and Peter Airasian; “ the population is the group at interest to the research, the group to the which she or he would like to result of the study to be generalization”.³

The population of this research is 40 students, thats all the students of V grade at SD Palsabolas.

2. Sample of the Research

Suharsimi Akunto says, “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.”⁴ (when subject less than 100, it was better to take all until the research constitute population research. Next if the subject was more had taken by 10-15% or 20-15% or more appropriate with the researchers' ability). Sample in this research, the researcher has been taken 100% of population. So the population is 30 students.

d. The Technique of Collecting Data

To know the students ability in writing simpe sentence, researcher using essay test. The researcher used essay test by making some questions about writing

³Gay & Pete, p. 275

⁴Suharsimi Akunto, *Prodedur Penelitian Suatu Pendekatan*, (Jakarta: Rineka Cipta, 1997), p. 112

sentences in order to get the information about the ability of students in writing sentences in simple sentences. The indicator of the test is students are able to make simple sentence, with sub indicator students are able to write simple sentence Explaining about the outline of the writing simple sentence.

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. The test that was used in this research was essay task form. Before validity, the test consisted of 15 items question. In pretest concluded only 10 items were categorized valid and 5 were categorized invalid at number 2, 5, 7, 12, and 13. It is caused $r_{account} > r_{table}$. based on the result of pretest calculation (see appendix III).

In this research, the researcher use test for collecting data. Test is some of questions and other tools which used to measure skills, knowledge and intelligences ability.

- 1) Preparing the test. The researcher made test in essay test.
- 2) Giving students the test according to the sample.
- 3) Determining the time for students to do the test.

The researcher determine the time of doing the test. The time of doing test in 60 minutes.

- 4) The researcher gave chance or time for students to do test and researcher monitor the students during the text will do.
- 5) After students finish answer the test, the researcher will collect their answer to be analyze.

Table I

The indicator of test

No	Indicators	item	score
1	Students are able to make simple sentence in positive form	1, 2, 3, 4	
2	Students are able to make simple sentence in negative form	5, 6, 7, 8	
3	Students are able to make simple sentence in interlogative form	9, 10	

e. Validity and Reliability Instrument

a. Validity

AnasSudijono state that validity is a characteristic of the good test. To get the validity of an achievement test cab be use two ways.⁵ In this research, the researcher had used content and item validity to find out the validity of instrument. Where, the test consists of 30 making a sentence. I take items from handbook.

To know the validity of the each question will be refer to list r biserial with r_t in 5% significant: 0, 361 and 1% significant: 0, 463. So, if $r_{account} > r_{table}$ the test is classified valid.

⁵AnasSudijono, *PengantarEvaluasiPendidikan* (Jakarta: PT. Raja GrafindoPersada), p. 163.

To get the validity of the test, the formula of *r pointbiserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total score

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested validity.

q : presentation of the wrong answer of the item tested validity.

b. Reliability test

Reliability is the degree of accuracy or precision in the measurements made by a research instrument.⁶ To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20.⁷

The formula:

$$R_{11} = \frac{n}{n-1} \frac{S_{t2} - \sum pq}{S_t^2}$$

Where:

R_{11} : Reliability of the Instrument

N : Total of Question

St^2 : Variants Total

P : $\frac{\text{Proporsi Subject who is right Answer}(1)}{N}$

⁶*Ibid.*, p. 181

⁷Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2007). p. 188.

$$Q : \frac{\text{Proporsi Subject who is Wrong Answer (0)}}{N}$$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable $r_{\text{count}} > r_{\text{table}}$ by using formulation KR-20 with r_{table} 0.70.

Criteria of test reliability as follows:⁸

$r_{11} = 0,70$ high correlation (reliable)

$r_{11} > 0,70$ high correlation (reliable)

$r_{11} < 0,70$ low correlation (un- reliable)

In this research, the researcher found that reliability of pre-test was 0.70, if r_{count} is higher from r_{tabel} ($r_{\text{count}} > r_{\text{tabel}}$). It means the test have high reliable.

f. Technique of data Analysis

After data is collected, the researcher analyze the data by using some steps, the technique of data analysis would be in presented descriptive form. After that researcher had analyzed the result of the test with mean scores and the average scores. The researcher would present the result of test in descriptive data.

