



**THE CORRELATION BETWEEN SENTENCES
MASTERY AND WRITING PARAGRAPH MASTERY
AT THE XI GRADE STUDENTS OF SMA N 1 SIABU
MANDAILING NATAL**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfilment of the Requirement for the
Graduate Degree of Education (S.Pd.) in English

Written By:

IRPAN SYAH TANJUNG

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ENGLISH EDUCATIONAL DEPARTMENT

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

2022



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A.n : Irpan Syah Tanjung
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Padangsidempuan, 21 Desember 2021
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Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN
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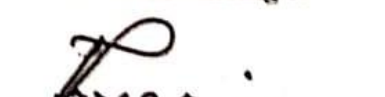
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ABSTRACT

This research was focused on the correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal. The problem of the students in this research were: 1) Students found difficulties to arrange a paragraph because the students did not know what to do as the first step, 2) Most of students got confused to analyze words because of the difference at pronouncing and the written, 3) and the last was the classic problem as the beginner English learners were low in vocabularies. The purpose of this research was to know of how significant the correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal.

This research had three formulations of the problem, they were how is the ability of the XI grade students of SMA N 1 Siabu Mandailing Natal in mastering sentences? how is the ability of the XI grade students of SMA N 1 Siabu Mandailing Natal in mastering writing paragraph? and is there a positive correlation between sentences mastery and writing paragraph mastery of the XI grade students of SMA N 1 Siabu Mandailing Natal? The purposes of this research were to find out the ability of sentences mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal, to find out the ability of writing paragraph mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal, and to find out whether there is a significant correlation between students sentences mastery and paragraph mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal.

The kind of this research was quantitative research with correlational type. 15 students were gotten by Slovin formula and chosen randomly from 2 classes as the sample. This research used lottery as the way to take sample. The sample were 11 students from IPS 2, 4 students from XI IPS 3. It was a situation that all the name of students are written on a piece of paper and put into a box, then a piece of the pieces paper was taken out from the box to get the name. The name had been taken surely put into the box again to keep the chance for each piece, it also can be taken again.

To analyze the data, this research used Product Moment formula. After analyzing the data, this research got that the mean score of variable X was 63.70 and the mean score of variable Y was 62.80. Besides, the score of r_{xy} was more than r_{table} $0.707 > 0,456$. The result showed that there was significant correlation

between two variables. It means the hypothesis (H_a) was accepted and (H_o) was rejected. It was concluded that there was significant correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal in good category.

Key words: Sentences; Paragraph; Writing Paragraph.

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ABSTRAK

Penelitian ini difokuskan pada hubungan penguasaan kalimat dengan penguasaan menulis paragraf pada siswa kelas XI SMA N 1 Siabu Mandailing Natal. Masalah siswa dalam penelitian ini adalah: 1) Siswa kesulitan menyusun paragraf karena siswa tidak tahu apa yang harus dilakukan sebagai langkah awal, 2) Sebagian besar siswa bingung menganalisis kata karena perbedaan pengucapan dan tertulis, 3) dan yang terakhir adalah masalah klasik karena pembelajar bahasa Inggris pemula memiliki kosakata yang rendah. Tujuan penelitian ini adalah untuk mengetahui seberapa signifikan hubungan penguasaan kalimat dengan penguasaan menulis paragraf pada siswa kelas XI SMA N 1 Siabu Mandailing Natal.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa kelas XI SMA N 1 Siabu Mandailing Natal dalam menguasai kalimat? bagaimana kemampuan siswa kelas XI SMA N 1 Siabu Mandailing Natal dalam menguasai menulis paragraf? dan adakah hubungan positif antara penguasaan kalimat dengan penguasaan menulis paragraf siswa kelas XI SMA N 1 Siabu Mandailing Natal? Tujuan penelitian ini adalah untuk mengetahui kemampuan penguasaan kalimat pada siswa kelas XI SMA N 1 Siabu Mandailing Natal, untuk mengetahui kemampuan penguasaan menulis paragraf pada siswa kelas XI SMA N 1 Siabu Mandailing Natal, dan untuk mengetahui ada tidaknya hubungan yang signifikan antara penguasaan kalimat siswa dengan penguasaan paragraf pada siswa kelas XI SMA N 1 Siabu Mandailing Natal.

Jenis penelitian ini adalah penelitian kuantitatif dengan tipe korelasional. 15 siswa diperoleh dengan rumus Slovin dan dipilih secara acak dari 2 kelas sebagai sampel. Penelitian ini menggunakan undian sebagai cara pengambilan sampel. Sampel berjumlah 11 siswa IPS 2, 4 siswa kelas XI IPS 3. Keadaan dimana semua nama siswa ditulis pada secarik kertas dan dimasukkan ke dalam sebuah kotak, kemudian secarik kertas dikeluarkan dari kotak untuk mendapatkan nama. Nama yang sudah diambil pasti dimasukkan ke dalam kotak lagi untuk menjaga peluang tiap buahnya, juga bisa diambil lagi.

Untuk menganalisis data, penelitian ini menggunakan rumus Product Moment. Setelah dilakukan analisis data, penelitian ini mendapatkan bahwa nilai rata-rata variabel X adalah 63,70 dan nilai rata-rata variabel Y adalah 62,80. Selain itu, nilai r_{xy} lebih besar dari r_{tabel} $0,707 > 0,456$. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara dua variabel. Artinya hipotesis (H_a) diterima dan (H_o) ditolak. Disimpulkan bahwa ada hubungan yang signifikan antara penguasaan kalimat dengan penguasaan menulis

paragraf pada siswa kelas XI SMA N 1 Siabu Mandailing Natal dengan kategori baik.

Kata kunci: *Kalimat; Paragraf; Menulis Paragraf.*

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Padang Sidempuan, November 2021

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills. It is an important skill to express and convey our ideas, messages, and thoughts in the form of any type of writing, such as letter, memo, legend, poem, short story, fable, and many more. Writing skill is usually the most difficult skill to acquire in a language. This is particularly true in a foreign language.

There are a lot of materials have been taught to the students in the curriculum. The students have been spent several books at this grade. The materials in the text book that is taught such as narrative text, discussion text, report text, hortatory exposition text, recount text and descriptive text. By these materials, it can be seen that students have been studied writing paragraph.

Writing paragraph is a process of arranging sentence by sentence into a paragraph. A good paragraph must be consisted of a topic sentence, supporting sentence, include supporting major and supporting detail, and concluding sentence. So, a good paragraph can be seen how far those things contained in it.

There are many efforts have been done to increase students' skill in writing. The government has handled this by revising the curriculum. The government has revised the curriculum many times, it started from Rencana Pelajaran in 1947 as the first, Rencana pelajaran terurai in 1952, and now

Kurikulum 13. All of these changes are expected can improve the process of learning, English especially. School as the facilitator has been supplied all the needs of the students such as laboratory, books, and others facility. Teacher also has the important role to increase it. As the bridge, teacher convey the knowledge from all the facilities by the teaching learning program. All these things are intended can increase the skill of the students in writing.

The condition on the field is not like the expectation, the skill of the students in writing is still low. In fact, not all the students get the high score when they face the exercise arranging a paragraph. It can be proved from the interview with an English teacher at a senior high school, she said:

I do not know why, I always wonder how could it be, it is not like what I predict. The students cannot arrange a good paragraph even I had been given them many examples, I told them to choose a topic first then explain the topic one by one based on their own idea. After I did the exercise I asked them why they cannot be like I expected, they said they did have the idea but they do not know how to write it, how to express that feeling.¹

It is got a support from a student of SMA N 1 Siabu Mandailing Natal, he said:

I often find difficulties in arranging a paragraph because I am confused what should I do to start arranging a paragraph, then English is very confusing because lot of English vocabularies are not same in pronouncing and that written. I also stuck at the vocabularies. I just know the English vocabularies not much even I think I need to see the dictionary to translate from Indonesian to English every time. But English is a language people use a whole world, I think learning this language will be useful like when I meet a foreigner or when I going abroad for example.²

¹ Interview with a Teacher of Senior High School 1 Panyabungan, on the 12th of February 2020 at 09.53 AM.

² Interview with a Student of Senior High School 1 Siabu Mandailing Natal the XI Grade, on the 4th of June 2020 at 02.28 PM.

It can be concluded that there are some classic problems by the students to arrange a paragraph, they are; the confusion starting arrange paragraph, it can be said like choosing the topic and develop the paragraph. Next is comprehension in vocabularies, they are usually confused because in English what is written, not always same in pronouncing it. These are the problem they usually find before arrange a paragraph.

There are some factors of writing paragraph such as vocabulary, grammar, punctuation, and the sentence. According to Gayle Feng-Checkett and Lawrence Checkett the sentence is the building block of all writing. Paragraphs, memos, letters, reports, and even essays and books are constructed from sentences.³ It can be concluded that sentence is the most important element to build all of them.

Sentence is an independent grammatical unit that expresses a complete thought. To be grammatically complete, it must contain a main clause, with a subject and a predicate. Sentence always started with the capital letter and ended with full stop punctuation.

The role of sentence in writing paragraph cannot be separated. Because a paragraph consists of the sentences, without sentences the paragraph will not be existed, they are related each other. In a paragraph, a sentence can be topic sentence, supporting sentence, and concluding sentence.

Based on the explanation above, the researcher is interested in doing a research entitled “The Correlation Between Sentences Mastery and Writing

³ Gayle Feng-Checkett and Lawrence Checkett, *The Write Start Sentences to Paragraphs*, 4th ed. (Boston: Wadsworth, 2010), p.11, libgen.is.

Paragraph Mastery at the XI Grade Students of SMA N 1 Siabu Mandailing Natal”.

B. Identification of Problem

Writing paragraph is a process of arranging sentence by sentence into a paragraph. A good paragraph must be consisted of a topic sentence, supporting sentence, include supporting major and supporting detail, and concluding sentence. So, a good paragraph can be seen how far those things contained in it.

As mentioned above there are several factors of writing paragraph. They are vocabulary, grammar, punctuation, and sentence.

C. Limitation of The Problem

As mentioned in the background there are several factors of writing paragraph. They are vocabulary, grammar, punctuation, and sentence. Like Gayle and Lawrence mentioned above sentence is the most important element to build all of them.

The follow up above is this research does not discuss all the factors as mentioned. This research is just focused on one factor only, that is sentence.

The reason why sentence is chosen because sentence is the important thing to make a paragraph, all the people know paragraph consists of sentences. Sentence has big contribution in writing paragraph, because if there is no sentence so paragraph also. It is sure has a connection between sentences and paragraph, descriptive paragraph also, as the focused object on. It can be said because descriptive paragraph is the common lesson is taught at

the school, it is also not too complicated. Second the students also have been studied this material from their text book. The last, it does not need too much imagination to make a paragraph, the students can arrange the sentences by seeing the object described. One thing that should be remembered is the students will not be ordered to arrange a descriptive text, the students only order to arrange a paragraph of descriptive text only.

D. Formulation of the Problem

Based on the previous background, the problems can be formulated as follow:

1. How is the ability of the XI grade students of SMA N 1 Siabu Mandailing Natal in mastering sentences?
2. How is the ability of the XI grade students of SMA N 1 Siabu Mandailing Natal in mastering writing paragraph?
3. Is there a positive correlation between sentences mastery and writing paragraph mastery of the XI grade students of SMA N 1 Siabu Mandailing Natal?

E. Purposes of the Research

Based on the formulation above, this research determines the purpose of the research as follow:

1. To find out the ability sentences mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal.
2. To find out the ability writing paragraph mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal.

3. To find out whether there is a positive correlation between students sentences mastery and paragraph mastery at the grade XI students of SMA N 1 Siabu Mandailing Natal.

