THE EFFECT OF USING QUANTUM TEACHING IN IMPROVING THE STUDENTS' SPEAKING SKILLS TO THE ELEVENTH GRADE STUDENTS OF SMANEGERI 6 PADANGSIDIMPUAN IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini diadakan oleh penulis untuk mengetahui apakah adakah efek yang berarti dari penerapan pengajaran kuantum terhadap peningkatan kemampuan berbicara siswa pada siswa kelas sebelas di SMA Negeri 6 Padangsidimpuan Tahun Aajaran 2015-2016 atau tidak. Jumlah sampel adalah 76 orang siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuisioner untuk variabel X dan test, yaitu test lisan dan tulisan untuk variabel Y. Setelah pengumpulan data yang dibutuhkan, langkah selanjutnya yang dilakukan oleh penulis adalah mengidentifikasi seberapa besar peningkatan nilai kemampuan berbicara siswa sebelum dan sesudah penerapan pengajaran kuantum. Langkah terakhir adalah pengujian hipotesa dengan menggunakan analisa statistik yang dalam hal ini menggunakan Korelasi Produk Moment Pearson (r_{xy}). Hasil data menunjukkan bahwa nilai tengah dari kemampuan berbicara siswa sebelum mereka diajar dengan menggunakan pembelajaran kuantum berada dalam kategori rendah (66.57). setelah menerapkan metode pengajaran kuantum, kemampuan berbicara siswa meningkat menjadi kategori mampu. Hal tersebut dapat dilihat dari nilai tengah siswa, yaitu 74.73 dan 80.46. Total peningkatan kemampuan berbicara siswa hingga siklus terakhir adalah 20.86%, itu berarti bahwa pengajaran kuantum adalah metode yang baik untuk diterapkan untuk meningkatkan kemampuan berbicara siswa. Melalui analisa dari data yang dikumpulkan, telah ditemukan bahwa nilai korelasi atau pengaruh antara kedua variabel adalah 0.77. Itu artinya bahwa ada efek yang berarti antara penerapan metode pengajaran kuantum terhadap peningkatan kemampuan berbicara siswa pada siswa kelas sebelas di SMA Negeri 6 Padangsidimpuan Tahun Aajaran 2015-2016. Dan hipotesa dari penelitian ini diterima.

Kata Kunci : pengajaran quantum, kemampuan berbicara

ABSTRACT

This research is conducted by the writer in order to know whether there is a significant effect of using quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year or not. In this research the writer applies the sample of research. The number of sample is 76 students. The method of this research is Classroom Action Research (CAR) an as the instrument for collecting data, the writer uses the questionnaires for variable X and the test, both oral and written test for variable Y. After collecting the needed data, the next step which is done by the writer is identifies the improvement of the students' speaking skills' score before and after using the quantum teaching. The final step is testing the hypothesis by using the statistical analysis in this case the Pearson's Product Moment Correlation Coefficient (r_{xy}). The result of the data shows that the mean score of the students'

speaking skill before they are taught by using quantum teaching is in low category (66.57). After using the quantum teaching, the students' speaking skills has been improved upto capable category. It can be seen from the students mean score, they are 74.73 and 80.46. The total improvement of the students' speaking skills in the end of the cycle is 20.86%, it means that the quantum teaching is good to be applied in improving the students' speaking skills. Through the analysis of the collected data, it has been got that the value of correlation or effect is 0.77. It means that there is a significant effect of using quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year. And the hypothesis of this research is accepted.

Keywords : quantum teaching, speaking skills

I. INTRODUCTION

Speaking is one of the language skills which really important to be mastered by the students in order to tell their ideas. However, it is still found that the students' skills are still low in it. The low motivation of students to speak, it can be seen from the lack of student participation in the following speak in English. It is influenced by a complex issue that might be considered trivial, but has resulted in a stagnation of student learning which is evident among other terms that are less comfortable learning environment for students. They found no comfort in terms of both the arrangement of the place, learning, and teaching methods of teachers in the learning process.

In managing learning in the classroom, the English teachers must apply the real pedagogical, professional, and social personality to the fullest. There should be improvements in the system of teaching has been more dominant lead in conventional models to models more learning can make students learn more quickly with a comfortable, enjoyable and meaningful.

From some of the problems encountered in senior high school (eleventh grade), the researchers found: to foster student interest in order to improve learning English outcomes in eleventh in improving their speaking skills, it is necessary to apply a more effective learning model.

In this study the implementation of the Quantum Learning and Quantum Teaching for the Master and the application of Quantum Teaching for the students. That is, teachers are expected to be the teacher and students become Quantum Learner.

Based on the above explanations the researcher is interested to find out about how far the correlation between the application of quantum teaching and speaking, in this case the researcher focuses on the way of teaching method and the improvement of the students' speaking skill and makes the topic as her research as follow: "The Effect of Using Quantum Teaching in Improving The Students' Speaking Skill to the Eleventh Grade Students of SMA Negeri 6 Padangsidimpuan in 2015-2016 Academic Year".

Beside the above backgrounds, the researcher has chosen the topic it is based on the following considerations:

1. Quantum Teaching is one of teaching method that can be applied for helping the students to improve their four language skills especially speaking because the students express their ideas live by this way.
2. It is easy for the researcher to get the needed data, because it is appropriate to her educational background.
3. The researcher thinks that this research is useful, both for the researcher and the people for improving the knowledge about quantum teaching and speaking skills.
4. As far as the researcher knows that the topic has never been researched by other researchers before. So that it is still a new topic in the English educational research.

The researcher formulates the problem of her research as follows:

"How far is the effect of using quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year?".

The main purpose of conducting this research is in order to find out how far the effect of using quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year is.

And beside the above main purpose, the researcher conducts this research based on the following purposes:

1. In order to know about how far the using of quantum teaching is.
2. In order to know about how far the students' speaking skills is.

II. THE REVIEW OF LITERATURE

The Quantum Teaching

According to Henry (2009): "Quantum inspired words of the famous formula in the world of quantum physics, namely: "the mass multiplied by the speed of light squared is equals energy or $E = mc2$". This formula defines Quantum as interactions that transform mass into energy. Interaction is meant is the ability to change students' natural talents into energy that will benefit themselves and others.

As Suryono (2010) states: "Quantum Tearning is an herb or assemblies of various theories or views of cognitive psychology and neurology programming/neurolinguistic who much earlier had there".

In quantum teaching, there are some basic things that become important guidelines, namely:

1. The teachers formulate a plan learning experiences that opened carefully, the potential outcome or have a certain set of results.
2. Teacher should familiarize provide stimulation and motivation introduction to the experience.
3. Teacher should prepare a gladden environment and comfortable situation of studying. The using of the appropriate music is really recommended.
4. Teacher conveys and delivers the students to reach the goals through the varoious ways of learning, such as: playing games, situation changing, body movement enganging, hands-on, physiology, active participation.
5. Students can work individually or work in small groups, the whole group in the learning experience.
6. The students are placed in real situations, that student is able to solve the problems and not in replacement situations.
7. Students actively participate in the experience available, make your own decisions then accept the consequences based on the decision.
8. Overall presenting class experience has been poured into the post in connection with these subjects to broaden students' learning experience and understanding in carrying out various such experiences.

In addition there are many more

The Students' SpeakingSkills

According to Mario Pei (1974): "Skill is a present state of being able to make certain responds perform certain tastes, we say that a person has an ability to do something, we mean that he can do right now. Skill is the state or condition of being able; aptitude; competence; capability; power to do something, whether physical, mental, legal, etc."

According to Curriculum Based on Competence (2004): "Speaking is one of the four basic competences that the students should gain well." It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them

well. The problems are afraid for students to make mistakes.

The Frame of Mind

Method of teaching is one of the most important factor that always has it is own part in developing the language skills, especially in speaking skill. It means that basically, the appropriate implementation method in this case quantum teaching will support the students to increase their skills through combines context and content to achieve success in learning. So that it can be concluded that quantum teaching is a good method to be applied in improving the students' speaking skills.

III. THE METHOD OF RESEARCH

From the topic of this research, it has been known this research is conducted in SMA Negeri 6 Padangsidimpuan. And this research is carried out in 2015-2016 academic year.

In order to find out whether there is a significant effect of using quantum learning in improving the students' speaking skills, so that the researcher chooses some instruments that used in order to complete the needed data include observation, documents of teaching-learning process, interview and questioner. In order to support the data of teaching and learning process, pre-test and post-test were conducted in order to know how the students' scores better after they are taught using quantum teaching.

There are three techniques of data collecting applied in this study, they are observation, interview, questioner and test in order to support the data of teaching and learning process.

In this research, the researcher uses the Classroom Action Research (CAR), the researcher uses the CAR principle to collect the data. As Nisa Felicia, M.Ed says: "Classroom Action Reserach is research conducted by the teachers (in context of classroom) or other school components (principal, for example) while they are conducting action such as teaching,

implementing policies, creating or changing a system, etc."

This research consisted of two cycles and each cycle consisted of four elements. The researcher described the cycles through the scheme of action research designed by Kemmis and Mc Taggart (adapted from Arikunto, 2006) as follows:

Figure 1. Classroom Action Research Cycle

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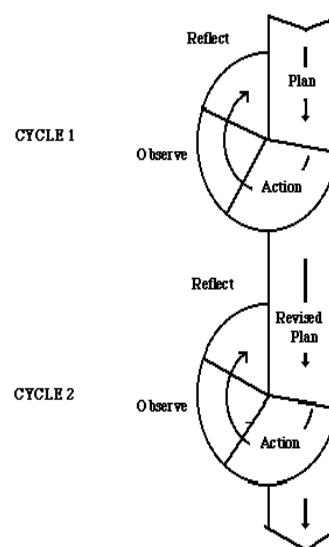
The population of this research in the whole number of the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year. It consists of 420 students and they are divided into 11 classes.