After the researcher get the data, it was entered in frequency table with formula as follow:

$$z = \frac{\frac{\sum x}{n} - p}{\frac{p(1-p)}{n}}$$

Explanation :

⁸AnasSudijono, *PengantarEvaluasiPendidikan* .p. 209.

x = Data that includes hypothesis categories
n = All the data
P = Hypothesis proportion⁹

Table I

The classification Quality of the Students' Score

No	Percentage	Criteria
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

After the researcher found the mean score of all students', it will consult to the criteria as following:

- 1) If the value of means score 0-20, it can be categorized into very low ability
- 2) If the value of mean scores 21-40, it can be categorized into low ability
- 3) If the value of mean scores 41-60, it can be categorized into enough ability
- 4) If the value of mean scores 61-80, it can be categorized into high ability
- 5) If the value of mean scores 81-100, it can be categorized into very high.

⁹Ahmad NizarRangkuti, *StatistikPenelitianPenddikan*, (Medan: PerdanaMulyaSarana, 2014), p. 80

CHAPTER IV

ANALYSIS OF THE DATA

A. Data Description.

In the discription of result writing simple sentences the reseracher had given essay test. The researcher used the instrument to collect the data. The test consists of 10 items.

Based on the result of the research, researcher used essay test to get the data and consist of 10 items. They were writing simple sentencesin positive form 4 items, writing simple sentences in negative form 4 items and writing simple sentences in interrogative form 2 items.

To evaluate primarystudents ability in writing simple sentence at grade V SD Palsabolas, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow:

Table V

No	Name	Score
1.	Suci Safitri	80
2.	Annisa Almutiah	60
3.	Boy siregar	50
4.	Ahmad Faiz Raihan	50
5.	Zuhra Munifah harahap	40
6.	Dio arif	50
7.	Putri Aningsih	50
8.	Putra Ardiansyah	70
9.	Ahmad Yadi	50
10.	Rido Amansyah	60
11.	Ade Pratama	30
12.	Nabila Rasidah	80
13.	Fachrul Rozi	50

14.	Putri Ramadani	60
15.	Vany Nurhalimah	40
16.	Mahmuddin Harahap	70
17.	Cindi Fitri Yanti	40
18.	Nelly Heriya Ningsih	50
19.	Parningotan	30
20.	Yusrilmahendra	80
21.	Zaki Rama Septiadi	30
22.	Anita Rinata Rina	40
23.	Rifki Hamdani	60
24.	Iswandi	50
25.	M.DanielNova Adriyani	50
26.	Ali Ibrahim	30
27.	Daffa Ihsan	60
28.	Rey Saputra	80
29.	Nuraini	50
30.	Sriwahyuni	50
	Total	
	Mean	
	Mode	
	Median	
	Min. Score	
	Max. Score	

Table. VI

The resume of variable score of writing simple sentence

No	Statistic	Variable
1	High score	80
2	Low score	30
3	Mean score	58,6
4	Median	51,7
5	Modus	54

From the table above, it was known that the high score of variable of vocabulary mastery had been searched by 30 students. Based on the total of sample research were high score 80 and low score 30, mean score 58,6 , median 751,7 modus 54 (see apendix VI).

Based on the calculation means score above 58,6. So application of writing simple sentence is enough, it's can be known from the table interpretation mean score in chafter III. To know revelation of data was done to grouped the variable score of vocabulary mastery which interval 10.