F. Significances of the Research

The research is hopefully significant for:

1. The Head of English department, as reference to motivate as English lecturers teaching English better.
2. English teachers, as information to teach English better and clear.
3. The Reader

It may have a contribution to the reader of this research. It can be the reference of the other research.

G. Thesis Outline

The systematic of this research are divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter number one, it consists of introduction, background of the problems, limitation of the problems, purpose of the problems, significances of the research, and the systematic outline of the thesis.

Chapter number two, it consists of theoretical description, review of related finding, framework of thinking and hypothesis in this research.

Chapter number three, it consists of the place and time of the research method, population and sample, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data

Chapter number four, it consists of consist of the description of the data, analysis of the data, the discussion of the result and limitation of the problem

Chapter number five, it consists of conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Paragraph

a. Definition of Writing Paragraph

Writing paragraph is a process of arranging sentence by sentence into a paragraph. A good paragraph must be consisted of a topic sentence, supporting sentence, include supporting major and supporting detail, and concluding sentence. So, a good paragraph can be seen how far those things contained in it.

According to Lisa Rumisek and Dorothy a paragraph is a collection of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic.⁴ A paragraph is often between five and ten sentences. Long, but it can be longer or shorter, depending on the topic.

According to Merina and Sukandi a paragraph has a topic sentence, some supporting sentences, and a concluding sentence⁵. These three elements of an academic paragraph were taught in the course, along with the understanding of types of sentences. Focusing on paragraph development is considered to be broad.

⁴ A Lisa Rumisek and E Dorothy Zemach, "College Writing From Paragraph to Essay" (Amsterdam: Macmillan, 2011), p.11.

⁵ Syayid Sandi Sukandi and Yola Merina, "Types of Sentences In EFL Students' Paragraph Assignments: A Quantitative Study on Teaching and Learning Writing At Higher Education Level" 1 (2017): p.138.

Based on the definition above it can conclude that a paragraph is the collection of sentences that relate each other and must have main idea, topic sentence, supporting sentence, and concluding sentence.

b. Function of Paragraph

Paragraph has a very close relation to human who are teaching learning process. As an object of learning paragraph is always used such as the test reading section and writing section. In 2004 Elisabeth Lee Stated the function of paragraph as below:⁶

- 1) Stating, making an assertion.
- 2) Restating, putting into different words an assertion already made for purposes of clarification or adjustment.
- 3) Supporting, providing evidence for an assertion.
- 4) Concurring, agreeing with another author's assertion.
- 5) Qualifying, restricting the meaning of assertion already made
- 6) Conceding, acknowledging the presence of fact or perspective that calls into question that author's own assertions.
- 7) Expanding, stating at great length or more comprehensively an idea or assertion already expressed.
- 8) Analyzing, breaking an assertion down into its constituent parts in order to clarify or evaluate it.

⁶ Elisabeth Le, "The Role of Paragraphs in the Construction of Coherence Text Linguistics and Translation Studies," no. January 2004 (2016): P.261, <https://doi.org/10.1515/iral.2004.013>.

c. Component of Paragraph

There are some things that build sentences into a paragraph. The basic paragraph consists of three parts: a topic sentence, supporting details, and a concluding sentence⁷. This basic paragraph format will help you to write and organize one paragraph and transition to the next.

1) Main idea

A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. The main idea generally describes or “cover” the detail in the paragraph.⁸ It is what the author wants you to know about the topic. It is the important idea that the writer develops throughout the paragraph.

2) Topic Sentence

The topic sentence expresses the main point of the paragraph. The topic sentence is typically the first sentence of the paragraph. It helps your reader to understand what the topic of your paragraph is going to be. The purpose of the topic sentence is to state the main point of the paragraph and to give the paragraph a sense of direction. According to Wayne George, The main idea of each paragraph is stated in a topic sentence that shows how the idea relates to the thesis. Generally, the topic sentence is placed at the beginning of a paragraph, but the location and placement may vary according to

⁷ Mount Benjamin, *Topics, Main Ideas, and Topic Sentences* (Canada: My Skills Laboratory, 2013), p.89.

⁸ Shaw Mathias, “Paragraph Writing as A Sensibility-Based Productive Skill” 2, no. 1 (2015): p.10, <https://doi.org/10.26555/adjes.v2i1.1724>.

individual organization and audience expectation. Topic sentences often serve as transitions between paragraphs.⁹ The topic sentence states the main idea of a paragraph, it is the one thing a paragraph about.

The topic sentence tells the reader what the main idea, or topic, of the paragraph is. Although there is no set place in the paragraph for the topic sentence, making the topic sentence the first sentence in the paragraph will make organizing and developing the topic easier. The topic sentence is followed by support sentences that explain, clarify, and define the topic by using specific details.

The topic sentence has two parts: the topic/subject and the controlling idea. The topic is the subject of the paragraph. The controlling idea states what the writer will be developing about the subject of the paragraph, and it contains the writer's attitude toward the subject. The controlling idea limits what you can say about the topic subject so that you don't stray to other subjects or ideas.

3) Supporting Sentence

Support sentences follow the topic sentence and develop the subject using specific examples, details, and facts. These support ideas must be consistent with the controlling idea. In other words, the controlling idea unifies the paragraph by determining the kind of

⁹ Wayne George, "Basic Essay and Paragraph Format" 1 (2013): p.2.

support ideas you can use in the support sentences.¹⁰ All of the sentences in the paragraph support the topic, the attitude, and the controlling idea of the topic sentence.

The topic sentence in a body paragraph announces the subject of the paragraph, the attitude the writer has toward the subject, and the controlling idea by which the subject will be discussed. Therefore, all support sentences in the body paragraph should explain, clarify, and directly relate to the topic sentence.

4) Concluding Sentence

Concluding sentence is stated at the end of the paragraph. It is the conclusion of the paragraph. Thus, concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. In the paragraph the concluding sentence serves to draw together and clarify everything that has previously been said.¹¹ In other words, a concluding sentence in a paragraph is the beginning student writers' chance to remind the reading audience of their topic sentence. In concluding the paragraph, however, they have to avoid introducing new ideas.

There are many words or phrases can be used to signal the end of the paragraph in the concluding sentence. Here are just a few of them: Finally, in conclusion, in summary, therefore, thus, as a result,

¹⁰ Feng-Checkett and Checkett, *The Write Start Sentences to Paragraphs*, p.139.

¹¹ Mathias, "Paragraph Writing as A Sensibility-Based Productive Skill," p.16.

indeed, in brief, or in short.¹² As a result all the word or phrase end of paragraph always take an idea as the point of the writers mean to.

d. Developing of Paragraph

Knowledge of developing a paragraph is very important for everybody especially in academic writing. People need to make sure that the language used in developing the paragraph is correct, formal, systematic, and suitable with academic nature. Moreover, sentences should be arranged in such a way so that it results in good comprehension to the readers. Academic features such as citation and writing format are also important to be taken into consideration by the students to meet the academic requirements.

There are elements of a paragraph that determine the quality of the paragraph.¹³ Paragraph should have three main elements to be achieved unity, coherence and adequate development. First is unity. It is about unity of the idea. To have a unity, a paragraph should be developed by only one main idea. The main idea is then developed by sufficient supporting details from at least two or more sentences. A main idea is used to control unity of the paragraph by its topic sentence. In addition, supporting details are used to develop the topic sentence by giving more explanation to it. They have to be sufficient

¹² John Alexandre, *Sentence and Paragraph Writing Basic Skills to Improve Writing* (Berlin: Berlin University, 2015), p.47, libgen.is.

¹³ Andi Wirantaka, "Paragraph Writing of Academic Texts in an EFL Context," *Journal of Foreign Language Teaching and Learning* 1, no. 2 (2016): p.37, <https://doi.org/10.18196/ftl.1212>.

enough to develop the topic sentence in order to give the readers good comprehension of the paragraph.

The second element is coherence. It is the connection among sentences within the paragraph. Coherence can be achieved by having transitional words and phrases, pronoun reference, repeated key terms and parallelism. There are many ways to make paragraph coherence. One of the ways is to use linking words.¹⁴ Coordinating conjunctions, subordinating conjunctions, prepositions, and transitions are common types of linking words.

Capable development is the last element of a paragraph to be achieved. A paragraph should be fully developed and it doesn't leave any significant questions to the readers. An author can ensure the capable development of the paragraph by providing right level of supporting details, choosing right kind of evidence, and having the right pattern of development.

e. Kinds of Paragraph

There are four types of paragraphs in English in general, namely expository, narrative, descriptive, and persuasive.¹⁵ The type of paragraph that is used will depend on the purpose for writing. To entertain readers or express themselves, writers use narration or description. Exposition and narration are used to inform readers about

¹⁴ Wirantaka, p.37.

¹⁵ Holt, Rinehart, and Winston, "What Are the Types of Needs?," no. 1972 (2009): p.306, http://www.each.com.au/images/uploads/what_are_the_types_of_needs.pdf?phpMyAdmin=da1c4b26e2a2td0acc5b.

something. Writers use persuasion to influence people. Several paragraphs written about the same subject might be very different, depending on why the writers wrote them. The four paragraphs that follow all talk about roller coasters, but in different ways.

1) Expository

An expository paragraph is a type of essay that describes, and explains a topic in the form of sequential, clear and detailed information and aims to provide information as clearly as possible to the reader. Usually, an expository paragraph is made in the form of a paragraph explaining one of the inherent elements on an object with the aim of adding insight to readers. The main purpose of expository writing is to provide information to readers about certain information or to explain a truth accompanied by certain evidence or facts to readers. In this type of writing, a text is written in a specific order in order to provide a better understanding to the reader.¹⁶ It can conclude that expository paragraph is a paragraph that provides the specific information about and explain all the details. This is also can turn into two parts of paragraph, they are:

2) Analytical Exposition

This is to showing the idea, opine for a topic or problem that need explanation or the strange data without appear something that make the reader influence to the writer. Simply, this paragraph

¹⁶ Puspita Sari, "Students' Expository Writing: A Case Study in Paragraph Wriitng Class" 5, no. 2 (2021): p.376.

tells that after read the paragraph the writer gives to the reader about the decision, whether it is according to the paragraph or not

3) Hortatory Exposition

This is to showing the idea, opine for a topic or problem that make the reader persuades to the writer. It is absolutely the writer wants the reader to do that the writer say in the paragraph, it is a kind of enforcement.

4) Narrative

Narration paragraph is a kind of writing that tells a reader a story or relates an even. The story may be short to present a single incident. Then, it may be longer to present a more detailed account of the even. The narrative could be many pages long to tell about the life of a person or the history of country.¹⁷ A narrative like any other kind of writing, makes a point or has a purpose. The point can be summed up in one or two sentences. But it always shapes the writing of an effective narrative. One purpose is simply to tell what happened or establish an interesting or useful fact. Writers of history, biography, and autobiography generally attempt to show the motives that lie behind the events and lives they portray.

¹⁷ Junita Togatorop, Selviana Napitupulu, and Hotnida Simanjuntak, "An Analysis Paragraph Writing Of The Sixth Semester Students Of HKBP Nommensen," n.d., p.3.

5) Descriptive

Description is used in all forms of writing to create a vivid impression of a person, place, object, or event. A description is a type of writing in which the ideas are arranged in terms of spatial relationship. The details or ideas are arranged on the basis of space or location. Description paragraphs are often used to describe what a person looks and acts like. The word “description” tells what something looks like, feels like, tastes like, sounds like, or smells like.¹⁸ It can say that descriptive paragraph is a paragraph that is explaining the subject or object very specific, it can explain one by one the characteristic of the object.

Description comes from the word describe that means to tell, to write or to give detailed account or to picture in words. Description is the kind of writing that tries to put a picture in the reader’s mind. It tells how something looks or sounds or tastes or smells or even feels. The purpose of descriptive is to describe, that is to communicate a dominant impression about a subject.

