

**THE INFLUENCE OF THE STUDENTS' ABILITY IN
IDENTIFYING ENGLISH SENTENCES TOWARDS THEIR
WRITING ACHIEVEMENT AT THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1 JULOK**

THESIS

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The Writer

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ABSTRACT

Writing is one of skills in learning English in which it is categorized into productive skills. The reason of writing is an activity to arrange or build sentences into a bigger form, such as paragraph and text. Moreover, writing is process to produce information or knowledge through text. Therefore, writing is an important matter in learning English and often measured as the success of learning English. Learning English in senior high school has oriented to the text and context. Even though English has been familiar for Indonesian students, but not every student can write well. For example at SMA Negeri 1 Julok, when the writer knew the students writing achievement is poor from the English teacher there. The writer believed that interest to do a research at the eleventh grade students about the influence of the students' ability in identifying English sentences towards their writing achievement. The writer used test to collecting the data and used product moment formula to analyzing the data and to know the significant correlation between the students' ability in identifying English sentences and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok. In this research consists of two variables, they are students' ability in identifying English sentences as a dependent variable and their writing achievement as an independent variable. The population of the research are all of the students at the eleventh grade students of SMA Negeri 1 Julok and the writer chose random sampling as a sample from the seven classes and got 30 students as a sample. Kind of the research is quantitative research and the writer used the non experimental research. The writer was done a research on 22th until 27th August 2016. After conducted the data and did the first test, the writer got mean 16.33 and 18.02 for the second test. Before did a research, the writer got the result of validity of the instrument $t_{hitung} > t_{tabel}$ that is $9.040 > 1.701$, it means that the instrument is valid. And also the result of reliability of the instrument $r_{11} > r_{table}$ that is $0.0464 > 0.374$, it means that the test is reliable. After the writer got the instrument was valid and reliable. The writer did a research by given Aladdin and His Magic Lamp to identifying English sentences in writing text. The writer got the result of test some of the students who are able in identifying English sentences, they would be able in writing and got high score but if the students are not able to identifying English sentences, they would not be able to write well. Based on the result of test, The writer concluded that most of them are not able to identifying English sentences in writing and the writer was calculated of correlation between two variables and got the result $0,60 < r_{hitung}$ that is $0,60 < 0.72$. Therefore, the writer concluded that H_a was accepted and H_o was rejected. Furthermore, there is a significant correlation between the students' ability in identifying English sentences and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok.

Key Words: Influence, Students' Ability, Identifying English sentences, Writing Achievement

TABLE OF CONTENTS

Acknowledgment	i
Abstract	iii
Table of Contents	v
List of Table	vii
List of Appendix	viii

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Research Question	3
C. Purpose of the Study	3
D. Significance of the Study	3
E. Hypothesis	4
F. Terminology	4

CHAPTER II LITERATURE REVIEW

A. The Nature of Writing	7
A. 1 Micro and macro skills for writing	9
A. 2 Type of Classroom Writing Performance	10
A. 3 Characteristic of Written Language	11
A. 4 The Components of Writing	13
A. 5 Common Mistakes in Writing	14
B. Sentences	16
B. 1 Type of English Sentences	18
a. Simple Sentence.....	18
b. Compound Sentence	19
c. Complex Sentences.....	19
d. Compound Complex Sentence.....	20
B. 2 Identifying Sentence Errors	21
B. 3 Choosing the Better Sentence	21
B. 4 Editing & Revising Paragraphs.....	22

CHAPTER III RESEARCH METHODOLOGY

A. Location and Time of the Research	23
1. Location of the Research.....	23
2. Time of the Research	23
B. Population and Sample	23
1. Population	23
2. Sample	24
C. Method and Variables of the Research.....	24
1. Method of the Research	24
2. Variable of the Research.....	24
D. Steps of the Study	25
E. Technique of Collecting Data	26
F. Technique of Data Analysis	26
G. Assessing of Writing Test28

CHAPTER IV FINDING AND DISCUSSION

A. Finding of the Research.....	33
1. The Result of Validity Instrument.....	33
2. The Result of Classification Paragraph of The Instrument	35
3. The Result of Students' Ability in Identifying English Sentences	38
4. The Result of Students Writing Achievement ... 39	
B. Discussion	41

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion.....	43
B. Suggestion.....	43

LIST OF TABLE

1. Table 3.1 Index of Correlation (r) and Criteria of Validity Analysis	27
2. Table 3.2 Criteria of Reliability Analysis	28
3. Table 3.3 The Scoring Guidance	29
4. Table 3.4 The Measurement of The Students' Writing Achievement	32
5. Table 4.1 The Result of Validity Instrument	33
6. Table.4.2 The Result of Classification Paragraph Of The Instrument	35
7. Table 4.3 The Result of Students' in Identifying English Sentences	38
8. Table 4.4 The result of the students writing achievement	39

LIST OF APPENDIX

1. Surat Keterangan Bimbingan Skripsi
2. Surat Keterangan Penelitian
3. Surat Keterangan Telah Mengadakan Penelitian
4. Bibliography
5. Names of Respondents
6. Writing Instrument
7. Biography

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which is taught in almost every country including Indonesia. It is taught from elementary school until university level. People realize that teaching and learning English become very important and need much concern. In learning English, there are four skills (listening, speaking, reading and writing).¹

Writing is one of four basic skills. It is very important in teaching and learning English, writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Braine and Claire May, writing clear sentences require you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.² Based on the argument, the writer concludes that identifying English sentences include grammar.