Table. VI
Frequency distribution of writing simple sentence

Interval Class	Frequency Absolute	Frequency Relative
80-89	4	13,33 %
70-79	4	13,33%
60-69	5	16,66 %
50-59	9	30 %
40-49	4	13,33
30-39	4	13,33 %
$i = 10$	30	100 %

Figure 1 : The histogram of primary students' ability in writing simple sentences

Based on the table above, it was known that the variable revelation of constructing degree of comparison show that the students at 80-89 were 4 students (13,33%), interval 70-79 were 4 students (13,33%), interval 60-69 were 5 students (16,66%), interval 50-59 were 9 students (30%), interval 40-49 were 4 students (13,33%), interval 30-39 were 4 students (13,33%),

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

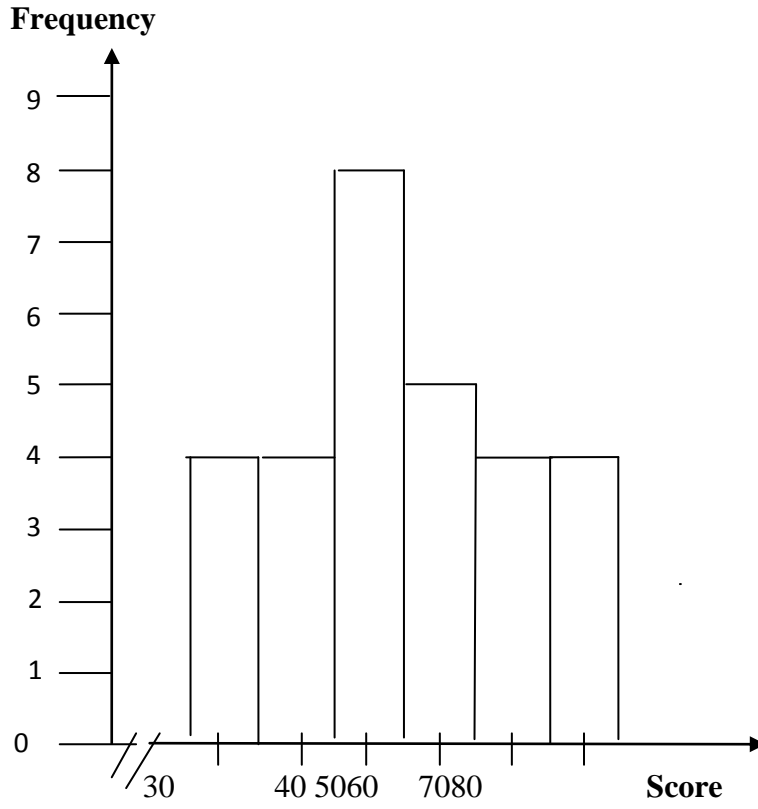


Figure 4: Description Data

B. Hypothesis Testing

Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-test. It can be seen $Z_{count} = -8,19$ and $Z_{table} = Z_{(1/2\alpha)}$ and $\alpha = 0,05$ so $Z_{table} = 0.326$ (on the table distribusi normal). Based on the calculation above was gotten $Z_{count} = -8,19 < Z_{table} = 0,326$ so hypothesis was rejected. It means at the 5% significance level that students ability in writing simple sentences was enough ability. The hypothesis of the research was “primary student ability in writing simple sentences at grade V SD Palsabolas” enough ability

So primary student ability in writing simple sentences at grade V SD Palsabolas are enough ability.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students' had activities. Beside, the time with was given to be students' not enough. And also the students' did not do the test seriously. So' the researcher look the answer directly without care about it

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were threats the writer, the researcher the helping from the entire advicers, headmaster and English teachers.

D. Discussion

The result of this research which the title “Primary Student Ability in Writing Simple Sentence at Grade V SD Palsabolas” can be categorized into enough ability (58,6). This category between with the researcher before that had been researched.

This research related to Lili Hayati, (2013) research title “The Ability of the Students in Mastering Simple Sentence at Grade V SD Salambue”. Based on the data, the students it can be concluded that the students mastery in writing simple sentence at SD Salambue can be categorized as enough, it was proved that the mean of simple sentence mastery is 44,50 it can be categorized enough too.¹

The second related to Khairil Anwar (2002), research title is A study on the ability in using simple past tense and present tense by the second year students at MAN I Pekanbaru. The result of this research is low/poor.² The students it can be concluded that the students ability in writing past tense of the mean is (x = 69), this show to ability of students in writing past tense low/poor.