6) Persuasive

Persuasion is a broad term. When somebody is persuading, there must be opportunity to influence people to think in a certain way or to do something as has been said.¹⁹ Persuasive paragraph is also used to convince the reader to view things from the author’s point of

¹⁸ Togatorop, Napitupulu, and Simanjuntak, p.4.

¹⁹ Lee Brandon and Kelly Brandon, *Sentences, Paragraphs, and Beyond with Intergrated Readings*, ed. Janine Tangnie, 6th ed. (Boston: Wadsworth, n.d.), p.486.

view. Usually, this text is written by authors to present arguments. Persuasion attempts to convince the reader that the point of view or course of action recommended by the writer is valid. It is important that the author understand other sides of the position so that the strongest information to counter the others can be presented. In the essay, only one side of the issue is presented.

2. Sentence

a. Definition of Sentence

Sentence naturally comes from Latin word, which means in English sentence is a group of words that starts with capital letter and ends with full stop. According to Marjolijn Verspoor and Kim Sauter.

Sentence is derived from Latin *sententia* which the meaning is feeling or opinion, in grammatically it means of a word, or a syntactically related group of words that expresses an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with a period, question mark, or exclamation mark.²⁰

It can say that sentence is adopted from Latin that is *sententia* which means in grammatically is a word or a group of words related with the elements of it.

Sentence is an expression of a complete thought and contains a subject, verb, and ending punctuation. In general, a sentence names something (a subject) and then states something about that subject. According to Keith S. Folse and friends

²⁰ Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis* (Amsterdam: Benjamins Publishing Company, 2000), p.34., libgen.is.

sentence is a group of word expresses a complete thought. In general, a sentence names something (a subject) and then states something about that subject. The part of the sentence that talks about the subject is the predicate (at least a verb and possibly more words that help describe the subject). A sentence also must have the ending punctuation.²¹

It can say that a sentence is an expression of a complete thought that has a subject and a predicate at least and ended with a punctuation which is a full stop.

In addition, Karen Kellaheer stated that A “sentence is a group of words that expresses a complete thought. Every sentence has a subject (noun or pronoun) and predicate (verb)”.²² It can be concluded that a sentence is a group of words that expresses a thought and must have a subject and a predicate.

In the other hand McGraw-Hill says “sentence includes a group of word, tells a complete thought, has words written in order then make a sense, a statement states about something or someone, begins with capital letter and ending with a period”.²³ It can conclude that a sentence is an oral expression written which has a meaning and ends with a period.

So, a sentence is a group of words or an expression a complete thought that starts with a capital letter, has a meaning that stated inside, and always ended with a punctuation which is full stop.

²¹ Keith S. Folse, April Muchmore-Vokoun, and Elena Vestri Solomon, “Great Writing 1 Great Sentences for Great Paragraphs (Student Book) by Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon (z-Lib.Org)-1.Pdf” (Boston: Sherrise Roehr, 2014), p.4, zlib.org.

²² Karen Kellaheer, *Writing Skills Made Fun Sentence and Paragraph* (New York: Scholastic Inc, 2001), p.8., libgen.is.

²³ McGraw-Hill, *Language Arts Grade 1 unit1*, accessed on <http://teacherlink.ed.usu.edu/yetcres/aids/McGrawLangArts/Grade01/Pract1.PDF>, on the 6th of November 2019 at 10:10 pm.

b. Kinds of Sentence

Before the sentence is written, the function of it is to make in in different reasons it can be asking a question, expressing a strong emotion, expressing a command, or making a statement. There are four sentence patterns: simple, compound, complex, and compound-complex. The different patterns are categorized according to various combinations of independent and dependent clauses.²⁴ There are several of kinds of sentences based on its division, they are:

1) By Structure

a) Simple Sentence

A simple sentence is a sentence that has only one clause, which must be an independent clause. Simple sentences can also contain phrases, the sentences are often long and complicated. However, the sentences still have only one subject and one finite verb. According to Leslie Childs and friends Simple sentences contain one independent clause, that is, a group of words with one subject and predicate combination that can stand alone. The subject may be simple or compound, and the predicate may be simple or compound.²⁵ It can say that simple sentence is a sentence that has one independent clause which is a combination between a subject and a predicate.

²⁴ Lesile Childs, Angela Acott-Smith, and Kay Curtis, *Grammar : Part II Parts of the Sentence* (Woodstock: National Adult Literacy Database, 1999), 29, libgen.is.

²⁵ Childs, Acott-Smith, and Curtis, p.34.

A simple sentence has one subject and one verb. This is also called an independent clause. The subject of a sentence is usually a noun (Julham, car, politics) or a pro-noun (I, you, he, she, it, we, they). It is usually located near the beginning of a sentence. The following are examples of simple sentence.

b) Compound Sentence

A compound sentence is a sentence that has two or more independent clauses. In this type of sentence, it is usually a combination of two simple sentence. These two simple sentences can be combined into one longer sentence by using one of the co-ordinate conjunctions like and, but, or, nor, for, yet, so to connect the two independent clauses.

According to Marjolijn Verspoor and friends a compound sentence consists of two or more main clauses. One feature of a compound sentence is that the clauses have a fixed order, so they cannot be moved without changing their meaning.²⁶ This longer sentence still contains two independent clauses. The two original simple sentences are now joined by a co-ordinate conjunction and have become a compound sentence. When two, or more, independent clauses are joined by a coordinate conjunction, they remain independent clauses, but

²⁶ Verspoor and Sauter, *English Sentence Analysis*, p.36.

become one compound sentence.²⁷ It can say that the compound sentence is a sentence that has two independent clause, usually connected by coordinate conjunctions, and it is usually the combination of two simple sentences.

The clauses can be joined in three ways:

- a) With a coordinating conjunction like. and, but, or, for, nor, yet, and so.

Examples: Yesterday I bought a new car, and today I give it to my mother.

or with a correlative conjunction

not only ... but also

Watching television not only gives us information but also entertainment.

- b) With a semi-colon (;)

Examples: Astute depositors could see what was happening to the value of the land that was supporting the assets of the banks; they moved quickly to remove their deposits for cash.

Examples:

The sun rises from east

I see a man at the bus stop

The baby cries now

²⁷ Childs, Acott-Smith, and Curtis, *Grammar : Part II Parts of the Sentence*, p.34.

c) Complex Sentence

A complex sentence has one independent clause and one or more dependent clauses. In this type of sentence, the clauses do not have equal importance. The independent (or main) clause contains the most important idea, and the dependent clause adds extra information. The two clauses are linked by a subordinate conjunction placed at the beginning of the dependent clause. According to Marjolijn Verspoor and friends A complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. A dependent clause is a clause that starts with a subordinator.²⁸ It can say that a complex sentence contains one independent clause and one or more dependent clauses with a subject and predicate. These following are examples of complex sentence:

I love everything about study in a campus unless one, the examination.

Whales cannot breathe under water because they have lungs instead of gills.

d) Compound Complex Sentence

The compound-complex sentence is composed of two or more independent clauses and one or more dependent clauses.

If a compound or compound-complex sentence has one or more

²⁸ Verspoor and Sauter, *English Sentence Analysis*, p.37.

commas in the first clause, you may want to use a semicolon before the coordinating conjunction between the two clauses. Its purpose is to show the reader very clearly the division between the two independent clauses. The preceding example illustrates this use of the semicolon.²⁹ It can conclude that a complex sentence that a sentence has two or more independent clauses.

It can conclude from the opinion of the experts above that a compound complex sentence is a sentence that has an independent clause with two or more dependent clauses, and use special conjunction.

Example:

Husein says he can buy everything with money, but I do not deal with this because he cannot buy happiness by his money.

2) By Purpose

According to Lesile Childs and friends these kinds of sentence divided into:³⁰

a) Affirmative Sentence

Affirmative sentence is a sentence that declares, states, or says a fact or argument and ends with a full stop (.).

According to Laurie Rozakis affirmative sentence is sentence

²⁹ Gayle Feng-Checkett and Lawrence Checkett, *The Write Start Sentences to Paragraphs*, 4th ed. (Boston: Wadsworth, 2010), p.81-83., libgen.is.

³⁰ Childs, Acott-Smith, and Curtis, *Grammar : Part II Parts of the Sentence*, p.29.

that state an idea, it ends with a period.³¹ An affirmative sentence expresses the validity of truth of an assertion.

Examples:

Irvan Tanjung has 2 brothers.

Jakarta is the capital cit of Indonesia.

The taste of sugarr is sweet.

b) Negative Sentence

Negative sentence is every single word combined with not, this means a contra meaning with affirmative sentence. according to Angela and Downing “negative sentence is every single sentence with a word of no or not inside”.³² Negative sentence is a type of news sentence in which there is a denial that is characterized by the words “not” or “no”.

Examples:

I am not okay

Today she is not going to school

Susi and Rita did not listen the direction

c) Interrogative Sentence

An interrogative sentence asks for a question. It always ends with question mark (?). The interrogative

³¹ Laurie Rozakis, *English Grammar for the Utterly Confused* (New York: Mc-Graw Hill Companies, 2003), p.117.

³² Angela Downing and Philip Locke, *English Grammar A University Course*, 2nd ed. (New York: Roulledge, 2006), p.131, libgen.is.

sentence is a type of sentence that contains question that are intended to get responses or answer from other people. Rozakis said “Interrogative sentences ask a question. They end with a question mark”.³³ Not only forwarded to others, the question sentence is also often asked to people for finding the answer that believe in.

In English, there are two kinds of interrogative sentence the first is using word question (WH-Question) and the second without word question Yes/No question. Interrogative of WH-Question is the kinds of sentence that does not give yes/no answer but followed by word question such as who, what, where, when, why, and how. Then interrogative of Yes/No question is the kind of sentence that needs yes/no answer and the word of this sentence usually started with to be and do/does.³⁴

a. Interrogative with WH-Question

Examples:

What did Syamil write just now?

What surah did you read yesterday?

Where will we take our Subuh prayer
tomorrow?

When did you last time read Al-Qur'an?

³³ Rozakis, *English Grammar for the Utterly Confused*, p.117.

³⁴ Eris and Fauji Imamul Arifin, “Analysis of Interrogative Sentences Translation In English Into Indonesian On The Subtitle of ‘Ant-Man’ Movie,” *Project 2* (2019): p.2.

b. Interrogative without WH-Question (Yes/No Question)

Examples:

Are you a Muslim?

Is he Arabian?

d. Imperative Sentence

An imperative sentence gives a direct command. It can end in a period (full stop) or an exclamation mark (!). Imperative sentence is a type of sentence used to make orders, requests, or instructions. Angela and Locke said “imperative sentences give orders or directions, and so end with a period or an exclamation mark. Imperative sentences often omit the subject, as in a command”.³⁵ Imperative are expressions used to tell other people to do something, give advice, and making recommendation.

Examples:

Shut the window up, please!

Bring me some drinks!

Study hard!

e. Exclamatory Sentence

Exclamatory sentence is a type of sentence that expresses strong feelings through appeal. Bryan James said “imperative sentences give orders or directions, and so end

³⁵ Downing and Locke, *English Grammar A University Course*, p.132.

with a period or an exclamatory mark (!).³⁶ Imperative sentences often omit the subject, as in a command. This sentence is used to express the feeling about something spontaneously, feeling happy, sad, and surprised. This sentence always ends with an exclamatory mark (!).

Examples:

What a beautiful girl Linda is!

What a goal, wonderful!

How poor you are!

f. Conditional Sentence

Conditional sentence is a sentence that expresses a wish, a hope, probability, or supposition.

Examples:

If it rains, the grass gets wet.

If I have a lot of money, I will buy a new car.

If I became your boyfriend, I would regret it.

If I had studied harder, i would have gotten the great score.