In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes two classes, they are XI-IPA 1 and XI IPS 1 as the sample of this research. It consists of 76 students.

After getting the needed data, both the data of the implementation of using quantum teaching and the improvement of the students' speaking skills, the next step which is done by the writer is analyzing the data by using Pearson's Product Moment Correlation Coefficient (r_{xy}). The statistical analysis is used in order to know about how far the correlation between the two variables is.

The techniques of data analysis used by writer can be seen below:
1. The writer distributes the data into the table of calculation.
2. The writer calculates the students' speaking skills (mean). To get the mean within one cycle uses the formula by Anas Sudijono (2008) as follows :

   $M_Y = \dfrac{\sum Y}{N}$

   In Which :
   M_Y = Mean
   $\sum Y$ = Sum of the students' speaking skills score
   N = Number of students
3. The writer calculates the percentages of the students who have succeded in achieving the minimal completeness criteria (KKM) for the students' speaking skills. In gaining the class percentage which passes the minimal completeness criteria (KKM), the writer uses the formula:

   $P = \dfrac{F}{N}$ x 100 %

   In Which :
   P = The class percentage
   F = Total percentage score
   N = Number of students
4. Next step, the writer identifies the improvement score of the students' speaking skills from score in from pre-action to cycle 1, from cycle 1 to cycle 2, until finally identifies the total improvement from pre-action to the end of the cycle (cycle 2). The writer uses the formula as follow :

   $P = \dfrac{y2-y}{y}$ x 100 %

   In Which :
   P = Percentage of Students' Improvement
   y = Pre- action
   y^1 = Cycle 2 Result

5. The writer calculates the value of X^2, Y^2 and XY.
6. The writer calculates the value of ΣX, ΣY, ΣX^2, ΣY^2 and ΣXY.
7. The writer calculates the value of correlation between the two variables by

using the statistical formula that stated above.
8. The writer consults the value of correlation (r_{XY}) to the table of interpretation of correlation that given by Anas Sudijono (1987) below:

Table 1. The table interpretation of r_{xy}

THE VALUE CORRELATION (r_{XY})	INTERPRETATION
0.0 – 0.2 0.2 – 0.4 0.4 – 0.7 0.7 – 0.9 0.9 – 1.0	No correlation Low correlation Sufficient correlation High correlation Very high correlation

9. The writer tests the hypothesis of the research.

IV. THE RESULT OF RESEARH

Before implementation cycle 1, the researcher administered pre action by asking the students to read aloud and complete the missing word in the conversation text about daily activities. The result of their practices indicates that most students are low in speaking. Based on the observation and interview to the students, the problem is that they feel unmotivated to speak.

By using the collected data the writer can calculate the percentages of the students' scores in speaking skills as follows:

Table 2. The percentage distribution of the students' speaking skills in pre-action

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	23	30.3 %
2	65	22	28.9 %
3	70	17	22.4 %
4	75	12	15.8 %
5	80	2	2.6 %
TOTAL		**76**	**100 %**

Based on the table above the writer can make the histogram graphic as follows:
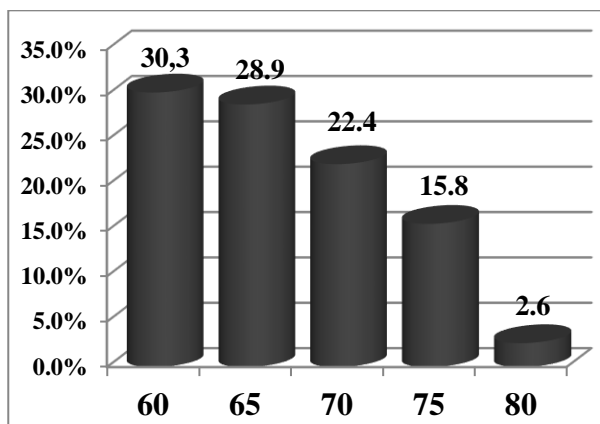
Based on that computation, the mean score of the class in pre-action is 66.57. It can be stated that the students' speaking skills can be categorized into low category. On the other side, to know the class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{76} \times 100\%$$

$$P = 18.42\%$$

From that calculation, there are fourteen students who passed the minimal completeness criteria, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 18.42% students whom passed the minimal completeness criteria.

In cycle 1 the researcher started the lesson by motivating and giving the explanation and suggestion to pronounce words well. In order to get the students' attention, the researcher asked the students randomly through some simple funny questions then they enjoy to speak unintentionally and spontaneously. For example the writer asked: "What will you say if I enter your class by wearing the red stuffs from the bottom to the top?" or "Imagine that one day Justin Bieber gets lost and looked so confuse in front of your house, what is the first time you will do?". Some students answered with their own opinion while the others laughing. After that, the students are asked to complete the missing word in conversation text with the appropriate words and then they work in pairs to practice that conversation.

When the students were practicing their speaking, the researcher observed the students activities. It is done to know the students motivation and their activeness in doing the task as the effect of the use of quantum teaching. In this activity, the researcher wrote down the students development happened during the observation.

By using the collected data the writer can calculate the percentages of the students' scores in cycle 1 as follows:

Table 3. The percentage distribution of the students' speaking skills in cycle 1

NO	SCORES	FREQUENCY	PERCENTAGES
1	70	25	32.9 %
2	75	32	42.1 %
3	80	17	22.4 %
4	85	2	2.6 %
TOTAL		76	100 %

Based on the table above the writer can make the histogram graphic as follows:
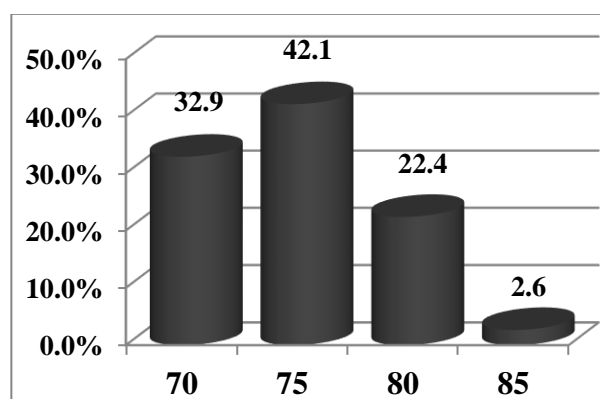
Based on that computation, the mean score of the class in cycle 1 is 74.73. It can be stated that the mean score of the students' speaking skills still has not achieved the value of the minimal completeness criteria yet. On the other side, to know the class percentage who passed the minimal completeness criteria (KKM), the writer uses the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{51}{76} \times 100\%$$

$$P = 67.10\%$$

From that calculation, there are fifty one students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 67.10% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 1 shows that the students' speaking skills have improved, but it has not achieved the criteria of success. The minimal completeness criteria of the students' speaking skills are when the mean score of all the students is 75. The result show that the mean score of the students is only 74,73. It means that the study has not been successfully yet.

In cycle 1, the researcher asked the students to practice their speaking through their own choice themes of conversation. The result shows that some students get improvements in their scores and in their activeness in speaking skills, but some others are still under the target or the criteria. To know the improvement into percentage, the writer calculated as following:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{74.73 - 66.57}{66.57} \times 100\%$$

$$P = 12.25\%$$

In cycle 2, the researcher applied the different situation and atmosphere of learning. The researcher played instrumental music while giving motivation to the students then asked the students to sing one song together in order to celebrate their success in speaking improvement. After the students ready and get more confident, the researcher explained the activity for doing in that day. The students are asked to work in group for completing an outdoor learning mission. The students divided into four groups, each group are given a piece of paper that contain the silly alphabets of words and one missing word to build a sentence. They must re-arrange the alphabets first then they follow the next step by following the instruction written at the paper's bottom corner. The instruction tells where the next paper waiting to find until in the end every group must collect ten papers until finally the go back to the classromm. In this step, the students work by themselves. They wrote the ten incomplete sentences to their paper work, filled the missing words in each sentence until in the last step they read their result aloud in front of the class.

In this cycle, the result shows that the mean score is 80,46, that is higher than 75. It means that the study has achieved the score of minimal completeness criteria.

By using the collected data the writer can calculate the percentages of the students' scores in cycle 2 as follows:

Table 4. The percentage distribution of the students' speaking skills in cycle 2

NO	SCORES	FREQUENCY	PERCENTAGES
1	70	8	10.5 %
2	75	13	17.1 %
3	80	29	38.2 %
4	85	19	25 %
5	90	4	5.3 %
6	95	3	3.9 %
TOTAL		**76**	**100 %**

Based on the table above the writer can make the histogram graphic as follows:
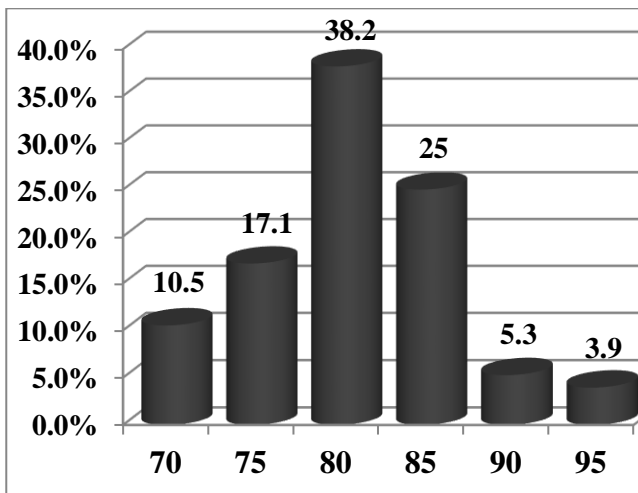
Based on that computation, the mean score of the class in cycle 2 is 80.46. It can be stated that the students' speaking skills can be categorized into capable category. On the other side, to know the class percentage who passed the minimal completeness criteria (KKM) using the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{68}{76} \times 100\%$$

$$P = 89.47\%$$

From that calculation, there are sixty eight students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 89.47% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 2 shows that the students' speaking skills is improved from the cycle 1. The minimal completeness criteria of the students' speaking skills are when the mean score of all the students is 75. The result show that the mean score of the students is 80.46 and it can be categorized into capable category. It means

that the study has been successfully.