The next related to Juli Astuti (2014) research title The Students’ Vocabulary Mastery of Fifth Grade SD S 117 Islam TerpaduAdnaniPanyabungan. The result of this research, the researcher has taken 35 students’ as the source of the research. This research was qualitative approach by using descriptive method. Based on the result of research, researcher found that the students’ vocabulary mastery at SD S 117 Islam TerpaduAdnaniPanyabungan was enough (69,9%).³

And Anni Mardiyah (2011) research title Students’ Mastery of Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat. This research was done in Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat.

¹Lili Hayati, The Ability of the Students in Mastering Simple Sentence at Grade V SD Salambue, (A Thesis STAIN Padangsidempuan, 2013)

²Khairil Anwar, A study on the Ability in using Simple Past tense and Present Perfect tense by the Second year students at MAN I Pekanbaru, (Unpublished Thesis) (A Thesis Universitas Riau, 2002), p. 30.

³Juli Astuti The Students’ Vocabulary Mastery of Fifth Grade SD S 117 Islam TerpaduAdnaniPanyabungan. 2014

The sources of data were the second year students, the English teacher and Head Master of Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat. The kind of this research is qualitative research by using descriptive method. After the research was done it can be known that the students' mastery of simple present tense in Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat can be categorized into enough category.⁴

Learning simple sentence, there were some difficulties that faced by students, they were the students lack of the knowledge to determine the subject, the students had poor vocabularies so they felt difficulties to make a sentence, and then the students confused in determining "s" and "es" addition of the verb. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.

According to other research According to the other researches which were told in reviewed related findings, there are many disadvantages from the research. They are, the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It was happened because the misinterpretation of Think-Pair-Share technique itself.

⁴AnniMardiyah. Students' Mastery of Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat. This research was done in Madrasah Tsanawiyah Negeri I Gunung Tuleh Pasaman Barat 2011

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on “Primary Students’ Ability in Writing Simple Sentences at Grade V SD Palsabolas” that, the hypothesis was rejected by using Z-test. Because $Z_{count} = -8,19 < Z_{table} = 0,326$. The researcher gave conclusion as follow: “Primary Students’ Ability in Writing Simple Sentencea at Grade V SD Palsabolas are categorized into enough ability”.

B. The Suggestion

After finishing the research, researcher gets much information which relates to the teaching and learning process. the researcher wanted to give the suggetion concern with the result of this reserach. It could be seen as below:

1. To head master of SD Palsabolas always to motivate the English teacher to increase her ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in learning simple sentence, and in teaching must be done by inner feeling, so the student are able to write simpe sentence.
3. To the readers especially English learners more improve their knowledge in learning simple sentence.

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Validty of pre-test

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Xt	Xt2
1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	8	64
2	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	10	100
3	1	0	1	1	1	0	0	1	0	1	1	0	0	1	1	9	81
4	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	11	121
5	1	1	0	0	1	1	1	0	0	1	1	0	1	1	1	10	100
6	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	9	81
7	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	5	25
8	0	1	0	1	1	0	0	0	0	1	0	1	0	1	0	6	36
9	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	12	144
10	1	0	1	1	1	1	0	0	0	1	1	0	1	1	0	9	81
11	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	5	25
12	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	11	121
13	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	10	100
14	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	9	81
15	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	10	100
16	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	11	121
17	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	10	100
18	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	11	121
19	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	6	36
20	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	10	100
21	1	1	1	0	1	0	0	0	0	1	1	1	0	1	1	9	81
22	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	12	144