Writing is one of skills in learning English in which it is categorized into productive skills. The reason of writing is an activity to arrange or build sentences into a bigger form, such as paragraph and text. Moreover, writing is process to produce information or knowledge through text. Therefore, writing is an important matter in learning English and often measured as the success of learning English.

Learning English at Senior High School level has been targeted to the text and the context. The purpose of the teaching writing is expected to enable the

¹ Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa I*, (Bandung: Angkasa, 1996, p. 257.

² Braine, George and May, Claire. *Writing from Sources*, London: Myfield Company.1992. p.22

students to express their ideas, thought and experience in good sentences. Thus, the students are able to identify several sentences. It is considered to be most difficult of the language. It needs enough knowledge not only in structure, grammar and vocabulary but also ideas, thought and information. It means by mastering the knowledge, there is possibility that the students will be able to reach the goal of this language skill.

In addition, the students who want to be a good writer should do some aspects, they should make appropriate sentence, it means that a sentence to another sentences has connectivity and all sentences should focus on the topic that is discussed in the text or any written language. Besides, the students must be able to identify several sentences.

In general, the students' achievement at the eleventh grade of SMA N 1 Julok in writing is poor. Most of them are not able to write well. They get many problems. It can be seen by the mistakes. So, they cannot identify English sentences well. It is because of lacking of mastering sentences. The writer received some information about the students who are not able to write well and identify several sentences from the English teacher who taught them.

Based on the above explanation, the writer would like to do the research about **“The Influence of the Students’ Ability in Identifying English Sentences Towards their Writing Achievement at the Eleventh Grade Students of SMA Negeri 1 Julok”**

B. Research Question

Based on the background of the problem above, the writer formulated the problem in this research as follows:

Is there any significant correlation between the students' ability in identifying English sentences and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok?

C. Purpose of the Study

From the formulation of the problem above, the purpose of this research is to investigate the significant correlation between the students' ability in identifying English sentence and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok.

D. Significance of the Study

1. For the English teacher

This study is expected to provide significant information for the teacher about the relation between the students' ability in identifying English sentence and their writing achievement.

2. For the students

This study is expected to provide significant information for the students about their ability in identifying English sentence and their writing achievement.

3. For the writer

This study is expected to provide significant information for the writer is carrying out an investigation on identifying English sentences towards

their writing achievement at the eleventh grade students of SMA Negeri 1 Julok.

4. For the other researchers

The research can give additional information for the other researchers who want to investigate the similar issue.

E. Hypothesis

The writer has some hypothesis based on the research, they are:

Ho : There is no significant correlation between the students' ability in identifying English sentences and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok

Ha : There is significant correlation between the students' ability in identifying English sentences and their writing achievement at the eleventh grade students of SMA Negeri 1 Julok

F. Terminology

To avoid misunderstanding about this research, the writer explains some terminologies as follow:

1. Influence

The capacity to have an effect on the character, development, or behavior of someone or something or the effect itself.³ The writer defines that influence in this research is an impact from the students' ability in identifying English sentences towards their writing achievement.

³ [http://www.definition of influence\(online\)accessed](http://www.definitionofinfluence(online)accessed) on 3 August 2016

2. Ability

Ability comes from word “able”, it is suffix used to form nouns of quality from corresponding to adjective in able. Furthermore, Allyn and Bacon presented that Ability is “Potential or power to do something physical or mental or special nature power to do something well”.⁴ Therefore, the writer exposes that ability is power skill require to identify English sentence in writing.

3. Identifying English sentence

The word “identifying” comes from word “identify” and followed by “ing”. Identifying that means showing or proving who or what somebody or something is⁵. The writer gives definition for “identifying” is an activity of the student of learning situation where they are able to show the differences between simple, compound and complex sentence.

Sentence is a group of words that express a statement, question, etc. Sentence consists of four types, such as; simple sentence, compound sentence, complex sentence and compound-complex sentence.

The writer defines that identifying English sentences as follow:

1. It is as a simple sentence, such as: Joe waited for the train
2. It is as a compound sentence, such as: Joe waited for the train, but the train was late.
3. It is a complex sentence, such as: While he waited at the train station, Joe realized that the train was late.⁶

⁴ Allyn and Bacon, *Psychology The Science of Behavior*,(London: Longman,1964),p.2

⁵ Ibid. P.212

⁶ <http://www2.ivcc.edu/rambo/eng1001/sentences.htm> accessed on 24 July 2016

4. It is a compound complex sentence, such as: My brother and I went to the mall last night, while my sister stayed home and studied because she has a test coming up.

4. Achievement

Achievement is a something that has been done or achieved through effort and a result of hard work.⁷ The writer defines that achievement as test, report and performance of the students.

⁷ <http://www.merriam-webster.com> accessed on 24 July 2016