3) By Pattern

a. Verbal sentence

Verbal sentence is a sentence that uses an adverbial word and it signs that there is an activity is doing

³⁶ Bryan James, "Transformation of Sentence," *ELT Journal* 1 (2014): p.7.

by the subject. According to Martina and Seri, “verbal sentence means that the sentence predicate is a verb.” The important thing that should be known by the user is who is the doer in the sentence because the subject will influence verb form in simple present.³⁷ In other words, the subjects do an activity in the sentence. Especially if the subject is the third person singular (she, he, it) the verb is ending by s, ss, ch, o, and x the verb should get suffix es but if the verb is not ending by s, ss, ch, x, and o the verb has to get suffix s.³⁸

In other hand Kholifa said that “a verbal sentence is a sentence of the verb or activity”. Because without a verb, a sentence will not be perfect. Conferring to the relationship with the object, verb divided into two parts. They are transitive and intransitive verb. Transitive verb is a verb that need an object of sentence, then intransitive verb is a verb that does not need an object of sentence, they are contradiction each other.³⁹

From the explanation above it can conclude that a verbal sentence is a sentence that has a verb or action verb need or does not need the object of the sentence.

³⁷ Martina Napratilora and Yanti Siagian, “Tenses Understanding in Using the English Language,” *English Journal of Indragiri* 3, no. 1 (2019): p.25., ejournal.unisi.ac.id.

³⁸ Napratilora and Siagian, p.24-25.

³⁹ Kholifa Khoiruzzahwa, “An Error Analysis of Nominal and Verbal Sentence Mastery in Students’ Writing of Recount Text” (2020), p.16-17, e-repository.perpus.iainsalatiga.ac.id.

Examples:

I hope my parents live endlessly

Ruslan buys a beautiful car

b. Nominal Sentence

The nominal sentence is a sentence that usually uses to be and adjective after the subject, it signs the characteristic of the object. Martina and Seri said “nominal sentence means the sentence predicate is not a verb”.⁴⁰ It claims that the doer does not do an activity in the sentence. Characteristic of a nominal sentence is always using to be (am, is, and are).

According to Kholifa Nominal sentence is a sentence which the predicate is not verb sentences, sentences that do not show an activity or sentence that consists of subject and complement (noun or adverb or adjective).⁴¹ This type of sentence always use to be and adjective after the subject

⁴⁰ Napratilora and Siagian, “Tenses Understanding in Using the English Language,” p.26.

⁴¹ Khoiruzzahwa, “An Error Analysis of Nominal and Verbal Sentence Mastery in Students’ Writing of Recount Text,” p.14.

c. Sentence Elements

For a sentence to be considered complete, it must contain at least one noun or pronoun and one verb, and it must include a complete thought.⁴²

These are five other parts of speech that may be added in a sentence:

1) Subject

The subject of a sentence is the person, place, or thing that is doing the action. The subject usually appears before its verb and is made up of at least one noun, any grammatical element functioning as a noun, or a pronoun standing in place of a noun.⁴³ There are several other types of grammatical constructions that can be used as the subject of a sentence or clause, as well as instances in which the subject's position in relation to the verb changes. The subject in a sentence or clause is the person or thing doing, performing, or controlling the action of the verb. Every sentence requires a subject and a verb to be complete. Without a subject, we would have an action being done by no one or nothing—simply happening on its own, which cannot happen.

2) Objects

Objects are nouns or pronouns that complete the meaning of verbs or prepositions. The objects of verbs tell us who or what is receiving the action of the verb. They are technically a kind of complement (sometimes known as a verb complement); however, because they are often so important to the structure of the predicate, they

⁴² Childs, Acott-Smith, and Curtis, *Grammar : Part II Parts of the Sentence*, p.3-4.

⁴³ Peter Herring, *Complete English Grammar Rules* (London: Farlex International, 2016), p.837-838, libgen.is.

are usually described as a unique, separate part of it.⁴⁴ The object of a verb can either be a direct object, or it can be an indirect object. Here is the explanation according to Lesile Childs and friends:

a. Direct Object

Two words can make a complete sentence. One of those words must be a subject, (noun or pronoun), and the other must be a predicate (verb). Furthermore, the two words must express a complete thought. Any noun or pronoun that makes these thoughts complete by answering the question what? or whom? is called a direct object⁴⁵. Direct objects are always nouns and pronouns and are found only after the action verbs. Direct objects never answer the questions when, where, or how.

Examples:

Cindy caught the ball.

He mailed a letter

b. Indirect Objects

Indirect Objects are nouns/pronouns which complete the meaning of an action verb They answer the reader's questions about to whom?, for whom?, or of whom?. Only a few verbs allow direct and indirect objects: give, take, offer, tell, show, bring, make, send, or sell. Indirect objects always come between action verbs and direct

⁴⁴ Herring, p.854.

⁴⁵ Childs, Acott-Smith, and Curtis, *Grammar : Part II Parts of the Sentence*, p.14.

objects. Indirect objects are always found between the verb and the direct object.

Examples:

Our office sent the client a special delivery letter.

Our office sent a special delivery letter (to the client).

Have you charged them the right amount?

Have you charged the right amount (to them)?

3) Adverb

Adverb is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, or degree. For instance, gently, quiet, then, and there. According to Lesile Childs and friends adverb is the words that that tell when, where, why, how, how much or how many also included in the complement, regardless of where they are placed in the sentence⁴⁶. In the last three sentences, the words yesterday, Thursday, and last week are considered to be adverbs even though they look like nouns. The technical name for them is adverbial objectives.

Examples:

We answered their questions quickly.

Soon, winter will arrive.

We ordered pizza later.

⁴⁶ Childs, Acott-Smith, and Curtis, p.22.

Their cheques arrived yesterday

Thursday, Meagan has a dentist's appointment.

Luckily, they bought their concert tickets last week.

4) Complements

Complements are words or groups of words that are necessary to complete the meaning of another part of the sentence. Unlike modifiers, they do not add supplemental information they provide information that is necessary to achieve the intended meaning in the sentence⁴⁷. According to Maria Hayes a complement with certain verbs, such as be and seem, a complement takes the place of an object. A complement can be either an adjective or a noun phrase.⁴⁸ Complements provide further descriptive detail about the subject. In addition to objects, there are four other types of complements: object complements, adjective complements, adverbial complements, and subject complements.

Examples:

He became a doctor in 2005.

Andrew is a motor-mechanic.

He felt a bit silly when he realized what he'd done.

They became good friends despite the mistake.

⁴⁷ Herring, *Complete English Grammar Rules*, p.855.

⁴⁸ Hayes Maria, "Subject-Verb Agreement and Parts of Sentence," *English Education : English Journal for Teaching and Learning* 1 (2014): p.7.

B. Review of Related Finding

There are several that related findings in this research that has related, as follows;

First is the research from Halimah Rangkuti in 2014. She tried to find Correlation between verb, sentence, and paragraph writing of the second years students at MAN 3 Mandailing Natal, and She found that correlation between verb, sentence, and paragraph in writing second year students at MAN 3 Mandailing Natal that there is a significant correlation between them. This is signed by correlation or observation value = 0,720 is higher than “r” scale value whether in significant 1% or 5%.⁴⁹

Second is the research from Ela Novita Sari in 2012. She tried to find Correlation between prepositions mastery and ability in writing recount text of the first year students at state junior high school 1 XIII Koto Kampar Kampar Regency, and She found that correlation between prepositions mastery and ability in writing recount text of the first year students at state junior high school 1 XIII Koto Kampar Kampar Regency that there is a significant correlation between them. This is signed by correlation or observation value = 0,854 is higher than “r” scale value wether in significant 1% or 5%.⁵⁰

Third is the research from Risdayanti Hasibuan in 2020. She tried to find Correlation between subordinating conjunction and writing noun clause

⁴⁹ Halimah Rangkuti, “The Correlation Between Verb, Sentence, And Paragraph in Writing Second Year Students at MAN 3 Mandailing Natal” (Padangsidimpuan : 2012)

⁵⁰ Ela Novita Sari, “The Correlation Between Adverb Mastery And Ability in Writing Recount Text of the First Year Students at State Junior High School 1 XIII Koto Kampar,” *The Accusative With Infinitive and Some Kindred Constructions in English*, 2019, <https://doi.org/10.7312/zeit93048-003>.

mastery at the fourth semester students of English Department IAIN Padangsidimpuan. The calculating of product moment by getting correlation coefficient $r_{xy} = 0.939$. The significant correlation level was done by looking table (r_t) on significant level 5% was 0,456. The hypothesis (H_a) in this research was accepted namely $r_{count} > r_{table}$ ($0.939 > 0.456$). It meant there was a significant correlation between subordinating conjunction and writing noun clause mastery.

Based on the researches have been done by others above, to be compared with this research entitled The Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI Grade Students of SMA N 1 Siabu Mandailing Natal with the result there was a positive correlation between sentences mastery and writing paragraph mastery.

C. Framework of Thinking

Sentence is naturally adopted from Latin that is *sententia*. In English sentence is a group of words that has a topic starts with capital letter and ends with punctuation which is full stop (.). Sentence must be a complete thought, which is involved a subject and predicate, if it is not, it calls a phrase.

Writing paragraph is an activity that putting sentence by sentence become a paragraph in a row. The characteristic of a good paragraph can be seen how the paragraph is built by the composition. The composition to make a good paragraph must be consisted of topic sentence, supporting sentence, and concluding sentence. Indeed, if the composition does really exist, it can say a good paragraph.

In writing paragraph sentence takes a very important role. As the builder of paragraph itself sentence will not be far from paragraph. One thing that always matter is if the sentences never be existed so the paragraph never be existed also. Sentence and paragraph have a very close relation, that is why sentence has a very important role in writing paragraph.

Based on the explanation above assume that there is the positive correlation between sentences mastery and writing paragraph mastery.

D. Hypothesis

Hypothesis is the temporary result of the research. It is needed to show the researcher's thought and expectation about outcomes of the research related to this problem. The hypothesis of this research are:

1. There is no the Positive Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI Grade of SMA N 1 Siabu (H_a). $\mu_1 > \mu_2$
2. There is the Positive Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI Grade of SMA N 1 Siabu (H_0). $\mu_1 = \mu_2$

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

The location of this research was in SMA N 1 Siabu. It took place at Aek Milas street, number 1, sub-district of Siabu, regency of Mandailing Natal. It is opposite of the Police Office of Siabu sub-district. This research had been started from the 6th of October 2021 until the 7th of October 2021.

B. Research Method

The kind of this research was quantitative research where the method was descriptive method. The type of research in this study was correlational research. Muhammad Fitrah and Luthfiyah said “Correlation research is a study that involves act of data gathering to determine whether there is a relationship and relationship level between two or more variables. This research has no control or manipulation of variables.⁵¹ It can be said that the correlation research is to find out the correlation between two or more variables and to what degree of the correlation exist between them by statistical analysis.

Descriptive method describes and interprets things, such as the condition or relationship. “Descriptive method is a form of research to describe the phenomena that happened like natural phenomena or fictive

⁵¹ Muh Fitrah dan Luthfiyah, *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas Dan Studi Kasus* (Jawa Barat: Jejak Publisher, 2017), p.36.

phenomena.⁵² Descriptive research is used to describe the correlation or the relationship between two or more variables naturally and has no control or manipulation.

C. Population and Sample

1. Population

Population is defined as an area of generalization consisting of objects or subjects that are determined by the researcher for study and then take the conclusion.⁵³ The population of this research was the students of SMA N 1 Siabu at the XI grade. This research just took department of IPS as the population which is consisted of 3 classes but only two classes were taken. The population number is shown in the table below.

Table 1.
The Population of the XI Grade
Students of SMA N 1 Siabu.