23	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	10	100
24	0	0	1	1	1	0	0	0	1	1	1	0	1	1	1	9	81
25	1	1	1	1	1	0	0	0	0	0	0	0	1	1	1	8	64
N=25	18	13	19	18	15	15	13	15	14	17	15	15	11	16	16	230	2208
p	0,7	0,5	0,8	0,7	0,6	0,6	0,5	0,6	0,6	0,7	0,6	0,6	0,4	0,6	0,6	ΣX_t	ΣX_t^2
q	0,3	0,5	0,2	0,3	0,4	0,4	0,5	0,4	0,4	0,3	0,4	0,4	0,6	0,4	0,4		
pq	0,202	0,250	0,182	0,202	0,240	0,240	0,250	0,240	0,246	0,218	0,240	0,240	0,246	0,230	0,230	3,456	

Appendix

Calculation of r_{pb} = $M_p - M_t$ / $SD_t \cdot \sqrt{p/q}$

Calculation of Pre-test

Mean score from score total (Mt)

$$M_t = (\sum X_t) / N$$

$$M_t = 230/25 = 9,2$$

Standard Deviation (SDt)

$$SD_t = \sqrt{((\sum X_t^2) / N - ((\sum X_t) / N)^2)}$$

$$SD_t = \sqrt{(2208/25 - (230/25)^2)}$$

$$SD_t = \sqrt{(88,38 - 9,2)^2}$$

$$SD_t = \sqrt{(88,38 - 84,64)}$$

$$SD_t = \sqrt{3,74} = 1,93$$

Mean Score (Mp)

Item 1

$$M_{p1} = (\text{total score of students}^{\wedge} \text{score that true item answer}) / n_1$$

$$M_{p1} = (8+10+9+11+10+9+12+9+11+10+10+11+10+11+9+12+10+9) / 18$$

$$M_{p1} = 181/18 = 10,05$$

Item 2

$$M_{p2} = (\text{total score of students}^{\wedge} \text{score that true item answer}) / n_2$$

$$M_{p2} = (10+11+10+9+6+12+11+9+11+10+10+9+8) / 13$$

$$M_{p2} = 126/13 = 9,69$$

Item 3

$$M_{p3} = (\text{total score of students}^{\wedge} \text{score that true item answer}) / n_3$$

$$M_{p3} = (8+9+11+9+5+12+9+5+11+10+10+11+10+11+9+12+10+9+8) / 19$$

$$M_{p3} = 187/19 = 9,88$$

Item 4

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n4$$

$$Mpl = (10+9+11+9+6+12+9+11+10+9+10+10+11+10+12+10+9+8)/18$$

$$Mpl = 176/18=9,77$$

Item 5

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n5$$

$$Mpl = (8+10+9+11+10+6+12+9+10+11+10+9+12+9+8)/15$$

$$Mpl = 144/15=9,0$$

Item 6

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n6$$

$$Mpl = (10+11+10+9+12+9+11+9+10+11+10+11+10+12+10)/15$$

$$Mpl = 155/15=10,33$$

Item 7

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n7$$

$$Mpl = (8+10+5+5+11+10+10+10+10+11+11+12+10)/13$$

$$Mpl = 113/13=8,69$$

Item 8

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n8$$

$$Mpl = (10+9+11+9+5+12+5+11+9+11+10+11+6+10+12+10)/15$$

$$Mpl = 151/15=9,4$$

Item 9

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n9$$

$$Mpl = (8+11+12+11+10+9+10+11+10+11+10+12+10+9)/14$$

$$Mpl = 144/14=10,28$$

Item 10

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n10$$

$$Mpl = (8+10+9+10+9+6+12+9+11+10+11+10+6+10+9+12+9)/17$$

$$Mpl = 230/17=13,52$$

Item 11

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n11$$

$$Mpl = (9+10+5+9+5+11+10+9+10+11+11+6+9+10+9)/11$$

$$Mpl = 124/11=11,27$$

Item 12

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n12$$

$$Mpl = (8+10+11+5+6+10+9+10+10+11+6+10+9+12+10)/15$$

$$Mpl = 131/15=8,73$$

Item 13

$$Mpl = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n13$$

$$Mpl = (11+10+9+12+9+11+9+11+10+9+8)/11$$

$$M_{pl} = 109/11=9,90$$

Item 14

$$M_{pl} = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n_{14}$$

$$M_{pl} = (8+10+9+10+6+12+9+5+9+10+11+6+9+12+9+8+10)/16$$

$$M_{pl} = 153/16=9,56$$

Item 15

$$M_{pl} = (\text{total score of students}^{\wedge} \text{ score that true item answer})/n_{15}$$