In cycle 2, the researcher asked the students to practice their speaking through group and individual activities. The result shows that some students get improvements in their scores and in their activeness in speaking skills, but some others are still under the target or the criteria. To know the improvement into percentage of cycle 2 with cycle 1, the writer calculated as following:

$$P = \frac{Y_2 - Y_1}{Y_1} \times 100\%$$

$$P = \frac{80.46 - 74.73}{74.73} \times 100\%$$

$$P = 7.66\%$$

But in order to know the total improvement of percentage, the writer calculated the result in pre-action and cycle 2 as following:

$$P = \frac{Y_2 - Y}{Y} \times 100\%$$

$$P = \frac{80.46 - 66.57}{66.57} \times 100\%$$

$$P = 20.86\%$$

Based on that calculation, it can be stated that the percentage improvement before and after using quantum teaching is 20.86%. It means that the quantum teaching is good to be applied in improving the students' speaking skills.

The result from the pre-action data shows the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan can be categorized into low category (66.57). While from the result of cycle 1 and cycle 2, it can be stated the students' speaking skills has been improved from low upto capable category (74.73, 80.46).

After analyzing the data, it was gotten that the analysis of the effect of using

quantum teaching in improving the students' speaking skills can be categorized high. It can be known from the calculating score that the using of quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year the value of correlation (r_{xy}) that is 0.77, in which after consulting to the table interpretation of r_{xy} it can be categorized into the high correlation category.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. The mean score of the students' speaking skill before they are taught by using quantum teaching is in low category (66.57).
2. The use of quantum teaching in improving the students' speaking skills to the eleventh grade students of SMA Negeri 6 Padangsidimpuan in 2015-2016 academic year in cycle 1 and cycle 2 can be categorized into "capable category". It can be seen from the students mean score, they are 74.73 and 80.46.
3. The total percentage of the students' speaking skills improvement before and after using quantum teaching is 20.86%.
4. The hypothesis of this research is accepted.

The Suggestions

1. It is suggested to the English teacher to use the quantum teaching to teach students about the four language skills, especially speaking. Quantum teaching combines context and content to achieve success in speaking, and it is important to be confident with teachers abilities to teach and the students' skills to learn in order to reach the goal of learning.
2. It is suggested to the students to keep practice their English continuously because practice makes perfect in speaking and the other language skills.

3. This research is still far from being perfect based on the limitation of the writer in knowledge, time, energy and financial, so that it is expected to other researchers to carry out the deeper research concerning to the topic of this research.

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THE USE OF "WRITING IN THE HERE AND NOW" STRATEGY IN IMPROVING STUDENTS' WRITING SKILLS TO THE TENTH GRADE STUDENTS OF SMK S KAMPUS PADANGSIDIMPUAN IN 2015 - 2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui tentang seberapa jauh situasi belajar mengajar ketika penggunaan strategi "menulis disini dan sekarang" (menulis pengalaman secara langsung) untuk siswa kelas X SMK S Kampus Pangsidimpuan pada 2015-2016 tahun akademik. Penulis mengambil 85 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang diperlukan, penulis menggunakan perpustakaan dan penelitian lapangan. Penelitian perpustakaan digunakan berdasarkan kebutuhan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan digunakan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMK S Kampus Padangsidimpuan. Dan sebagai alat untuk mengumpulkan data penulis menggunakan kuesioner dan tes. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah mengidentifikasi peningkatan skor pada keterampilan menulis siswa dari pra-test ke skor post-test pada siklus 1 dan siklus 2. Setelah menganalisis data, telah diperoleh bahwa hasil pra-test menunjukkan bahwa nilai rata-rata siswa dalah 62,62 dan nilai rata-rata siswa dalam post-test pada siklus 2 adalah 78.82. Itu berarti bahwa penggunaan menulis dalam strategi disini dan sekarang (pengalaman secara langsung) adalah baik untuk diterapkan dalam meningkatkan keterampilan menulis siswa terhadap siswa kelas X SMK S Kampus Padangsidimpuan. Dan hipotesis penelitian ini diterima.

Kata Kunci : menulis disini dan sekarang, kemampuan menulis

ABSTRACT

This research is carried out in order to know about how far the teaching learning situation when use of "writing in the here and now" strategy to the tenth grade students of SMK Swasta Kampus Padangsidimpuan In 2015-2016 academic year is. The writer takes 85 students as the sample of this research.For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of books as the sources of theories and information, and the field research is applied based on the need of data from the field, in this case from the SMK S Kampus Padangsidimpuan. And as the instrument for collecting the data the writer uses the questionnaire and the test. After getting the data, the next step done by the writer is identifiying the improvement of score on students' writing skills from pre-test to post-test score in cycle 1 and cycle 2. After analyzing the data, it has been got that the result of pre-test shows that the mean score of the students is 62.65 and the mean score of the students in the post-test in the cycle two is 78.82. It means that the use of writing in the here and now strategy is good to be applied in improving students' writing skills to the tenth grade students of SMK S Kampus Padangsidimpuan. And the hypothesis of this research is accepted.

Keywords : writing in the here and now, writing skill

I. INTRODUCTION

Writing is one of four basic language skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). By mastering English writing skills, we can carry out communication with other people in the world, give ideas, share information with interlocutor and mastering technological equipments, so we are easy to know information or news from the world. Based on the important role of mastering English above, English writing skills is needed by Indonesian people.

Unfortunately, the fact has shown that the students are hard to improve their writing skills. They are accustomed to use the Indonesian grammar. In the class, we often find the students hardly use English for writing even in the simple sentence. They can write in simple sentence but they do not know the meaning or form from the sentence. It is also evidence that in class, the students have limited time to practice their writing skills. Therefore, practicing is so important in writing skills, as the old saying "practice makes perfect".

Many problems that may prohibit the learners to improve their writing skills especially in senior high school students and all of the students commonly are: lack of ideas, less of vocabulary, confusion the grammar and less of self confidence. Many students have the mistaken idea that a composition needs to be written only once in rough draft form, then rewritten to be handed in. This is simply not true. Unfortunately, writing is not such a simple process. Even professional writers rewrite and rewrite because it takes many attempts to produce the perfect, finished, copy that clearly communicates their ideas. So, the students are very difficult to be active participants in writing class.

"Writing in the here and now" is one strategy of active learning. Here, the students will study how about writing. This strategy ask the students to write report action in the here from their experience which has done (it is like the action occur in the here and now) (Silberman, 2009).

In "writing in the here and now" strategy, an English teacher in writing class can modify this strategy depends on the topic and situation in writing class. For example, the teacher can make a group based on number of students in the class or ask students to choose one topic and write down in the paper. The teacher is also able to modify the writing materials like in the present, past tense and so on by changing the sentences which suitable with the writing material.

The writer chooses tenth grade students in SMK Swasta Kampus Padangsidimpuan as the location of research. Most of the students in this class are shy and they are being passive in the writing class. They are so difficult to write down their idea and need much time to do it. In this writing class, the teacher must make different strategy to make them more active in the class, because the problem in writing subject above found there. So, the writer tries to use of "writing in the here and now" strategy in improving students' writing skills. Beside that, the location of SMK Swasta Kampus Padangsidimpuan is near and easy enough.

The explanations above give the inspiration for the writer to make a classroom action research with the title "The use of "writing in the here and now" strategy in improving students' writing skills to the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015 - 2016 academic year".

Beside the above reasons, the writer has chosen the topic based on the following reasons :

1. The writer would like to know about how the teaching learning situation when use of "writing in the here and now" strategy to the tenth grade students of SMK Swasta Kampus Padangsidimpuan In 2015-2016 academic year is.
2. The writer chooses the "writing in the here and now" strategy, because this method can help students reflect on the experiences they have been through.

3. Writing is an important, because writing can help us to communicate well, especially for non-English speakers.
4. As far as she knows the topic is still new for it has never researched by other researchers before.

The writer formulates the problem of this research as follows :

1. How far is the teaching learning situation when use of "writing in the here and now" strategy in the class of the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015-2016 academic year?
2. How far is the use of "writing in the here and now" strategy to improve the students' writing skills to the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015-2016 academic year ?
3. How far is the students' skills in writing descriptive and procedure text?

Generally, this research has common purpose to improve student's writing skills for the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015-2016 academic year. Specifically, this research has some purposes, as follows :

1. To know how far the teaching learning situation when use of "writing in the here and now" strategy in the class of the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015-2016 academic year is.
2. To know how far the use of "writing in the here and now" strategy to improve the students' writing skills to the tenth grade students of SMK Swasta Kampus Padangsidimpuan in 2015-2016 academic year is.

II.　THE REVIEW OF LITERATURE

The "Writing In The Here And Now" Strategy

"Writing in the here and now" strategy is a learning strategy that helps learners to reflect on the experiences that they have been through it directly. Writing strategies experiences directly or in the here and now "(writing in the here and now") is a dramatic way to enhance self-reflection by asking the students to write a report at the time an experience they have (it happened here and now). This activity allows students to think about the experience that they have (Melvin L Silberman, 2001).