No.	Class	Total
1.	XI IPS 2	24
2.	XI IPS 3	27
Total		41

2. Sample

Sample is the subject/object that research observed. "Sample is the part of population".⁵⁴ It means sample is a small group that is observed. It was selected from a larger group which consisted of the individuals, items or events and referred to as a population. In this

⁵²Sanapiah Faisal and Mulyadi Guntur, *Metode Penelitian Dan Pendidikan* (Surabaya: Usaha Nasional, 1982), p.119.

⁵³Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), p.80.

⁵⁴Sugiyono, 80.

research, sample was taken by using random sampling techniques. It means, all the population of the subject had a chance to be chosen as a sample. This research used the way to take sample by using lottery. Where the name all of the students were written on a piece of paper. Then, the papers put into the small box and shaken then taken out as much as needed.

The formula for calculating the sample size of a known population was Slovin's formula.

$$n = \frac{N}{1+N.e^2}$$

n = the total of sample

N = the total of population

e = the percentage of leeway in the accuracy of sampling errors that can still be tolerated.

e = 0,1 (10%) for a large population.

e = 0.2 (20%) for a small population.⁵⁵

So, this research used the formula above to determine the sample size, with the limit of error tolerance 20% as follows;

$$N = 41$$

$$e = 20\% (0.2)$$

$$n = \dots ?$$

$$n = \frac{41}{1+41.0.2^2}$$

$$n = \frac{41}{1+1.64}$$

$$n = \frac{41}{2.64}$$

$$n = 15.53 \text{ rounded to } 15$$

⁵⁵Husein Umar, *Metode Riset Bisnis* (Jakarta: Gramedia Pustaka Utama, 2003), 141–142.

From explanation above, it can be said that all the number of the sample were 15 students. After the names were taken from the box so got the numbers from each class, they were 11 students from XI IPS 2 and 6 students from XI IPS 3.

Table 2
Number of the sample for each class

No.	Class	Total
1.	XI IPS 2	11
2.	XI IPS 3	4
Total		15

D. Definition of Operational Variables

1. Sentence

Sentence is a group of words consisted of subject and predicate, starts with capital letter and ends with punctuation which is full stop (.). This research did not discuss all of the kinds of sentence, it only discussed by its pattern, they were verbal sentence and nominal sentence.

2. Writing Paragraph

Writing paragraph is an activity that putting sentence by sentences become a paragraph in a row which consisted of topic sentence, supporting sentences, and concluding sentence. The characteristic of a good paragraph can be seen how the paragraph is built by the composition. So, this research focused on developing of components of paragraph above. To make it simple, this research applied a descriptive paragraph as the main object.

E. Instrument of the Research

Instrument is very important to support every research. Instrument of the research is a technique or instrument used to collect the data. The data is made with procedures. The instrument of this research was test. The test was set into these two variables. It can be said that there was an essay test for sentences mastery and another essay test for writing paragraph mastery.

1. Test of Sentences

For the test of sentences this research used essay test. It was the most suitable test for sentences because students are given some random words that could make a good sentence. The students were asked to arrange those random words into a good sentence.

Table 3
The Indicators of Sentence

No.	Indicators of Test Sentence	Items	Score
1.	Simple Sentence	4	20
2.	Compound Sentence	7	35
3.	Complex Sentence	7	35
4.	Compound Complex Sentence	2	10
Total		20	100

2. Test of Writing Paragraph

In this part of test the students were brought to the next level. The students are ordered to put the sentences had been written into a paragraph. The kind of test was still the essay. The condition of test was the students were given some random sentences that could be a good paragraph. Then the students were asked to arrange

those random sentences into a good paragraph. As mentioned above, the students were just ordered to arrange a paragraph of descriptive text, not a descriptive text.

Table 4
The Indicators of Paragraph

No.	Indicators of Test Paragraph	Items	Score
1.	Topic Sentence	1	10
2.	Supporting Sentence	8	80
3.	Concluding Sentence	1	10
Total		10	100

F. Validity and Reliability Instrument

Validity and reliability are the important thing toward the research. In this research there were two instruments that could identified the validity and reliability, as follow;

1. Validity

Validity is the tool that use to measure the test. Sugiyono explain that “validity is an instrument that used to measure what will be measured”.⁵⁶ This research used test and has been validated by a teacher of senior high school. The kind of test was essay which consisted of 20 questions. To get the validity for each test it referred to list r in 5% significant level which was 0.396 and 1% significant level which was 0.449. So, the test was categorized valid if $r_{\text{count}} > r_{\text{table}}$.

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

⁵⁶Sugiyono, *Metode Penelitian Kuantitatif Da R & D*, 121.

Where:

- r_{pbi} : coefficient item validity
- M_p : mean score
- M_t : 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.⁵⁷

2. Reliability

An instrument of the research must be reliable. Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same condition. The formula of reliability test used Spearman Brown;

$$r_i = \frac{2rb}{1+rb}$$

Description;

r_i = internal reliability of all instrument

rb = correlation product moment between the first and second hemispheres.⁵⁸

G. Technique of Analysis Data

In correlation research, the most suitable analysis is by using the statistical process. It means that the data were collected and analysed by using a formulation. The purpose of a small sample is if the number of subjects is less than 30, whereas for a large sample, the number of subjects is more than 30.⁵⁹ The stages are as follow;

⁵⁷Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), 258.

⁵⁸Sugiyono, *Metode Penelitian Kuantitatif Da R & D*.

⁵⁹Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), 100.

1. Make helper table for calculating product moment correlation
2. Look for r_{count} by entering statistical number from the helper table with the formula;

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

Description;

r_{xy} = correlational coefficient

n = the total of sample participating in this research

$\sum xy$ = The total of x and y

$\sum x$ = The total of x

$\sum y$ = The total of y

$\sum x^2$ = total of x^2

$\sum y^2$ = total of y^2 .

3. Find the amount of contribution variable X and Y with the formula

$$KD = r^2 \times 100\%$$

Description;

KD = coefficient of determination

r = the correlation value obtained

4. Then, testing the truth of significant correlation, used the formula

t_{count} with the formula

$$T_{\text{count}} = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description;

t = the calculated t test value

r = correlation coefficient

r^2 = coefficient of determination

n = the total sample ⁶⁰

The result should be appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table;

⁶⁰Ahmad Nizar Rangkuti, 99.

Table 5
The table interpretation of XY

The Value	Degree
Between 0.00 – 0.19	Very low correlation
Between 0.20 – 0.399	Low correlation
Between 0.40 – 0.599	Significant correlation
Between 0.60 – 0.799	High correlation
Between 0.80 – 1.00	Very high correlation

(Source Anas Sudijono)

CHAPTER IV

THE RESULT OF THE RESEARCH

In this chapter, this research discussed about the result of the test, in order to evaluate the correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal. The data had been calculated by using descriptive method. Applying the quantitative analysis, this research used the formulation “r” Product Moment. Then the data have been described as follow:

A. The Description of Data

To facilitate understanding of the result of this study, the data were described by sequence of variables. Description of research result started from variable (X) was sentences mastery, and variable (Y) was writing paragraph mastery.

1. Writing Paragraph Mastery

The resume score of variable writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal had been gotten as table below:

Table 6
The Resume of Variable Y

No.	Statistics	Variable X
1.	Highest Score	80
2.	Lowest Score	40
3.	Range	40
4.	Interval	7
5.	Mean Score	62.80
6.	Median Score	60.9
7.	Mode	62.02
8.	Standard Deviation	75.81

Based on the table above, this research got that the highest score was 80, the lowest score was 40, the mean score was 62.80, the median score was 60.9, the mode score was 62.02. The data could be seen in the appendix IV (variable Y: writing paragraph mastery)

The calculation of mean score was 62.80 which means that the students' writing paragraph mastery was enough. To know the truth that has been done for getting the score of writing paragraph, the group of variable score was 6 and the interval was 7. Then, the computed of the frequency distribution of the score of students of group can be applied into table frequency distribution as follows:

Table 7
The Frequency Distribution of Writing Paragraph Mastery

No.	Class Interval	Central Point	Frequency	Percentage
1.	40 – 46	43	4	9.75%
2.	47 – 53	50	5	12.19%
3.	54 – 60	57	7	17.07%
4.	61 – 67	64	10	24.39%
5.	68 – 74	71	8	19.51%
6.	75 – 81	78	7	17.07%
Total			41	100%

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

Frequency

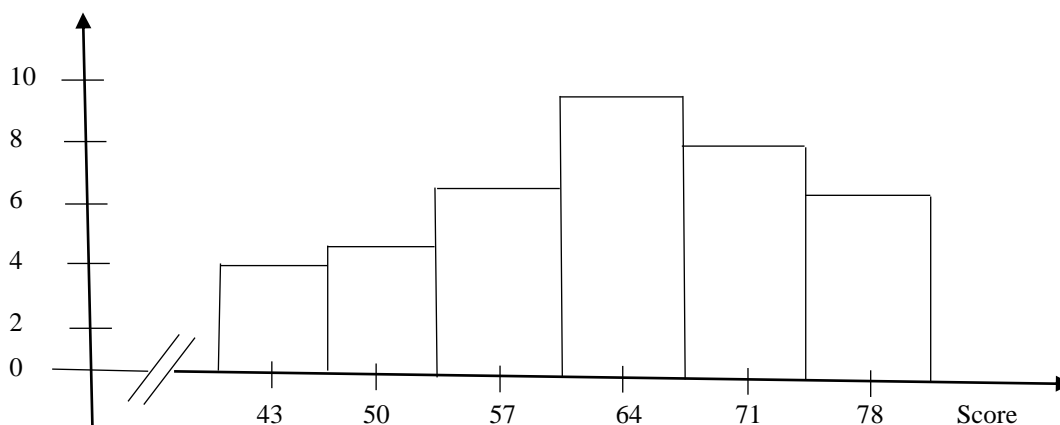


Figure I: The Histogram of Writing Paragraph Mastery

Based on the figure I, it can be seen that there were 4 students who got lowest score, that students who got score between 40 – 46 out of 100. For the next interval between 47- 53 out of 100, there were 5 students who got that score. The third interval, there were 7 students who got score between 54 – 60. The highest number of students who got score between 61 – 67 were 10 students. Next, there were 8 students who got score between 68 – 74. The last, there were 7 students who got the highest score from the intervals, the students got score between 75 – 81.

2. Sentences Mastery

This part showed the result of the research that has been done to the dependent variable that is sentences mastery. This

research presented 20 items of essay question. Each number of the question got 5 scores just cause the answer was correct.

After calculating the scores, it was found that the highest score was 80 and the lowest score was 45 see appendix III (Variable X sentences mastery). To complete this research, it was needed to calculate the mean score, that was 63.70 the median score was 59.5 and the mode was 63.12 which means that the score which represent the general value was achieved by the students.

Meanwhile, median was the score in the middle of 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 for the calculation was described in the table below.

Table 8
The Resume of Variable X

No.	Statistics	Variable X
1.	Highest Score	80
2.	Lowest Score	45
3.	Range	35
4.	Interval	7
5.	Mean Score	63.70
6.	Median Score	59.5
7.	Mode	63.12
8.	Standard Deviation	59.36

Table 5 presented the conclusion of the result from answer of the students. It showed that mean was 63.70 which means that the ability of students in sentences was enough. To know revelation of

data was done to the group of variable score of sentences which the total classes was 6 and the interval was 7.

Then, the computed of the frequency distribution of the score of the students of group can be applied into the table frequency distribution as below.