$$M_{pl} = (10+9+11+10+9+12+10+10+11+10+11+10+12+9+8)/16$$

$$M_{pl} = 152/16=9,5$$

Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{[SD]_t \sqrt{(p/q)}}$

Item 1

$$r_{pbi} = \frac{M_p - M_t}{[SD]_t \sqrt{(p/q)}}$$

$$r_{pbi} = (10,05-9,2)/1,93 \sqrt{(0,7/0,3)}$$

$$r_{pbi} = 0,85/1,93 \sqrt{2,3}$$

$$r_{pbi} = 0,44 \times 1,52 = 0,668$$

Item 2

$$r_{pbi} = \frac{M_p - M_t}{[SD]_t \sqrt{(p/q)}}$$

$$r_{pbi} = (9,69-9,2)/1,93 \sqrt{(0,5/0,5)}$$

$$r_{pbi} = 0,49/1,93 \sqrt{1}$$

$$r_{pbi} = 0,25 \times 1 = 0,25$$

Item 3

$$rpbi = \frac{M_p - M_t}{\text{SD}_t} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,88-9,2}{1,93} \sqrt{(0.8/0.2)}$$

$$rpbi = 0.58/1,93 \sqrt{4}$$

$$rpbi = 0.30 \times 2 = 0.601$$

Item 4

$$rpbi = \frac{M_p - M_t}{\text{SD}_t} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,77-9,2}{1,93} \sqrt{(0.7/0.3)}$$

$$rpbi = 0,54/1,93 \sqrt{2,33}$$

$$rpbi = 0,29 \times 1,52 = 0.44$$

Item 5

$$rpbi = \frac{M_p - M_t}{\text{SD}_t} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,0-9,2}{1,93} \sqrt{(0.6/0.4)}$$

$$rpbi = (-0,2)/1,93 \sqrt{1,5}$$

$$rpbi = 0,10 \times 1,22 = 0,122$$

Item 6

$$rpbi = \frac{M_p - M_t}{\text{SD}_t} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{10,33-9,2}{1,93} \sqrt{(0.6/0.4)}$$

$$rpbi = 1,13/1,93 \sqrt{1,5}$$

$$rpbi = 0,59 \times 1,5 = 0,885$$

Item 7

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (8,69-9,2)/1,93 \sqrt{(0.5/0.5)}$$

$$rpbi = (-0,51)/1,93 \sqrt{1}$$

$$rpbi = -0,27 \times 1 = 0,26$$

Item 8

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (10,06-9,2)/1,93 \sqrt{(0.6/0.4)}$$

$$rpbi = 0,89/4,09 \sqrt{1,5}$$

$$rpbi = 0,44 \times 1,22 = 0,536$$

Item 9

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (10,28-9,2)/1,93 \sqrt{(0.6/0.4)}$$

$$rpbi = 1,08/1,93 \sqrt{1,5}$$

$$rpbi = 0,55 \times 1,22 = 0,671$$

Item 10

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (13,55-9,2)/1,93 \sqrt{(0.7/0.3)}$$

$$rpbi = 4,35/1,93 \cdot 2,3$$

$$rpbi = 2,25 \times 1,52 = 3,43$$

Item 11

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (11,27-9,2)/1,93 \sqrt{(0.6/0.4)}$$

$$rpbi = 2,07/1,93 \sqrt{1,5}$$

$$rpbi = 1,07 \times 1,22 = 1,305$$

Item 12

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (8,73-9,2)/1,93 \sqrt{(0.6/0.4)}$$