Melvin L. Silberman (2009) describes the procedure of "writing in the here and now" strategies are:

a. Teacher chooses the type of experience that wants to be written by the students, it includes past events or future.
b. Teacher informs students about the experience that have been for the purpose of reflective writing.
c. Teacher tells them a valuable way to reflect experience is to turn it back on for the first time here and now. This strategy will result in a more pronounced and more dramatic.
d. Teacher provides white paper to write to create privacy and a quiet condition.
e. Teacher instructs students to write, now, about the experience that has been selected. Tell them to start early experience and write what they are doing and feel.
f. Teacher asks students to write as much as possible that they want about the events that occurred and feel that produced.
g. Teacher gives enough time to write. Do not let students feeling rushed. When completed, the teacher invites them to read their reflection.
h. Teacher and students discuss the results of reflection and new measures.

The Students' Writing Skills

Writing is a process of building larger and larger units of thought (Bossone and Richard, 1977). Writing is the act or process of one who writes is the act or art or forming letters on stone, paper, wood, or other suitable mediums to record the ideas, which characters and words express or to communicate the ideas by visible sign (library of congress

Cataloging-in publication Data, 2006). Writing is so hard to do that human society existed for untold eons before anyone gave it a try (Kaye, 1995). Writing is clearly a system of human intercommunication by means of conventional visible marks but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. The question of what lies at the basis of all writing-words or ideas-is clearly the same as the question of what lies at the basis of all human intercommunication (Gelb, 1952). According layman and scholar (1952), writing is a written language. Ask a man in the street and he will not even hesitate about giving this answer.

III. THE METHODO OF RESEARCH

This research is carried out in SMK Swasta Kampus Padangsidimpuan. And this research is carried out in 2015-2016 academic year.

The writer uses questionnaire with the qualitative data. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

The method of this research is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto (2006), classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.

In order to make inferences about characteristics of a population, researchers can use purposive sampling. The purposive sampling can be applied because there are some specific reasons that depends on taken sample. The writer takes two celasses X-AK 1 and X-AK 2 as the sample of this research. It consists 85 students.

There are four techniques of data analysis applied in this study, they are observation, interview, questioner and test in order to support the data of teaching and learning process. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

In analyzing the data related to the students' test of writing skils, the writer uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 1. Analytical scoring rubric (adapted from weigle, 2002)

NO.	COMPONENTS OF WRITING	SCORES	INDICATORS
1	Content	4	Relevant to the topic and easy to understand
		3	rather relevant to the topic and easy to understand
		2	relevant to the topic but is not quite easy to understand
		1	quite relevant to the topic but is not quite easy to understand
2	Organization	4	most of the sentences are related to the main idea
		3	some sentences are related to the main idea
		2	few sentences related to the

N O.	COMPONENTS OF WRITING	SCORES	INDICATORS
			main idea
		1	the sentences are unrelated to each other
3	Vocabulary and Mechanic	4	a few errors in choice of words, spelling and punctuation
		3	some errors in choice of words, spelling and punctuation
		2	occasional errors in choice of words, spelling and punctuation
		1	frequent errors in choice of words, spelling and punctuation
4	Grammar	4	a few grammatical inaccuracies
		3	some grammatical inaccuracies
		2	numerous grammatical inaccuracies
		1	frequent grammatical inaccuracies

To get the mean of students' writing score within one cycle uses the
Formula by Anas Sudijono (2008) as follows :

$$M_X = \frac{\sum X}{N}$$

In Which :
M_X = Mean
$\sum X$ = Sum of students' score
N = Number of students

In gaining the class percentage which passes the minimal completeness criteria (KKM) 75 (seventy five) the writer uses the formula :

$$P = \frac{F}{N} \text{ x } 100 \%$$

In Which :
P = The class percentage
F = Total percentage score
N = Number of students

Next step, the writer identifies the improvement score on students' descriptive text from pre-test up to post-test score in cycle 1 and cycle 2 the writer uses the formula :

$$P = \frac{y - y1}{y} \text{ x } 100 \%$$

In Which :

P = Percentage of Students' Improvement
Y = Pre- test Result
y1 = Post-test 1

IV. THE RESULT OF RESEARCH

From the result of the pre-test that had been done before, the use of writing in the here and now strategy in teaching writing skills to the tenth grade students, it has been got that the highest score by the students is 75 and the lowest score is 35. To make it clear, the description of the data can be seen in the following table:

Table2. The Result of Pre-test

No	Pre-Test
1	70
2	65
3	75
4	60

5	75	40	65
6	50	41	65
7	75	42	70
8	65	43	75
9	60	44	65
10	75	45	60
11	75	46	55
12	50	47	40
13	65	48	35
14	75	49	40
15	65	50	70
16	55	51	50
17	65	52	75
18	75	53	40
19	50	54	45
20	65	55	60
21	75	56	75
22	75	57	75
23	65	58	50
24	70	59	65
25	70	60	65
26	50	61	75
27	50	62	40
28	75	63	65
29	75	64	75
30	75	65	70
31	55	66	50
32	40	67	45
33	70	68	35
34	40	69	75
35	75	70	70
36	75	71	70
37	70	72	65
38	70	73	50
39	75	74	55

75	75
76	75
77	60
78	50
79	40
80	75
81	35
82	70
83	60
84	75
85	70
Total	**5325**

The mean score (M) of the pre test is as follows :

$$M = \frac{\sum Y}{N}$$

$$= \frac{5325}{85}$$

$$= 62.65$$

Based on the above computation, it is known that the mean score of pre test is 62.65. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into 'low category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{26}{85} \text{ x } 100 \text{ \%}$$

$$= 30.59 \text{ \%}$$

From the calculation, there are twenty six students who have passed the minimal completeness criteria (KKM), So after dividing with the number of students in class and altering that into percentage, it can be stated that 30.59 % students whom passed the minimal completeness criteria (KKM).

After applied the "writing in the here and now" strategy in teaching writing skills to the tenth grade students, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 45 and in cycle two is 60. The description of the data can be seen from the table as following :

Table 3. The Result of Post – Test

No	Post – Test Cycle 1	Post – Test Cycle 2
1	75	80
2	75	85
3	80	85
4	70	80
5	80	80
6	65	75
7	75	80
8	75	85
9	70	75
10	80	85
11	85	90
12	70	75
13	75	80
14	80	85
15	75	80
16	65	75
17	70	75
18	80	85
19	65	75
20	75	80
21	80	85
22	80	85
23	75	80
24	75	80
25	80	85
26	65	75
27	70	80

28	80	85
29	75	80
30	80	85
31	65	75
32	65	75
33	75	80
34	60	75
35	80	85
36	80	85
37	75	85
38	75	80
39	80	85
40	75	85
41	70	75
42	80	85
43	80	85
44	75	80
45	70	75
46	65	75
47	65	75
48	55	70
49	50	65
50	75	80
51	60	70
52	80	85
53	45	60
54	65	75
55	65	70
56	80	85
57	80	85
58	60	70
59	70	75
60	75	80
61	80	85
62	55	65

63	70	75
64	75	80
65	80	85
66	65	75
67	55	65
68	50	70
69	80	85
70	75	80
71	75	80
72	70	75
73	65	75
74	65	75
75	80	85
76	75	85
77	70	75
78	65	75
79	55	70
80	80	85
81	55	65
82	80	85
83	70	80
84	80	85
85	75	80
Total	**6085**	**6700**

After scoring the result of pretest the writer calculates the result of the cycle 1. It is done in order to know the improvement from the pre-test to cycle 1

It is known that the mean score of the class in the cycle 1 is 71.59. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into good category. In order to know the improvement percentage, the writer as following calculation:

$$P = \frac{y1-y}{y} \times 100\,\%$$

$$P = \frac{71.59-62.65}{62.65} \times 100\,\%$$

$$P = 14.27\,\%$$

In the first cycle of posttest, there are 48 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 56.47 %. The writer use the formula :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{48}{85} \times 100 \%$$

$$P = 56.47 \%$$

In the cycle two, the mean of students' score is gained 78.82. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into good category.

To know the improvement from the pre-test to cycle 2 into percentage, after getting the mean score 78.82, the writer calculates the percentage calculation as following ;

$$P = \frac{y2-y}{y} \times 100 \%$$

$$P = \frac{78.82-62.65}{62.65} \times 100 \%$$

$$P = 25.81 \%$$

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 25.81 % from the pre-test. Meanwhile, to know the percentage of this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{75}{85} \times 100 \%$$

$$P = \mathbf{88.23 \%}$$

In the end of cycle two, the result of the post-test shows that there are 75 students or 88.23 % who have passed the minimal completeness criteria (KKM). It improved from the pre-test which gained only 30.59 % and in the cycle one which had any improvement become 56.47 %. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 88.23 %. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved.

Figure 4.1 The Graphic of the Students' Score
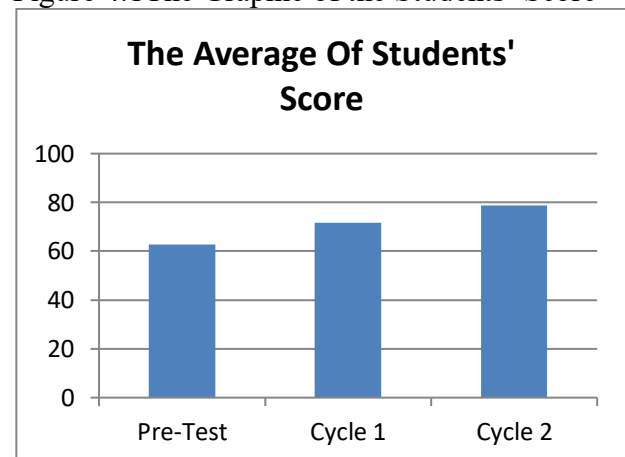
The histogram above shows that the improvement of the students' writing skills is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that through the treatment, the "writing in the here and now" strategy can improve the students' writing skills.