Table 9
The Frequency Distribution of Sentences Mastery

No.	Class Interval	Central Point	Frequency	Percentage
1.	45 – 51	48	6	14.63%
2.	52 – 58	55	8	19.51%
3.	59 – 65	62	9	21.95%
4.	66 – 72	69	8	19.51%
5.	73 – 79	76	6	14.63%
6.	80 – 86	83	4	9.75%
Total			41	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram below:

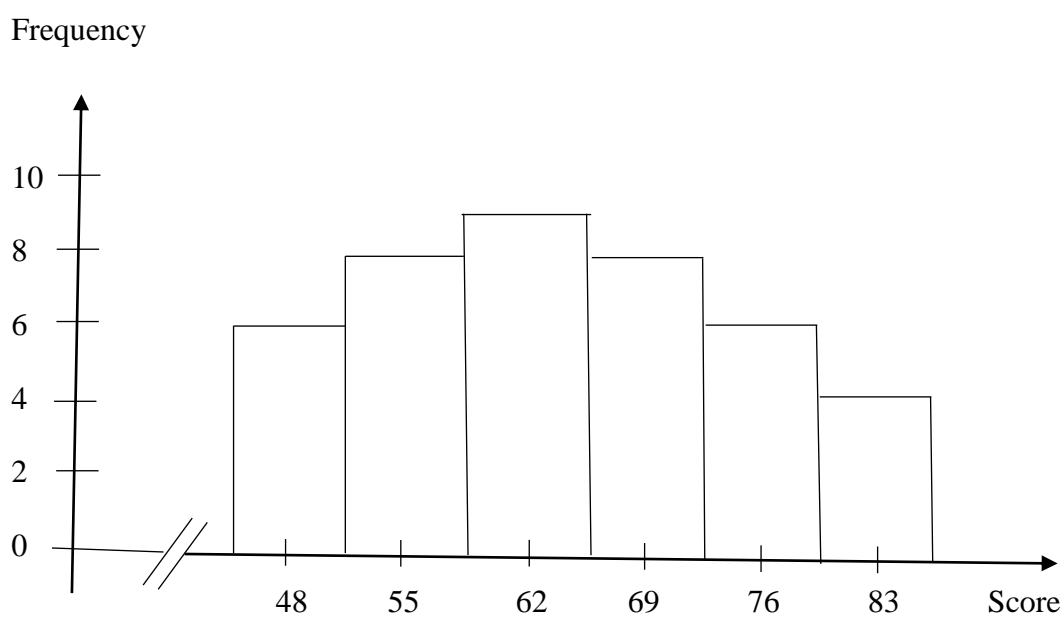


Figure II: The Histogram of Sentence Mastery

Based on the figure II, it can be seen that there were 6 students who got score between 45 – 51. This interval was the lowest interval of 6 intervals of this test. Next there were 8 students who got score between 52 – 58. For the highest number of students who got for the score was at the interval between 59 – 65 were 9 students. The interval between 66 – 72 there were 8 students who got the score at this interval. In the interval between 73 – 79 were 6 students got score for this interval. The last interval between 80 – 86 there were 4 students who got the score at this interval.

B. Testing of Hypotheses

1. Normality Test

After getting the resume score of variable X and Y, the data was analyzed manually by the method of Hartley to know the data whether normal or not. Normality test was as the requirement of test before going to the testing hypothesis.

Table 10
Normality and Homogeneity Data X dan Data Y

Class	Normality Test		Homogeneity Test	
Data X	t_{count}	t_{table}	f_{count}	f_{table}
Data Y	3.2055	3.96	1.0006 < 2.02	
	3.3626	3.96		

Based on the table above, the score of data X = 3.2055 < 3.96 with n = 41 and data Y = 3.3626 < 3.96 with n = 41 and real level α 0.05. It means that data X dan data Y were distributed normal. It can be seen in appendix V.

The coefficient of $F_{\text{count}} = 1.0006$ was compared with $F_{\text{table}} = 2.02$. Where f_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N - 1 = 41-1 = 40$ and denominator $dk n - 1 = 41-1 = 40$. So, by using the list of critical value of F distribution is got $F_{0.05} = 2.02$ it showed that $F_{\text{count}} 1.0006 < F_{\text{table}} 2.02$. It shows that both variable X and Y were homogeneous. The calculation can be seen on the appendix VI.

2. Hypothesis Testing

Hypothesis testing aims to determine the correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal by using the product moment formula. Before testing the hypotheses, first this research performed the calculation of the scores obtained by the respondents as below:

$$X = 2520$$

$$Y = 2460$$

$$X^2 = 155.000$$

$$Y^2 = 154.800$$

$$XY = 157.900$$

By using the values above, this research calculated the value of correlation between variable X and Y

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[n \cdot \sum x^2 - (\sum x)^2][n \cdot \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{41 \cdot 157900 - (2520)(2460)}{\sqrt{41 \cdot 155000 - (2520)^2 - 41 \cdot 154800 - (2460)^2}}$$

$$X_{ry} = \frac{6473900 - 6199200}{\sqrt{[6355000 - 6350400] [6346800 - 6051600]}}$$

$$X_{ry} = \frac{274700}{\sqrt{[5100] [295200]}}$$

$$X_{ry} = \frac{274700}{1505520000}$$

$$x_{ry} = 0.707$$

H_a : there is a positive correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal.

H_o : there is no positive correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal.

So, based on the calculation between variabel X and Y by r_{xy} , this research got 0.707. The calculating product moment by getting correlation coefficients $r_{xy} = 0.7$ was more than $r_{table} = 0.456$ On 5% and 1% = 0.575.

The result showed that there was a positive correlation between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal. It means that H_a is accepted and H_o is rejected. It had been written in the table of coefficient correlation interpretation.

Table 11
Categories Value Correlation Coefficient and Strength Correlation

No	Value of high r	Interpretation
1	0.90 – 1.00	Very good
2	0.70 – 0.90	Good
3	0.40 – 0.70	Enough
4	0.20 – 0.40	Low
5	0.00 – 0.20	Lowest

To look for the contribution of Variable X and Y as follows:

KP : the score of determine coefficient

r : the score of the coefficient correlation

KP : $r^2 \times 100\%$

: $(0.707)^2 \times 100\%$

: $0.499849 \times 100\%$

: 49.98%

Based on X variable (sentences mastery) and Y variable (writing paragraph mastery), the result of contribution was 0,707 belong to lowest very good or high category contribution variable has KP 49.98% and 51.02% influenced by others variable.

Testing the truth of significant correlation, this research used the formulate t_{count} :

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{1-r^2} \\
 &= \frac{0.70\sqrt{41-2}}{1-(0.70)^2} \\
 &= \frac{0.70\sqrt{39}}{1-0.49} \\
 &= \frac{0.70 \cdot 6.2449}{0.51}
 \end{aligned}$$

$$= \frac{4.37143}{0.51}$$

$$= 8.57$$

Based on the calculative above, $t_{\text{count}} > t_{\text{table}}$ namely $t_{\text{count}} : 8.57$ and t_{table} on significant 5% = 0.456 and significant 1% = 0.575. It means that there was significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was “accepted”.

C. Discussion

This research got that correlation between sentences mastery and writing paragraph mastery was in high position. There are some assumptions of why it could be. First, the lecturer explains the lesson well and make the students got the point of lessons. Second, some of students are diligent to develop the lesson by reading their textbook and review the last lesson at house. The last some of the students easy to understand the materials.

After did the research, the next step was discussed the result and compared this research with the result in research related finding. But previously, is important to say that there was no research that was exactly same as the title of this study, which is “The Correlation between Sentences Mastery and Writing Paragraph Mastery”. So, this research only can be compared with the other research by one of the variables of this research, such as:

The only one research can be compared is the research had been done by Halimah Rangkuti she concluded that the students of MAN 3 Mandailing Natal do not understand the sentence. The low difficulties are caused by environment factors such as, understanding the sentence, asking to their friends. The medium difficulties caused by motivation factor such as, practicing to speak and write. The high difficulties caused by knowledge factor such as vocabulary and determine the meaning⁶¹. It meant different with the value of this research.

So far exactly there is no research that the same title with this research. It was proved that this research about sentences mastery and writing paragraph was quite different with the other researches.

D. Limitation of the Resesarch

The limitation of this research as follows:

1. This research would not change anything about the students of a half year measuring report.
2. Not even one knows did the students answer the test of this research truly and seriously.
3. The students answer the test by individually not by group.
4. The test only takes two hours of the lesson.
5. The knowledge of students is still not enough, especially for sentences mastery and writing paragraph mastery.

⁶¹Rangkuti, Halimah, "The Correlation between verb, word, and sentence."

6. The English teacher just gave two of three classes IPS at this grade, because these two classes are higher than the rest of knowledge.
7. There was no student leave the answer sheet just with their identities, all the answer sheet were full of answers.
8. The English teacher also tried answering the test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After getting the result of research work, the research come to describe the data as follow:

1. The ability of sentences mastery at the XI grade students of SMA N 1 Siabu Madailing Natal was “good” getting mean score were 63.70.
2. The ability of writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal was “good” by getting mean score were 62.80.
3. Based on the result of calculating data, the hypothesis H_a was accepted whereas H_o was rejected. It was got from the value of the correlation product moment r_{xy} between sentences mastery and writing paragraph mastery at the XI grade students of SMA N 1 Siabu Mandailing Natal and categories value correlation coefficient and strength correlation that showed the correlation into high category. The calculating of product moment by getting correlation coefficient $r_{xy} = 0.707$. The positive correlation level was done by locking r_{table} (r_t) on positive level 5% was 0.456. The hypothesis (H_a) in this research was accepted namely $r_{count} > r_{table}$ ($0.707 > 0.456$). It meant there was a positive correlation between sentences mastery and writing paragraph mastery.

B. Suggestions

Here, the researcher give information as follows:

1. The Head of English department, as reference to motivate English lecturers teaching English better.
2. English teachers, this research may be a basic reference to teach the students, also an addition technique.
3. The Readers, this research is expected can be the finding to other researcher who wants to do a research as the same variable even sentences mastery or writing paragraph.

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CURRICULUM VITAE



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D. Addition

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Things to Love : Bus and Football

Appendix I

The Sore of Students Test of Sentences Mastery

No.	Initial of the Students	Score
1.	AS	60
2.	M	80
3.	EW	50
4.	PHDN	55
5.	AS	60
6.	SP	55
7.	AN	60
8.	HS	50
9.	AS	70
10.	A	60
11.	MY	45
12.	AA	60
13.	YA	55
14.	P	75
15.	EES	45
16.	IAP	65
17.	AMRL	80
18.	CS	75
19.	DRS	55
20.	JA	65
21.	S	50
22.	S	80
23.	AS	75
24.	FO	80
25.	A	45
26.	JPCZ	75
27.	CZ	65
28.	IK	75
29.	NAF	55
30.	MY	60
31.	AN	50
32.	SM	70
33.	AMH	60
34.	MH	80
35.	A	55
36.	MR	55
37.	MS	65
38.	ARAP	50
39.	AS	65
40.	NAR	70
41.	MK	50
Total		2.890

Appendix II

The Score of Students Test of Paragraph Mastery

No.	Initial of the Students	Score
1.	AS	60
2.	M	60
3.	EW	50
4.	PHDN	70
5.	AS	40
6.	SP	80
7.	AN	70
8.	HS	40
9.	AS	70
10.	A	60
11.	MY	50
12.	AA	70
13.	YA	80
14.	P	70
15.	EES	70
16.	IAP	60
17.	AMRL	40
18.	CS	50
19.	DRS	40
20.	JA	60
21.	S	50
22.	S	60
23.	AS	80
24.	FO	60
25.	A	70
26.	JPCZ	80
27.	CZ	50
28.	IK	80
29.	NAF	60
30.	MY	40
31.	AN	80
32.	SM	60
33.	AMH	50
34.	MH	40
35.	A	70
36.	MR	80
37.	MS	50
38.	ARAP	60
39.	AS	40
40.	NAR	50
41.	MK	60
Total		2.460