$$rpbi = (-0,47)/1,93 \sqrt{1,5}$$

$$rpbi = 0,25 \times 1,22 = 0,295$$

Item 13

$$rpbi = M_{(p - M_t)} / [SD]_{t} \sqrt{(p/q)}$$

$$rpbi = (9,90-9,2)/1,93 \sqrt{(0.4/0.6)}$$

$$rpbi = 0,7/1,93 \sqrt{0,67}$$

$$rpbi = 0,36 \times 0,81 = 0,288$$

Item 14

$$rpbi = \frac{M_p - M_t}{\text{SD}} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,89 - 9,2}{1,93} \sqrt{\frac{0,6}{0,4}}$$

$$rpbi = 0,69 / 1,93 \sqrt{1,5}$$

$$rpbi = 0,35 \times 1,22 = -0,427$$

Item 15

$$rpbi = \frac{M_p - M_t}{\text{SD}} \sqrt{\frac{p}{q}}$$

$$rpbi = \frac{9,98 - 9,2}{1,93} \sqrt{\frac{0,6}{0,4}}$$

$$rpbi = 0,78 / 1,93 \sqrt{1,5}$$

$$rpbi = 0,40 \times 1,22 = 0,488$$

Appendix

Reliability Pre Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \left(\frac{S_{(t^2)} - \sum pq}{S_{(t^2)}} \right)$$

$$N = 25$$

$$\sum X_t = 230$$

$$\sum X_t^2 = 2208$$

$$\sum pq = 3,456$$

$$St^2 = \sum X_t^2 - \left(\frac{\sum X_t}{N} \right)^2$$

$$= 2208 - \left(\frac{230}{25} \right)^2 = 2208 - 9,22 = 2208 - 84,64 = 2123$$

$$St^2 = \left(\frac{\sum X_t^2}{N} \right) = 2123/25$$

$$St^2 = 84,93$$

$$R_{11} = \left(\frac{S_{(t^2)} - \sum pq}{S_{(t^2)}} \right)$$

$$R_{11} = (81,47 - 3,456) / (84,93 - 3,456) = (77,914) / (81,474)$$

$$= (0,955) / (0,964)$$

$$= 0,99 \text{ (} r_{11} > 0,70 = \text{reliable)}$$

Test is reliable if $r_{count} > r_{tabel}$. Based on calculation above, the test have very high reliable.

Appendix 11

Table Validity of Pre-test

No	M _p	M _t	SD _t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \cdot \frac{1-p}{q}$	r _t on 5% significant	Interpretation
1.	10,55	9,2	1,93	0.7	0.3	0,668	0.349	valid
2.	9,69	9,2	1,93	0.5	0.2	0,25	0.349	invalid
3.	9,89	9,2	1,93	0.8	0.4	0.601	0.349	valid
4.	9,77	9,2	1,93	0,7	0.3	0.440	0.349	valid
5.	9,0	9,2	1,93	0.6	0.1	0,122	0.349	invalid
6.	10,33	9,2	1,93	0.6	0.3	0,885	0.349	valid
7.	8,69	9,2	1,93	0.5	0.4	-0.26	0.349	invalid
8.	9,98	9,2	1,93	0.5	0.5	0.536	0.349	valid
9.	10,28	9,2	1,93	0.6	0.2	0,671	0.349	valid
10.	13,52	9,2	1,93	0.6	0.3	3,43	0.349	valid
11.	11,27	9,2	1,93	0.7	0.3	1,305	0.349	valid
12.	8,73	9,2	1,93	0.6	0.4	0.295	0.349	invalid
13.	9,90	9,2	1,93	0.4	0.3	0.288	0.349	invalid
14.	9,56	9,2	1,93	0.6	0.3	0.427	0.349	valid
15.	9,98	9,2	1,93	0.6	0.4	0.488	0.349	valid