The use of "writing in the here and now" strategy is good to be applied in improving the students' writing skills to the tenth grade students of SMK S Kampus Padangsidimpuan in 2015 – 2016 academic year. So that, it can be stated that the formulated hypothesis is accepted.

V. THE CONCLUSSION AND SUGGESTION

The Conclussion

1. The use of writing in the here and now strategy can improve the students' writing skills to the tenth grade students of SMK S Kampus Padangsidimpuan in

2015-2016 academic year. It can be seen from the value of students mean score from 62.65 become 78.82

2. Before applying the writing in the here and now strategy the students' writing skills is "low" category, that is 62.65

3. The use of writing in the here and now strategy in improving students' writing skills to the tenth grade students of SMK S Kampus Padangsidimpuan in 2015-2016 academic year in cycle one and two "writing in the here and now" strategy can be categorized "good" category. It can be seen from the students mean score they are : 71.59 and 78.82

4. The improvement of the tenth grade students of SMK S Kampus Padangsidimpuan in 2015-2016 academic year, can be seen from the result of the end cycle that is 25.81 %.

5. The percentage of the tenth grade students of SMK S Kampus Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 88.23 %

6. The hypothesis of this research is accepted

The Suggestions

1. For the teachers, the teachers are suggested to use "writing in the here and now" strategy in teaching writing. This strategy can make students keep in mind what they write and enrich their vocabulary. The teacher should be selective to choose the strategy in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem of learning in writing. They always have to appreciate to the students' opinions or idea.

2. For the students, the students should take part actively in learning process, do not shy to express idea especially in writing. They should be accustomed to write English for any subject to improve their skills. They also must pay attention, quiet, and seriously when the teaching learning is going on.

3. For the head master, head master should facilitate the learning process to make the learning effective. The students also need motivation to study English so the students have English skill especially in writing.

4. For the next researcher, it is hoped to make further writing research that concerns with this study.

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THE INFLUENCE OF USING PICTURE TO THE STUDENTS' MASTERY IN WRITING DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 GUNUNGTUA IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Tujuan utama penelitian ini dilakukan oleh penulis untuk mengetahui seberapa jauh pengaruh penggunaan gambar terhadap kemampuan siswa dalam menulis teks deskripsi terhadap siswa kelas delapan SMP Negeri 3 Gunungtua Tahun Ajaran 2015-2016. Dalam penelitian ini penulis menggunakan sampel penelitian. Jumlah sampel penelitian yaitu 27 siswa. Dan sebagai alat untuk menghimpun data penulis menggunakan kuesioner dan tes. Untuk mendapatkan data yang diperlukan penulis menggunakan kepustakaan dan penelitian lapangan. Setelah mendapatkan data yang diperlukan langkah selanjutnya yaitu penulis menganalisa data dengan menggunakan analisis statistik. Rumus statistik yang digunakan dalam penelitian adalah rumus korelasi Pearson's Product Moment (r_{xy}). Setelah menganalisa data yang dikumpulkan dapat diketahui nilai korelasi (r_{xy}) yaitu 0.71. Dengan membandingkan nilai tersebut terhadap tabel interpretasi yang ada sebelumnya, nilai tersebut dapat dikategorikan ke dalam kategori korelasi yang tinggi. Itu artinya pengaruh penggunaan gambar terhadap kemampuan siswa dalam menulis teks deskripsi terhadap siswa kelas delapan SMP Negeri 3 Gunungtua Tahun Ajaran 2015-2016 adalah tinggi. Hipotesis dalam penelitian ini diterima. Penggunaan gambar dapat dikategorikan ke dalam kategori baik. Hal ini dapat dilihat dari nilai rata-rata siswa yaitu 76.85. Kemampuan siswa dalam menulis teks deskripsi dapat dikategorikan kedalam kategori mampu. Hal ini dapat dilihat dari nilai rata-rata siswa yaitu 74.82.

Kata Kunci : gambar, kemampuan menulis, teks deskripsi

ABSTRACT

This research is mainly conducted by the writer in order to know how far the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is. In this research the writer applies the sample research. The number of the sample is 27 students. And as the instrument for collecting the data the writer uses the questioners and the test. For getting the needed data, the writer applies the library and field research. After collecting the needed the data, the next step which is done by the writer is analyzing it by using statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}) . After analyzing the collected data, it has been got that the value of correlation (r_{xy}), that is 0.71. By consulting this value to the table interpretation given before, it is known that this value can be categorized into the high correlation category. It means that the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is high. The hypothesis of this research accepted. The usage of picture can be categorized into good category. It can be seen from the value of the score of the students, that is 76.85. The students'

mastery in writing descriptive text can be categorized into the capable category. It can be seen from the value of the score of the students, that is 74.82.

Keywords : picture, writing skills, descriptive text

I. I N T R O D U C T I O N

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others. As Santa & Havens (1991) state: "Writing is powerful technique for helping students learn and think critically about science, it forces organization and encourages students to make personal sense of new information by moving learning from passive, receptive experience to an active, productive situation".

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are recount, report, discussion, explanation, exposition (analytical), exposition (hortatory), news item, anecdote, narrative, procedure, review and descriptive.

Based on the above explanations it can be stated that, the descriptive text is one genre that must be mastered by students in learning English. In this study descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing consists of: grammatical patterns and generic structure (identification and description). In fact, not all students are able to write descriptive paragraph properly, students need to be able to write the descriptive text clearly.

Writing descriptive text is one of the genres in writing texts. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. However, many students have difficulties in writing descriptive text because the teacher only explains what the generic structure and the method how to write the descriptive text, the teacher does not use any method or new ways to teach the students.

Therefore, the students will be unmotivated, bored, and have difficulties in learning descriptive text. They also aren't able to recall and to describe the things in a systematic order. Moreover, they cannot describe the parts, qualities, and characteristics of the things completely. One of the cases is the strategy applied in teaching it. Picture is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages. Pictures which are familiar to the students, it is to make the students able to identify it easily.

Based on the above explanation, the writer is interested to make a research about the influence of using picture to the students' mastery in writing descriptive text. And the writer makes the topic of her research as follows: "The influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year".

Beside the backgrounds given above, the writer has made the topic, it is based on the following considerations:
1. The picture is a simple media and familiar so more easy for students.
2. The writer is interested to know the influence of using picture to the students' mastery in writing descriptive text.
3. It is not difficult for the writer to get the information concerning to the topic of using picture to the students' mastery in writing descriptive text.
4. As far as the writer know that the topic has never been searched by other researchers before.

From the above statements the writer can formulate the problem of this research as follows: "How far is the influence of using picture to the students' mastery in writing

descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 in academic year?"

Concerns with educational research to the study of educational problem. And the main purpose of this research is in order to know how far is the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year.

II. THE REVIEW OF LITERATURE

Picture

Picture is already known as one of the teaching media. Yulianto (2011) states: "Teaching writing through pictures could improve the eighth grade students' achievement in writing descriptive text". Andrew Wright (1990) states: "Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences."

Picture is an appropriate strategy in gaining the students interest in acquiring English as the second language in their early ages.

Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols (letters of the alphabet, punctuation and spaces). In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

According to Harmer (2004): "Writing is done with a purpose in mind, whether it is to write a postcard, a love letter, a newspaper article, or university essay, and these various purposes influence the overall structure and features of a text such as coherence".

Descriptive Text

According to Charles (2007): "Description is the kind of writing that tries to put a picture in the readers mind. Description tells how something looks or sound or taste or smells or feels". Kane (2000) states: "Descriptive text is description about the sensory experience how something looks, sound, and taste".

Pardiyono (2007) adds: "That description paragraph was a type of written text paragraph, in which has the specific function to describe about object and it has the aim that was giving description of the object to the reader clearly". Students need to be able to write the descriptive text clearly. They should choose the correct word in every sentence to make their description more real. Descriptive text is a text which is intended to describe a particular person, place or thing.

From the above statements it can stated that writing descriptive text is the ability to develop and produce written text is a type whose function is to describe a particular person, place, or thing.

The Frame of Mind

The power of the methods applied by the researcher is expected to able to make the students have mastery in writing descriptive text when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts.

The teacher needed to use some interesting media of teaching in order to maintain the students' focus on learning by giving them some fun activities. Picture is an appropriate strategy in gaining the students' interest and it is applied in order to make the students able to identify it easily. It means that there is a significant influence of using picture to the students' mastery in writing descriptive text.

III. THE METHOD OF RESEARCH

This research is carried out in SMP Negeri 3 Gunungtua. And this research is carried out in 2015 – 2016 academic year.

Based on the main purpose of this research, the writer applies the descriptive method. In this research for getting the data

the writer uses the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and information concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMP Negeri 3 Gunungtua.

The population of this research is the whole number of the eighth grade students of SMP Negeri 3 Gunungtua in 2015 - 2016 academic year. It consists of 131 students, they are divided into five classes. The number of the population of this research can be described in the following table:

Table 1. The population of research

NO.	CLASS	MALE	FEMALE	TOTAL
1.	VIII-1	10	17	27
2.	VIII-2	13	14	27
3.	VIII-3	10	15	25
4.	VIII-4	12	15	27
5.	VIII-5	9	16	25
TOTAL		54	77	131

(*Source: SMP Negeri 3 Gunungtua, September 2015*)

In this research the writer applies cluster sampling to get sample in this research. The writer takes one class as the sample of this research, that is: class VIII-1 that consists of 27 students.