Appendix III

VARIABLE X (SENTENCES MASTERY)

1. Maximum and minimum were got by setting the variable score from the low score to the high score.

45	50	55	60
65	70	75	80

2. The highest score = 80
 3. The lowest score = 45
 4. Range

$$R = \text{the highest score} - \text{the lowest score}$$

$$= 80 - 45$$

$$= 35$$

5. Total of Classes (BK) = $1 + 3.3 \log (n)$
 = $1 + 3.3 \log (41)$
 = $1 + 3.3 (1.61)$
 = $1 + 5.32$
 = 6.32
 = 6

6. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{45}{6}$$

$$= 7.5 \text{ rounded to } 7$$

7. Mean

$$\bar{x} = \frac{\sum FiXi}{N}$$

No.	Class Interval	Fi	Xi	FiXi
1.	45 – 51	6	48	384
2.	52 – 58	8	55	330
3.	59 – 65	9	62	558
4.	66 – 72	8	69	552
5.	73 – 79	6	76	456
6.	80 – 86	4	83	332
i = 7		41		2.612

$$\text{Mean} = \bar{x} = \frac{\sum x}{N} \quad x = \frac{2.612}{41} = 63.70$$

8. Median

No.	Class Interval	F	X	Fx	F _{kb}	F _{ka}
1.	45 – 51	6	48	384	41=N	9
2.	52 – 58	8	55	330	33	14
3.	59 – 65	9	62	558	27	23
4.	66 – 72	8	69	552	18	31
5.	73 – 79	6	76	456	10	37

6.	80 – 86	4	83	332	4	41=N
	Total	41		2.612		

$$\begin{aligned}
 \text{Me} &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\
 &= 58.5 + 7 \left(\frac{\frac{1}{2}(41) - (9+8)}{(9+8)} \right) \\
 &= 58.5 + 7 \left(\frac{20.5 - 17}{17} \right) \\
 &= 58.5 + 7(0.20) \\
 &= 58.5 + 1.4 \\
 &= 59.5
 \end{aligned}$$

9. Modus

$$\begin{aligned}
 \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
 &= 58.5 + 7 \left(\frac{8}{8+4} \right) \\
 &= 58.5 + 7 \left(\frac{8}{12} \right) \\
 &= 58.5 + 7(0.66) \\
 &= 58.5 + 4.62 \\
 &= 63.12
 \end{aligned}$$

Appendix IV

**VARIABLE Y
(PARAGRAPH MASTERY)**

1. Maximum and minimum were got by setting the variable score from the low score to the high score.

40	50	60	70	80
----	----	----	----	----

2. The highest score = 80
 3. The lowest score = 40
 4. Range

$$R = \text{the highest score} - \text{the lowest score} \\ = 80 - 40 = 40$$

5. Total of Classes (BK) = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (41)$
 $= 1 + 3.3 (1.61)$
 $= 1 + 5.32$
 $= 6.32$
 $= 6$

6. Interval (i)

$$i = \frac{R}{\frac{BK}{40}} \\ = \frac{40}{6} \\ = 6.66 \text{ rounded to } 7$$

7. Mean

$$(\bar{x}) = \frac{\sum FiXi}{N}$$

No.	Class Interval	Fi	Xi	FiXi
1.	40 – 46	4	43	172
2.	47 – 53	5	50	250
3.	54 – 60	7	57	399
4.	61 – 67	10	64	640
5.	68 – 74	8	71	568
6.	75 – 81	7	78	546
i = 7		41		2.575

$$\text{Mean} = (\bar{x}) = \frac{\sum x}{N} \quad (\bar{x}) = \frac{2.575}{41} = 62.80$$

8. Median

No.	Class Interval	F	X	Fx	F _{kb}	F _{ka}
1.	40 – 46	4	172	384	41=N	4
2.	47 – 53	5	250	330	37	9
3.	54 – 60	7	399	558	32	16
4.	61 – 67	10	640	552	25	26
5.	68 – 74	8	568	456	15	34
6.	75 – 81	7	546	332	7	41=N
Total		41		2.575		

$$\begin{aligned}
\text{Me} &= b + p \left(\frac{\frac{1}{2}n - f}{f} \right) \\
&= 59.5 + 7 \left(\frac{\frac{1}{2}(41) - (7+10)}{(7+10)} \right) \\
&= 59.5 + 7 \left(\frac{20.5 - 17}{17} \right) \\
&= 59.5 + 7 (0.20) \\
&= 59.5 + 1.4 \\
&= 60.9
\end{aligned}$$

$$\begin{aligned}
9. \text{ Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\
&= 59.5 + 7 \left(\frac{4}{4+7} \right) \\
&= 59.5 + 7 \left(\frac{4}{11} \right) \\
&= 59.5 + 7 (0.36) \\
&= 59.5 + 2.52 \\
&= 62.02
\end{aligned}$$

Appendix V

NORMALITY TEST

THE RESULT OF NORMALITY DATA X

NO.	Class Interval	Fi	Xi	FiXi	Xi ²	FiXi ²
1.	45 – 51	6	48	384	2.304	16.272
2.	52 – 58	8	55	330	3.025	18.150
3.	59 – 65	9	62	558	3.844	34.596
4.	66 – 72	8	69	552	4.761	38.088
5.	73 – 79	6	76	456	5.776	34.656
6.	80 – 86	4	83	332	6.889	27.556
Total		41		2.612		169.318

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fixi^2}{n} - \left(\frac{fixi}{n}\right)^2} \\
 &= 7 \sqrt{\frac{169.318}{41} - \left(\frac{2.612}{41}\right)^2} \\
 &= 7 \sqrt{4.129,70 - 4.057,69} \\
 &= 7\sqrt{72,01} \\
 &= 7.8,48 \\
 &= 59,36
 \end{aligned}$$

Table of Normality Data With Chi Kuadrat Formula

Interval	Real Upper Limit	Z - Score	Limit of Large of the Area	Limit of Area	Fh	Fo	$\frac{(fo - fh)^2}{fh}$
45 – 51	48	-0,38	0,1517	0,0842	1,8524	6	0,7109
52 – 58	55	-0,21	0,0675	0,0476	1,0472	8	0,4924
59 – 65	62	0,04	0,0199	0,0865	1,9032	9	0,5034
66 – 72	69	0,12	0,1064	0,0815	1,7930	8	0,4125
73 – 79	76	0,3	0,1879	0,0928	1,9926	6	0,5604

80 – 86	83	0,47	0,1930	0,0765	1,5827	4	0,5259
						X^2_{count}	3,2055

$$\begin{aligned}
 dk &= i-3 \\
 &= 7-3 \\
 &= 4
 \end{aligned}$$

$$\begin{aligned}
 X^2_{\text{table}} &= (1-\alpha) (dk) \\
 &= (1 - 0,95) (4) \\
 &= 3,8
 \end{aligned}$$

Based on the table above this research got that $X^2_{\text{count}} = 3,2055$ while $X^2_{\text{table}} = 3,96$ ($\alpha = 0,01$) and $3,8$ ($0,05$). Because $X^2_{\text{count}} < X^2_{\text{table}}$ ($3,2055 < 3,96$) with degree of $dk = 7 - 3 = 3$ and significant level 5% ($0,05$) distribution of data X (Sentences Matery) is Normal.

THE RESULT OF NORMALITY DATA Y

NO.	Class Interval	Fi	Xi	FiXi	Xi^2	$FiXi^2$
1.	40 – 46	4	43	172	1.849	7.396
2.	47 – 53	5	50	250	2.500	12.500
3.	54 – 60	7	57	399	3.249	22.743
4.	61 – 67	10	64	640	4.096	40.960
5.	68 – 74	8	71	568	5.041	40.328
6.	75 – 81	7	78	546	6.084	42.588
Total		41		2.575		166.515

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fixi^2}{n} - \left(\frac{fixi}{n}\right)^2} \\
 &= 7 \sqrt{\frac{166.515}{41} - \left(\frac{2.575^2}{41}\right)} \\
 &= 7 \sqrt{4.061,34 - 3.943,84} \\
 &= 7 \sqrt{117,5} \\
 &= 7.10,83 \\
 &= 75,81
 \end{aligned}$$

Table of Normality Data With Chi Kuadrat Formula

Interval	Real Upper Limit	Z - Score	Limit of Large of the Area	Limit of Area	Fh	Fo	$\frac{(fo - fh)^2}{fh}$	
40 – 46	43	-0,39	0,1469	0,0592	1,1006	4	0,6986	
47 – 53	50	-0,2	0,1634	0,0637	1,0853	5	0,5769	
54 – 60	67	0,10	0,0442	0,0742	1,5752	7	0,4178	
61 – 67	64	0,06	0,1834	0,0752	1,7860	10	0,6284	
68 – 74	71	0,15	0,0862	0,0641	1,8996	8	0,4219	
75 – 81	78	0,23	0,0730	0,0784	1,6428	7	0,6826	
X^2_{count}								3,3626

$$\begin{aligned}
 dk &= i-3 \\
 &= 7-3 \\
 &= 4
 \end{aligned}$$

$$\begin{aligned}
 X^2_{table} &= (1-\alpha) (dk) \\
 &= (1 - 0,95) (4) \\
 &= 3,8
 \end{aligned}$$

Based on the table above this research got that $X^2_{count} = 3,3626$ while $X^2_{table} = 3,96$ ($\alpha = 0,01$) and $3,8$ ($0,05$). Because $X^2_{count} < X^2_{table}$ ($3,3626 < 3,96$) with degree of $dk = 7 - 3 = 4$ and significant level 5% ($0,05$) distribution of data X (Writing Paragraph Matery) is Normal.

Appendix VI

HOMOGENITY TEST

$$S = \sqrt{\frac{\sum x^2 - xi}{n(n-1)}}$$

Hypotheses:

$$H_0 : \alpha_1^2 = \alpha_2^2$$

$$H_1 : \alpha_1^2 \neq \alpha_2^2$$

A. Variant of Data X

No.	Xi	Xi ²
1.	60	3600
2.	80	6400
3.	50	2500
4.	45	2025
5.	60	3600
6.	55	3025
7.	45	2025
8.	50	2500
9.	70	4900
10.	60	3600
11.	45	2025
12.	60	3600
13.	55	3025
14.	75	5625
15.	45	2025
16.	65	4225
17.	80	6400
18.	75	5625
19.	55	3025
20.	65	4225
21.	50	2500
22.	80	6400
23.	75	5625
24.	80	6400
25.	45	2025
26.	75	5625
27.	65	4225
28.	75	5625
29.	55	3025
30.	60	3600
31.	50	2500
32.	70	4900
33.	60	3600
34.	80	6400
35.	55	3025

36.	55	3025
37.	65	4225
38.	50	2500
39.	65	4225
40.	70	4900
41.	50	2500
Total	2520	155000

$$n = 41$$

$$\sum x_i = 2520$$

$$\sum x_i^2 = 155000$$

So,

$$S = \sqrt{\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{41 \cdot 155000 - 2520^2}{41 \cdot (41-1)}}$$

$$S = \sqrt{\frac{6.352.480}{1640}}$$

$$S = \sqrt{3.873,46}$$

$$S = 62,23$$

B. Variant of Data Y

No.	Y _i	Y _i ²
1.	60	3600
2.	60	3600
3.	50	2500
4.	70	4900
5.	40	1600
6.	80	6400
7.	70	4900
8.	40	1600
9.	70	4900
10.	60	3600
11.	50	2500
12.	70	4900
13.	80	6400
14.	70	4900
15.	70	4900
16.	60	3600
17.	40	1600
18.	50	2500
19.	40	1600
20.	60	3600

21.	50	2500
22.	60	3600
23.	80	6400
24.	60	3600
25.	70	4900
26.	80	6400
27.	50	2500
28.	80	6400
29.	60	3600
30.	40	1600
31.	80	6400
32.	60	3600
33.	50	2500
34.	40	1600
35.	70	4900
36.	80	6400
37.	50	2500
38.	60	3600
39.	40	1600
40.	50	2500
41.	60	3600
Total	2460	154800

$$n = 41$$

$$y_i = 2460$$

$$\sum y_i^2 = 154800$$

So,

$$S = \sqrt{\frac{n \sum x^2 - \sum xi}{n(n-1)}}$$

$$S = \sqrt{\frac{41 \cdot 154800 - 2460^2}{41 \cdot (41-1)}}$$

$$S = \sqrt{\frac{6.344.340}{1640}}$$

$$S = \sqrt{3.868,5}$$

$$S = 62,19$$

The formula was used to test hypotheses was:

$$F_{\text{count}} = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$= \frac{62,23}{62,19}$$

$$= 1,0006$$

$$F_{\text{table}} = (F_{X_1} - 1) \quad (F_{X_2} - 1)$$

$$= (41 - 1) \quad = (41 - 1)$$

$$= 40 \qquad = 40$$

$$F_{\text{table}} = F_{\alpha} (F_{X_1}, F_{X_2})$$

$$= 0,05 (40,40)$$

$$= 2,02$$

After doing the calculation this research got that $F_{\text{count}} = 1,0006$ with α 5% (0,05) and $dk = 41$ from the distribution list F, This research got that $F_{\text{table}} = 2.02$. so because $F_{\text{count}} < F_{\text{table}}$ ($1,0006 < 2,02$) the variable X and Y are homogenous.