No	Name	Score
1.	Suci Safitri	80
2.	Annisa Almutiah	60
3.	Boy siregar	50
4.	Ahmad Faiz Raihan	50
5.	Zuhra Munifah harahap	40
6.	Dio arif	50
7.	Putri Aningsih	50
8.	Putra Ardiansyah	70
9.	Ahmad Yadi	50
10.	Rido Amansyah	60
11.	Ade Pratama	30
12.	Nabila Rasidah	80
13.	Fachrul Rozi	50
14.	Putri Ramadan	60
15.	Vany Nurhalimah	40
16.	Mahmuddin Harahap	70
17.	Cindi Fitri Yanti	40
18.	Nelly Heriya Ningsih	50
19.	Parningotan	30
20.	Yusrilmahendra	80
21.	Zaki Rama Septiadi	30
22.	Anita Rinata Rina	40
23.	Rifki Hamdani	60
24.	Iswandi	50
25.	M.DanielNova Adriyani	50
26.	Ali Ibrahim	30
27.	Daffa Ihsan	60
28.	Rey Saputra	80

29.	Nuraini	50
30.	Sriwahyuni	50

Appendix

Writing Simple Sentence

1. Maximal and minimum score were gotten by setting the variable from low score to high score.

30	30	30	30	40	40
40	40	50	50	50	50
50	50	50	50	50	60
60	60	60	60	70	70
70	70	80	80	80	80

2. High = 90
3. Low = 30
4. Range = high – low
= 90-30
= 60
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (30)$
= $1 + 3.3 (1,48)$
= $1 + 4,88$
= 5,88
= 6
6. Interval (i) = $\frac{\text{Range}}{\text{Total of class}} = \frac{60}{6} = 10$

7. Mean score

$$MX = \frac{\sum FX}{N}$$

Interval	F	X	FX
80-89	4	84.5	338
70-79	4	74.5	298
60-69	5	64.5	322,5
50-59	9	54.5	490,5
40-49	4	44.5	178,5
30-39	4	34.5	138
Total	30= N	-	1765,5=Σ FX

$$MX = \frac{FX}{N} = \frac{1765,5}{30} = 58,6$$

8. Median

$$\text{Mdn} = l + \frac{\frac{1}{2}N - F_{kb}}{f_i} \cdot t$$

Interval	F	Fkb	Fka
80-89	4	N=30	4
70-79	4	26	8
60-69	5	22	13
50-59	9	17	22
40-49	4	8	26
30-39	4	4	N=30
Total	30= N	-	

Dik : N = 30

$$\frac{1}{2}N = 15$$

$$l = 50 - 0.5 \\ = 49.5$$

$$F_{kb} = 13$$

$$F_i = 9$$

$$I = 4$$

$$49.5 + \left(\frac{15 - 13}{9} \right) \times 10$$

$$= 49,5 + 2,2$$

$$= 51,7$$

9. Modus = $l + \left(\frac{F_a}{f_a + f_b} \right) \cdot t$

$$= 49,5 + \left(\frac{4}{4+5} \right) \times 10$$

$$= 49,5 + 4,5$$

$$= 54$$

10. Standar deviasi (SD)

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

Interval	F	X	X ²	FX	FX ²
80-89	4	84.5	7140,25	338	114244
70-79	4	74.5	5550,25	298	88804
60-69	5	64.5	4160,25	322,5	103845
50-59	9	54.5	2970,25	490,5	249590,25
40-49	4	44.5	1980,25	178,5	31862,25
30-39	4	34.5	1190,25	138	19044
Total	30 = N	-		1765,5 = $\sum FX$	607389,5 = $\sum FX^2$

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

$$= \sqrt{\frac{607389,5}{30} - \left(\frac{1765,5}{30}\right)^2}$$

$$= \sqrt{20246,32 - 103870,25}$$

$$= \sqrt{-83623,93}$$

$$= 289,18$$

Appendix

Z- Test

$$Z = \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}}$$

$$Z = \frac{\frac{4}{30} - 0,86}{\frac{0,86(1-0,86)}{40}}$$

$$= \frac{0,13 - 0,86}{\frac{0,86(1-0,86)}{30}}$$

$$= \frac{0,13 - 0,86}{\frac{0,1118}{30}}$$

$$= \frac{-0,7}{0,00372667}$$

$$= -8,19$$