Referring to the problem of this research concerns with the using picture and the students' mastery in writing descriptive text, so for getting the data about the influence of using picture the writer chooses the questioners, and for getting the data about students' mastery in writing descriptive text the writer choose the test.

The numbers of questioner items in this research is 10 items, in which each item consists of three options, they are: a, b, and c. When it is still as a quantitative data. And in order to get the quantitative score of questioners the writer uses the following ways:

1. For the option a, it is score by 2.
2. For the option b, it is score by 1.
3. For the option c, it is score by 0.

The highest score of questioners is 20, when the after scoring all the items of questioners, then the writer calculates the sum of the scores. And in order to get the scores 0-100 the writer multiples the score with 5. So the highest score can be got by a student is 100. It is got from the total scores by student multiplied by $5 \times 20 = 100$, it is said so because the number of using picture questioners is 10 items.

And the visual of test used in order to get the data about the students' mastery in writing descriptive text the writer uses the completion test. The test consists of 20 items. In this case the writer orders the students to identify the picture firstly and then complete the descriptive text by using word or phrases provided. If a student can answer one item of the test correctly, he or she will get score 5. It means that if a student can answer all the items of the test correctly, he or she will get score 100. It is got from $5 \times 20 = 100$. So this is the highest score can be got by a student is 100.

After getting the needed data, the next step which is done by the writer is analyzing it by using Pearson's Product Moment Correlation (r_{xy}) as follows:

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

In which :

r_{xy} = symbolizes the influence of using picture to the students' mastery in writing descriptive text.

X = symbolizes the scores of using picture.

Y = symbolizes the students' mastery in writing descriptive text.

ΣX = symbolizes the sum of the scores of using picture.

ΣY = symbolizes the sum of the students' mastery in writing descriptive text.

N = symbolizes the number of sample.

After getting the value of correlation (r_{XY}), then it is consulted to the table of interpretation of correlation. The table of interpretation used be seen below:

Table 2. The table of interpretation of r_{XY}

NO.	THE VALUE OF CORRELATION (r_{XY})	INTERPRETATION
1.	Between 0.00 - 0.20	No correlation
2.	Between 0.20 - 0.40	Low correlation
3.	Between 0.40 - 0.70	Sufficient correlation
4.	Between 0.70 - 0.90	High correlation
5.	Between 0.90 - 1.00	Very high correlation

The techniques used in analyzing the data as follows:
1. The writer distributes the data into the table of calculation. For the data of the influence of using picture, is symbolized by X and for the data of the students' mastery in writing descriptive text is symbolized by Y.
2. The writer calculates the value of X^2.
3. The writer calculates the value of Y^2.
4. The writer calculates the value of XY.
5. The writer calculates the sum of the scores of using picture, it is symbolized by $\sum X$.
6. The writer calculates the sum of students' mastery in writing descriptive text is symbolized by $\sum Y$.
7. The writer calculates the sum of X^2. It is symbolized by $\sum X^2$.
8. The writer calculates the sum of Y^2. It is symbolized by $\sum Y^2$.
9. The writer calculates the sum of XY. It is symbolized by $\sum^{XY}$.
10. The writer calculates the value of relationship which describes relationship between the influence of using picture and students' mastery in writing descriptive text by using the statistical formulation if Person's Product Moment correlation.
11. Then, the writer consults the value of (r_{XY}) to the table of interpretation. The table will show us about how far the influence of the two variables is.

IV. THE RESULT OF THE RESEARCH

The scores of questioners can be seen below:

Table 3. The scores of the students' taught by using picture (X)

NO	X
1	85
2	90
3	85
4	85
5	85
6	75
7	80
8	75
9	80
10	80
11	70
12	80
13	70
14	80
15	75
16	80
17	65
18	75
19	80
20	75
21	70
22	75
23	70
24	90
25	65
26	70
27	65
TOTAL	**2075**

From the above scores the writer can calculate of the mean score (M) of the using picture (X) of the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2075}{27}$$

$$M = 76.85$$

By using the collected data the writer calculates the frequency and percentages of the students' scores as follows:

Table 4. The Frequency And Percentage Distribution of the Students' Scores Taught By Using Picture

NO	SCORES	FREQUENCY	PERCENTAGES
1	65	3	11.1 %
2	70	5	18.5 %
3	75	6	22.2 %
4	80	7	25.9 %
5	85	4	14.8 %
6	90	2	7.4 %
TOTAL		**27**	**100 %**

Based on the table above the writer can make the percentage histogram graphic as follows:
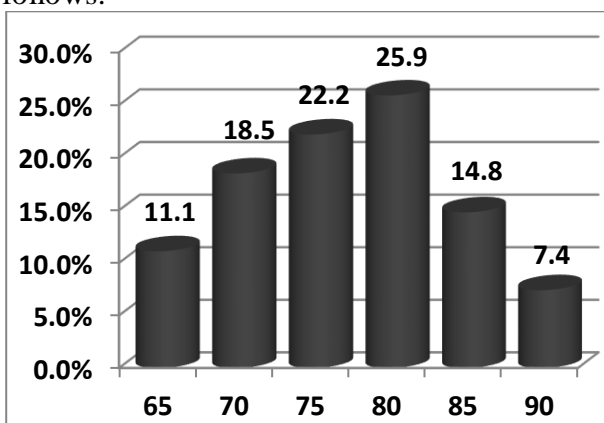
And the scores of the students' mastery in writing descriptive text vary from 60 upto 90. It means that the lowest score got by the students is 60 and highest score is 90, whereas the mean score of the students is 74.82. From the value of mean score it can be stated that the students' mastery in writing descriptive text can be categorized into the capable category.

The scores of the students' mastery in writing descriptive text can be seen below:

Table 5.The scores of the students' mastery in writing descriptive text (Y)

NO	Y
1	80
2	85
3	80
4	80
5	90
6	75
7	75
8	70
9	75
10	70
11	75
12	80
13	80
14	85
15	70
16	70
17	70
18	75
19	70
20	80
21	65
22	70
23	70

24	85
25	70
26	65
27	60
TOTAL	**2020**

From the above scores the writer can calculate of the mean score (M) of the students' mastery in writing descriptive text (Y) to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year as follows:
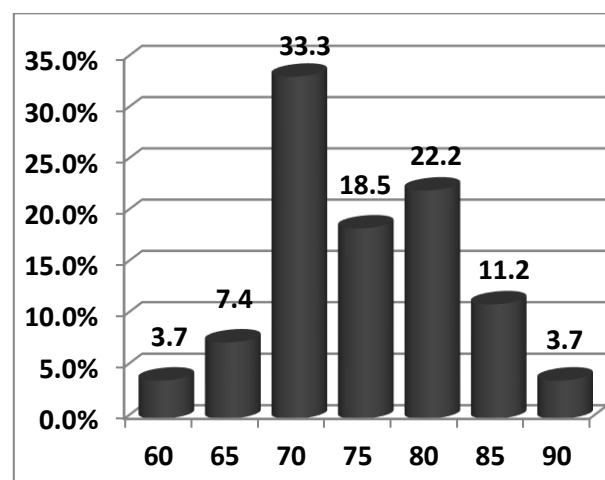
$$M = \frac{\sum Y}{N}$$

$$M = \frac{2020}{27}$$

$$M = 74.82$$

Table 4. The frequency and percentage distribution of the students' scores in writing descriptive text

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	1	3.7 %
2	65	2	7.4 %
3	70	9	33.3 %
4	75	5	18.5 %
5	80	6	22.2 %
6	85	3	11.2 %
7	90	1	3.7 %
TOTAL		**27**	**100 %**

Based on the table above the writer can make the histogram graphic as follows:

From the above table and histogram the writer can conclude of the students' mastery in writing descriptive text can be categorized into the capable it means the students who have achieved the minimal completeness criteria (KKM) is 88.9 %, whereas the percentage of the students who are categorized into the low category or who haven't achieved the minimal completeness criteria (KKM) is 11.1 %

From the analysis of the data it has been known that the influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year is high. It can be seen from the value of correlation (r_{xy}), that is 0.71. It means that the hypothesis of this research that states: "There is a significant influence of using picture to the students' mastery in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year" is accepted.

It means that in order to improve the students' mastery in writing descriptive text should apply good method in learning.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant influence of using picture to the students' mastery

in writing descriptive text to the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year. It can be seen from the value of correlation (r_{xy}), that is 0.71, in which after consulting it to the table of interpretation of r_{xy} it can be categorized into high correlation category.

2. The students regarding to the using picture of the SMP Negeri 3 Gunungtua in 2015-2016 academic year can be categorized into good category. It can be seen from the value of mean score (Mx) that is 76.85.

3. The students' mastery in writing descriptive text of the eighth grade students of SMP Negeri 3 Gunungtua in 2015-2016 academic year can be categorized into the capable category. It can be seen from the value of mean score (My) that is 74.82.

4. The percentage of the students' mastery in writing descriptive text that can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 88.9 %, whereas the percentage of the students who are categorized into the low category or they haven't achieved the minimal completeness criteria (KKM) is 11.1 %

5. The hypothesis of this research is accepted

The Suggestions

1. It is suggested to the English teachers to use picture as a good method in teaching writing descriptive text.

2. It is suggested to the students to learn vocabulary well because it can influence the students' mastery in writing descriptive text and other language skills.