Appendix VII

THE RESULT OF VARIABLE X AND VARIABLE Y

No.	Initial of Students	Variable X	Variable Y
1.	AS	60	60
2.	M	80	60
3.	EW	50	50
4.	PHDN	45	70
5.	AS	60	40
6.	SP	55	80
7.	AN	45	70
8.	HS	50	40
9.	AS	70	70
10.	A	60	60
12.	MY	45	50
12.	AA	60	70
13.	YA	55	80
14.	P	75	70
15.	EES	45	70
16.	IAP	65	60
17.	AMRL	80	40
18.	CS	75	50
19.	DRS	55	40
20.	JA	65	60
21.	S	50	50
22.	S	80	60
23.	AS	75	80
24.	FO	80	60
25.	A	45	70
26.	JPCZ	75	80
27.	CZ	65	50
28.	IK	75	80
29.	NAF	55	60
30.	MY	60	40
31.	AN	50	80
32.	SM	70	60
33.	AMH	60	50
34.	MH	80	40
35.	A	55	70
36.	MR	55	80
37.	MS	65	50
38.	ARAP	50	60
39.	AS	65	40

40.	NAR	70	50
41.	MK	50	60
Total		2520	2460

Appendix VIII

TABLE
STATICAL ANALYSIS OF DATA

No.	Initial of Students	Variable X	Variable Y	X ²	Y ²	XY
1.	AS	60	60	3600	3600	3600
2.	M	80	60	6400	3600	4800
3.	EW	50	50	2500	2500	2500
4.	PHDN	45	70	2025	4900	3150
5.	AS	60	40	3600	1600	2400
6.	SP	55	80	3025	6400	4400
7.	AN	45	70	2025	4900	3150
8.	HS	50	40	2500	1600	2000
9.	AS	70	70	4900	4900	4900
10.	A	60	60	3600	3600	3600
12.	MY	45	50	2025	2500	2250
12.	AA	60	70	3600	4900	4200
13.	YA	55	80	3025	6400	4400
14.	P	75	70	5625	4900	5250
15.	EES	45	70	2025	4900	3150
16.	IAP	65	60	4225	3600	3900
17.	AMRL	80	40	6400	1600	3200
18.	CS	75	50	5625	2500	3750
19.	DRS	55	40	3025	1600	2200
20.	JA	65	60	4225	3600	3900
21.	S	50	50	2500	2500	2500
22.	S	80	60	6400	3600	4800
23.	AS	75	80	5625	6400	6000
24.	FO	80	60	6400	3600	4800
25.	A	45	70	2025	4900	3150
26.	JPCZ	75	80	5625	6400	6000
27.	CZ	65	50	4225	2500	3250
28.	IK	75	80	5625	6400	6000
29.	NAF	55	60	3025	3600	3300
30.	MY	60	40	3600	1600	2400
31.	AN	50	80	2500	6400	4000
32.	SM	70	60	4900	3600	4200
33.	AMH	60	50	3600	2500	3000
34.	MH	80	40	6400	1600	3200
35.	A	55	70	3025	4900	3850
36.	MR	55	80	3025	6400	4400
37.	MS	65	50	4225	2500	3250
38.	ARAP	50	60	2500	3600	3000
39.	AS	65	40	4225	1600	2600

40.	NAR	70	50	4900	2500	3500
41.	MK	50	60	2500	3600	3000
Total		2520	2460	155000	154800	157900

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of r_{xy} : 0,707

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[n \cdot \sum x^2 - (\sum x)^2][n \cdot \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{41 \cdot 157900 - (2520)(2460)}{\sqrt{41 \cdot 155000 - (2520)^2 - 41 \cdot 154800 - (2460)^2}}$$

$$r_{xy} = \frac{6473900 - 6199200}{\sqrt{[6355000 - 6350400][6346800 - 6051600]}}$$

$$r_{xy} = \frac{274700}{\sqrt{[5100][295200]}}$$

$$r_{xy} = \frac{274700}{1505520000}$$

$$r_{xy} = 0,707$$

Appendix IX

NILAI – NILAI DALAM DISTRIBUSI t

untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
untuk uji satu pihak (<i>one tail test</i>)						
Dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	0,03
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

Appendix X

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,375	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,250
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,503	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix XI

Instrument (Test) for Variable Sentences Mastery

Petunjuk :

1. Durasi tes ini adalah 1 jam pelajaran (45 menit)
2. Tes ini tidak akan mempengaruhi nilai siswa.

Perintah :

1. Dilarang mencoret lembar soal.
2. Tulis nama lengkap dan kelas di lembar jawaban yang sudah disediakan.
3. Kerjakan secara individual dan dilarang mencontek atau bertanya kepada teman.
4. Susunlah frasa-frasa acak di bawah ini menjadi sebuah kalimat yang baik dan benar.

1. Simple sentence

- a. Five times – I – a day – pray
- b. Of paper – is – the color – paper – white
- c. Moslem – in Indonesia – the most – is – religion
- d. Every Saturday – play – I – football – with – my friends

2. Compound Sentence

- a. Last month – I – went to Bali – today – and – go to Medan
- b. Is – very tired – doing sport – but – for health – good
- c. A new friend – meet – but – I never – my old friends – forget – I
- d. Buys me – my mother – and – I am – a new book – very happy
- e. Works – my father – for – very hard – our family
- f. Buy – after marry – am going to – I – a house and car
- g. Is not only – watching television – giving us – but also – information – entertainment

3. Complex Sentence

- a. Except examination – I like – about study – at my school – like everything
- b. I love – because of – pancake – the taste
- c. Be careful – riding – we must – motorbike – because – safety is important

- d. To everybody – although – his heart – Rama smiles – is hurt
- e. Going to school – even though – is – I keep – Sunday – today
- f. A week – every single day – unless monday – I like
- g. Gets – because – the high score – he studies hard – Mamad

4. Compound complex Sentence

- a. I do not deal – Husein says – with this – because – he can buy everything – with his money – I do not deal – but – he cannot buy happiness.
- b. She can do everything – the fact – but – Fitri thinks – turn back – she cannot – the time.

Validator,

Mahasiswa Peneliti

Nurasiah, S. Pd.
NIP. 19730929 200604 2 008

Irpan Syah Tanjung
NIM. 1620 300 103

Appendix XII

KUNCI JAWABAN VARIABEL SENTENCES MASTERY

1. Simple Sentence

- a. I pray five times a day.
- b. The color of paper is white.
- c. The most religion in Indonesia is Moslem.
- d. I play football with my friends every Saturday.

2. Compound Sentence

- a. I went to Bali last month and today I go to Medan.
- b. Doing sport is very tired but good for health.
- c. I meet a new friend but I never forget my old friends.
- d. My mother buys me a new book and I am very happy.
- e. My father works very hard for our family.
- f. I am going to buy a house and car after marry.
- g. Watching television is not only giving us information but also entertainment.

3. Complex Sentence

- a. I like everything about study at my school except examination.
- b. I love pancake because of the taste.
- c. We must be careful riding motorbike because safety is important.
- d. Rama smiles to everybody although his heart is hurt.
- e. I keep going to school even though today is Sunday.
- f. I like every single day a week unless Monday.
- g. Mamad gets the high score because he studies hard.

4. Compound Complex Sentence

- a. Husein says he can buy everything but I do not deal with this because he cannot buy happiness with his money.
- b. Fitri thinks she can do everything but the fact is she cannot turn back the time.

Validator,

Mahasiswa Peneliti

Nurasiah, S. Pd.
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Irpan Syah Tanjung
NIM. 1620 300 103

Appendix XIII

Instrument (Test) for Variable Paragraph Mastery

Petunjuk :

1. Durasi tes ini adalah 1 jam pelajaran (45 menit)
2. Tes ini tidak akan mempengaruhi nilai siswa.

Perintah :

1. Dilarang mencoret lembar soal.
2. Tulis nama lengkap dan kelas di lembar jawaban yang sudah disediakan.
3. Kerjakan secara individual dan dilarang mencontek atau bertanya kepada teman.
4. Susunlah kalimat-kalimat yang masih teracak di bawah ini menjadi sebuah paragraf yang baik dan benar.

1. These mammals can exceed 30 meters in length,
2. Is the largest animal to have lived on earth.
3. Its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head.
4. Whales are sea-livings mammals. The skin is smooth and shiny and beneath it lies a layer of fat (blubber).
5. It can be up to 30 meters in thickness and serves heat and body fluids.
6. However, the whales still alive underwater.
7. They usually have black, white and blue as their color on the body.
8. They therefore breathe air but cannot survive on land.
9. Some species are very large indeed and the blue whale.
10. Superficially, the whale looks rather like a fish, but there are important differences in its external structure.

Validator,

Mahasiswa Peneliti

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Appendix XIV**KUNCI JAWABAN VARIABEL PARAGRAPH MASTERY**

Whales are sea-livings mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale. These mammals can exceed 30 meters in length, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure. Its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. They usually have black, white and blue as their color on the body. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). It can be up to 30 meters in thickness and serves heat and body fluids. However, the whales still alive underwater.

Validator,**Mahasiswa Peneliti**

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19 September 2019

Nomor : 146/In.14/E.6a/PP.00.9/09/2019
 Lamp : -
 Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Fitri Rayani Siregar, M. Hum. (Pembimbing II)

di –Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Irpan Syah Tanjung
 NIM : 16 203 00103
 Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
 Judul Skripsi : The Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI Grade Students of SMA N 1 Siabu Mandailing Natal


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

Ketua Program Studi Tadris Bahasa Inggris


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27 September 2021

Yth. Kepala SMA N 1 Siabu Mandailing Natal
 Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Irpan Syah Tanjung
 NIM : 1620300103
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI Grade Students of SMA N 1 Siabu Mandailing Natal".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.





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Benar telah melaksanakan penelitian di SMA Negeri 1 Siabu dengan nomor surat : B- / 518 /
ln.14 / E. 1 / TL.00 / 09 / 2021, dengan judul Skripsi :

***"The Correlation Between Sentences Mastery and Writing Paragraph Mastery at the XI
Grade Students of SMA N 1 Saibu Mandallinh Natal".***

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan
sebagaimana mestinya.

Siabu, 07 Oktober 2021.
Kepala SMA Negeri 1 Siabu

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