3. In order to improve their mastery in writing descriptive text, it is suggested

to the students to improve their interest, learn, motivation, aptitude, etc.

4. This research is still far from being perfect based on the limitation of the writer in knowledge, time, energy and financial, so that it is expected to other researchers to carry out the deeper research concerning to the topic of this research.

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THE EFFECT OF THE APPLICATION OF STAD METHOD AND THE STUDENTS SKILLS IN WRITING DESCRIPTIVE TEXT TO THE EIGHTH GRADE OF SMP NEGERI 3 PADANGSIDIMPUAN IN 2015- 2016 ACADEMIC YEAR

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ABSTRAK

Tujuan utama penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dalam pengaplikasian metode STAD terhadap kemampuan menulis teks deskripsi siswa kelas delapan SMP Negeri 3 Padangsidimpuan atau tidak. Jumlah populasi penelitian ini adalah 190 siswa dan jumlah sampelnya adalah 34 siswa. Metode penelitian ini adalah metode deskriptif dan sebagai alat pengumpul data, penulis menggunakan kuesioner dan tes. Setelah mengumpulkan data yang dibutuhkan penulis menganalisanya dengan analisa statistik. Rumus yang digunakan dalam penelitian ini adalah Pearson's Product Moment Correlation (r_{XY}). Hasil dari deskripsi data menunjukan bahwa nilai rata-rata siswa kelas delapan dengan menggunakan metode STAD adalah 78.23. Nilai ini diategorikan baik dan nilai rata-rata siswa kelas delapan dalam menulis teks deskripsi adalah 63.82. Niai ini dikategorikan cukup. Berdasarkan analisa data menggunakan rumus korelasi, nilai $r_0 = 0.468$. Jika dihubungkan dengan nilai $r_{table} = 0.339$, dapat disimpulkan bahwa nilai dari t_{test} lebih besar dari nilai t_{table} (0.468 > 0.339). Artinya ada pengaruh yang signifikan dalam pengaplikasian metode STAD terhadap kemampuan menulis teks deskripsi siswa kelas delapan SMP Negeri 3 Padangsidimpuan. Dan hipotesis diterima.

Kata Kunci : metode STAD, kemampan menulis, teks deskripsi

ABSTRACT

This research is mainly conducted by the writer in order to know whether there is a significant effect of the application STAD method to the students skill in writing descriptive text to the eight grade of SMP Negeri 3 Padangsidimpuan in 2015-2016 or not. The number of population in this research is 190 students and the number of sample is 34 students. The method of this research is descriptive method and as the instrument for collecting the data, the writer uses questionnaire and test. After collecting the needed data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}). The result of the data description shows that the mean score got by the students of the eighth grade students is using STAD method is 78.23. It can be said that the criteria is good and the mean score of students of the eight grade students in writing descriptive text is 63.82. It can be said that the criteria is enough. Based on the data analysis that is analyzed by using r_{xy} formula, it is found that the value of $r_0 = 0.468$. If it is consulted to the value of $r_{table} = 0.339$, it can be stated that the value of t_{test} is bigger than t_{table} (0.468 > 0.339). It means that there is a significant effect of the application of STAD method to the students skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016. So that, the hypothesis is accepted.

Keywords : STAD method, writing skills, descriptive text

I. INTRODUCTION

In Indonesia, English is used as a foreign language. It has function as an instrument for transferring knowledge. In addition, English is not something new for Indonesian learners because it has already been taught beginning from the Junior High School up to the university level. Language is the central of human existence an process. Through this, we can com with one another, express our reactions to situation, and stimulate a response in someone else. In other words, there are no human activities done without language.

English has been placed at the high position and the senior language to be used for communication by most people all over the world. It means that English has served as an international language. It is important, government through the department of education, government through the English as a compulsory subject at school or collages, at present, formal education (Junior and Senior High School) makes use for of the newest curriculum, known as the curriculum.

English as one of the subject must be learned in many schools in Indonesia. Each level of these institutions has particular curriculum. Based on this curriculum, English has four important skills they are listening, reading, speaking and writing. One of the productive skills is writing.

Writing is seen as an extension of grammar and therefore focuses on accuracy. Writing is used as a support skill in the language classroom. It is usually approached from a teaching orientation which is product centered, meaning that the teacher will immediately correct any mistakes in grammar and the language form, therefore not giving learners the opportunity to attend to their own weaknesses with either form or in conveying meaning.

Based on syllabus, writing descriptive text ability is in basic competence where students are hoped to express the meaning and theoretical step in simple short essay which are used in various language

written as accurately. According to BSNP (2007), " Fluency and accepted to interact in daily life context that forming procedure and report." Writing descriptive text ability studied at the Eighth grade students of Junior High School. Writing descriptive text ability always found in our around at manual as instruction or recipes operation.

The students have a purpose to learning the writing descriptive text. It can be seen the writing descriptive text is a type of written text, which has the specific function to give description about an object (human or non human). Which this writing the students can make to describe about a something/ someone/ a place/ an animal in our live, and it can be function in their social function in the future.

Students at the Eighth Grade students of Junior High School are expected to write descriptive text ability in doing or making something especially materials needed and steps/ methods. Then by looking up, DKN SMP Negeri 3 Padangsidimpuan (2015-2016) " some of the students are not success to write descriptive text. It can be seen base on the average of the students; they only get the average of 65." Meanwhile it is hoped they get the average of 70 in English subject. This score is still low of categorized. It is still needed improvement. When the last examine, they were still confuse to answer writing descriptive text questions.

So that, the writer has opinion the students' score in writing descriptive text ability is low and also it is connected with using vocabulary and developing sentences, arranging random sentences, imperative sentences and writing descriptive text ability.

The writer actually has asked the teachers who have taught English Subject and the headmaster of SMP Negeri 3 Padangsidimpuan some efforts have been done to solve the problems. The English teacher who have taught them have changed the learning methods and technique when teaching descriptive text, add the media of learning to interact the students attention, and the headmaster has built a small library as the student's media to practice writing, speaking,

listening and reading. And then the governments must give attention to development of facilities in teaching English.

Based on the above explanations the writer is interested to research about the influence of the method used in writing descriptive text. In this case, the writer chooses one of the structural methods, that is student teams achievement (STAD) method in writing descriptive text, and the makes topic of her research as follows: "The Effect of the Application of STAD Method to The Students Skills in Writing Descriptive Text to the Eighth Grade Students of SMP Negeri 3 Padangsidimpuan in 2015-2016 Academic Year".

The problem of this research can be formulated as follow:
1. How far is the students'skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year?
2. How far is the application of STAD method to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year?
3. Is there a significant the effect of the application of STAD Method to the students' skills in writing descriptive text to the eighth grade students of SMP 3 Padangsidimpuan in 2015-2016 academic year?

There are some purposes of the research. The purposes of the research are to find out:
1. The student's skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year.
2. The application of STAD method to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year.
3. Whether there is a significant the effect of the application of STAD Method to the student's skills in writing descriptive text to the eighth grade students of SMP 3 Padangsidimpuan or not.

II. THE REVIEW OF LITERATURE

The Writing Descriptive Text

Writing is seen as an extension of grammar and therefore focuses on accuracy. It is an important activity in our life because we can enrich and update our knowledge through writing.

Harmer (2008) says that writing is done with a purpose in mind, whether it is to write a postcard, a love letter, a newspaper article, or a university essay, and these various purposes influence the overall structure and features of a text such as coherence.

Students need to understand writing different kinds of text. Many students have weaknesses in writing text, particularly in writing descriptive text. Descriptive text purpose to describe someone, something, place, animals. It is highlight one person, things, place, animals which special. Description text is give much information about people, things, place, and animals more detail.

Descriptive text is a text that describes something, place or people. Gerot and Wignell (2003) states that descriptive text is a text that describes a particular person, place or thing.

In addition, Anten (2003) arques, "descriptive text is a text which says what a person or a thing is like." It means that in descriptive text the characteristics of a person or thing describe clearly.

Based on syllabus, The students have a purpose to learning the writing descriptive text at the eighth grade students of SMP Negeri 3 Padangsdimpuan. It can be seen the writing descriptive text is a type of written text, which has the specific function to give description about an object (human or non human). Which this writing the students can make to describe about a something/ someone/ a place/ an animal in our live, and it can be function in their social function in the future.

From the explanations above, it can be concluded that writing descriptive text is a kind of the that has a purposes to explain

details about an object, a person, a thing a situation and human or non human. Writing descriptive text is so important because it is one of the texts which are examined in National Final Examination in Junior High School.

The Student Teams Achievement Divisions (STAD) Method

Student teams achievement divisions is method learning that make of group heterogen and explain information or percentation in front of class by students in every weeks. This method such of cooperative learning

According to Hamdani (2011), "STAD method is simple method learning a teacher teaching techniques to showing study group and to doing percentation verbal or text in class." Miftahul (2011) states, "student Teams achievement divisions is about "competition" between group. The students making group as kind of according be able, gender and ethnic. Firstly, the students together study matery with their friends a group, then they will test a the way individual quizs."

From the above opinion above it can be concluded that the Method STAD is finding a core part of the learning activities using a cooperative learning. Knowledge and skills to carry out their own experiments in order to see what is happening, ask questions, find out for your selves, and connect discovery with the discovery of one another, comparing what it finds with that found other learners. STAD Method aims to teach students to cooperate good with together in their classroom so that the students to know be able in themselves.

According to Trianto (2008: 24), "there are five steps of STAD Method:
1. Submitting target and motivate the students.
2. Presenting or submitting information.
1. Student organization in group learn.
2. Evaluation.
3. Giving appreciation".

The Frame of Mind

The writer assumes that both STAD method and writing descriptive text has an effect. The Effect in STAD method with Description text. In this case, the writer assumes that STAD method because are guided to use the method between the students and the teacher. Besides that, this strategy can also create close relationship among students and teachers. The students can be writing descriptive text with cooperative. So that, it can be stated that STAD technique is good to be application in teaching reading

III. THE METHOD OF RESEARCH

This research is located in SMP Negeri 3 Padangsidimpuan and the research is conducted in 2015-2016 Academic Year. The Headmaster's name in SMP Negeri 3 Padangsidimpuan is Drs. Ibnu Hajar, M. Pd.

This place is chosen because nobody has investigated this problem in this place before and this topic is relevant to the own curriculum in discussing English. The writer thinks that this school is representative to all Junior High School in Indonesia, particularly in Padangsidimpuan. It means that this school is in Padangsidimpuan or Indonesia. The process of this research was conducted for three months August until November in 2015-2016 Academic Year. The reason of writer chooses the school because: 1). The data needed for the research are available in this school, 2). It is one of national schools in Padangsidimpuan which has a good predicate, 3). The title has never researched in this school, 4). It is easy for getting the data.

Arranging the instrument of the research is one of the important things in the research. The instrument is arranged in order to get the answer from the respondent that will be used as the research data.

In this research, the writer collects the data by giving the test in multiple choice from Variable X the used questionnaire and Variable Y the used test. It is very important in conducting the research. There are two

variables in this research; they are student teams achievement divisions (STAD) Method as Independent Variable (Variable X). The STAD method is simple method learning a teacher teaching techniques to showing study group and to doing percentation verbal or text in class. And Writing Descriptive Text as Dependent Variable (Variable Y) Descriptive text is a text which says what a person or a thing is like." It means that in descriptive text the characteristics of a person or thing describe clearly.

Variable in this research is STAD Method, which is intended to measure the students' writing descriptive text ability. STAD method is a simple method learning a teacher teaching techniques to showing study group and to doing presentation verbal or text in class.

The writer determines the function of writing descriptive text ability is the ability of the Eight Grade Students' Junior High School in mastering and classifying the function of STAD method included give the steps of STAD method, the weakness of STAD and the strength of STAD method.

To measure the students' ability in recitation method, the writer determines the indicators of steps are:

1. Submitting target and motivate the students.
2. Presenting or submitting information.
3. Student organization in group learn.
4. Evaluation.
5. Giving appreciation.

Table 1. The Baluster of STAD Method

No	Indicators of Writing Descriptive Text
1	Identifying the steps of STAD method
	a. Submitting target and motivate the students b. Presenting or submitting information c. Student organization in group learn. d. Evaluation. e. Giving appreciation.

To measure the students' ability in writing descriptive text, the writer determines the indicators are:

1) Identifying the social function
2) Identifying the generic structure
   a. Identification
   b. Description
3) Identifying the lexicogrammatical features

Table 2. The Baluster of Writing Descriptive Text Instrument

No	Indicators of Writing Descriptive Text	Items	Scores	Number of Multiple Choice
1	Identifying the social function	5	25	6,7,8,9,10
2	Identifying the generic structure a. Identicitatio b. Description	5 5	25 25	1,2,3,4,5
3	Identifying the lexicogrammatical features	5	25	16,17,18,19,20
	Total	**20**	**100**	**20**

In this research, the writer uses the descriptive method because the writer wants to find out the fact during the research is investigated in the research location. Hasan (2002) states, "deskriptif artinya melukiskan variabel demi variabel, satu demi satu. Metode desktiptif bertujuan untuk:

Mengumpulkan informasi aktual secara rinci yang melukiskan gejala yang ada.
Mengindentifikasi masalah atau memeriksa kondisi dan praktek-praktek yang berlaku.
Membuat perbandingan atau evaluasi.
Menentukan apa yang dilakukan orang lain dalam menghadapi masalah yang sama dan belajar dari pengalaman mereka untuk menetapkan rencana dan keputusan pada waktu yang akan datang.

It means that descriptive means to describe variable by variable, one by one. Descriptive methods has purpose; a) Collecting information as detail that describe

phenomenon, b) To identify the problem or check condition and valid practice, c) To determine comparison or evaluation, d) Choosing what another people do to face the same problem and study from their experience to determine the plan and decision in the future.

At the last opinion Bungin (2010) adds, "it means that descriptive has purpose to explain, summarize, some of condition, situation, or some variables that rise in the society that become the object of the research based on what is happened. Then take up to surface of character or the figure about condition, situation, and the variable."

Based on the quotation above, the writer wants to describe The Effect of the Application of STAD Method to The Students Skills in Writing Descriptive Text to the Eighth Grade Students of SMP Negeri 3 Padangsidimpuan in 2015-2016 Academic Year".

Any both of variables is:

$$\boxed{X} \longrightarrow \boxed{Y}$$
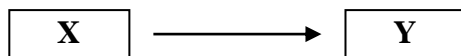
Artinya : X = Variable dependent (Using STAD Method).
Y = Variable independent (Using Writing descriptive Text)

The population this research is all of on the Eighth Grade students of SMP Negeri 3 Padangsidimpuan in 2015 - 2016 Academic Year. The whole Grade Eighth students consist of 7 classes, and total population are 190 students.

Table 3. The Population of Research

No.	Kelas	Population
1.	VIII-1	30
2.	VIII-2	30
3.	VIII-3	30
4.	VIII-4	24
5.	VIII-5	25
6.	VIII-6	26
7.	VIII-7	25
	Sum	**190**

To get the sample, the writer uses random sampling. Arikunto (2009: 95) says, Random Sampling is the researcher takes sampling based on homogeny population. So, sample can take randomly. Random sampling can be divided into simple random sampling, ordinal sampling, ordinal sampling, random sampling with numbering random.

Based on explanation above, total sampling is suitable to get sample in this research. The writer taken 18% from population consist of 34 students.

There are four kinds of research methods, they are: interview, test, questionnaire, and observation.

There are two types of analyzing data in this research; firstly descriptive analysis, which used to see the mean, median, modus, and making distributive frequency and also making histogram. After that, to see the position of each variable, the writer makes the criteria of scoring variables.

Table 4. The Criteria of Scoring Writing Descriptive Text and STAD Method

No	Indicators	Number of test
1	80-100	Excellent
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

The statistic analysis that are used to see the effect of Variable X and Variable Y. And this analysis also test hypothesis determined before. The writer uses the formulation "r" Product Moment by Pearson in doing the statistic analysis, the rule that can be considered as follows:

The data of this research which is taken from the sample is analyzed by using statistical process. The data is analyzed by applying, the formula is follows:

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

IV. THE RESULT OF THE RESEARCH

Based on the result of data analysis, it has been got that in applying the *Student Teams Achievement Divisions* method (X), there are 34 students who followed the test. It was found that the highest score of students on teaching score is 95 and the lowest score is 60. The mean score of the application of *Student Teams Achievement Divisions* method is 78.23 and it is categorized "good" category. To be clearly the central tendency, it can be seen in following table:

Table 5. The Description of Mean, Median, and Modus of Using *Student Teams Achievement Divisions* Method

No	Criteria	Score
1	Mean	**78.23**
2	Median	82.17
3	Mode	80.50

The following table shows the data distribution of STAD method.

Table 6. Table Frequency Distribution of *Student Teams Achievement Divisions* Method (variable X) at the Eighth Grade Students of SMP Negeri 3 Padangsidimpuan

No	Interval	Frequency	Percentages
1	60-65	3	8.8%
2	66-71	6	17.6%
3	72-77	6	17.6%
4	78-83	9	26.5%
5	84-89	6	17.6%
6	90-96	4	11.8%
	Sum	34	100%

Based on the table above, it can be seen that there are six interval classes. The highest frequency is on the interval 78 – 83 which consist of 9 students. It means that the score that often appears is between 78 - 83.

And from the research that has been done to the writing descriptive text ability, there are 34 students who followed the test. The lowest score was got by the students is 50 and the highest score is 85. The mean score is 63.82, the median score is 66.86, and the mode 66.35. To make it clear, the description of mean, median, modus can be seen as the following table:

Table 7. The Description of Mean, Median, Modus of Writing Descriptive Text

No	Criteria	Score
1	Mean	**63.82**
2	Median	66.86
3	Mode	66.35

The following table shows the data distribution of writing descriptive text.

Table 8. Table Frequency Distribution of Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Padangsidimpuan

No	Interval	Frequency	Percentages
1	50 – 55	5	14,70%
2	56 – 61	9	26,47%
3	62 – 67	11	32,35%
4	68 – 73	5	14,70%
5	74 – 79	3	8,82%
6	80 – 85	1	2,94%
	Sum	34	100%

Based on the table above, it can be seen that there are six interval classes of scores of writing descriptive text. The highest frequency is on the interval 62-67 which consist of 11. It means that the score that often appears is between 62-67.

After collecting and calculating the mean, median, modus, the writer calculates the score of the data collected by using the formula of r_{xy} in order to know how the

effect of the application of *Student Teams Achievement Divisions* Method to the student's skills in writing descriptive text at the eighth grade Students of SMP Negeri 3 Padangsidimpuan Academic Year 2015/2016 is.

The calculation of "r" Product Moment can be see in the following table:

Tabel 9. The Table Index Correlation of Product Moment of *Student Teams Achievement Divisions* Method to the students' skills Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Padangsidimpuan

NO	X	Y	X^2	Y^2	XY
1	80	70	6400	4900	5600
2	80	65	6400	4225	5200
3	70	60	4900	3600	4200
4	80	65	6400	4225	5200
5	80	60	6400	3600	4800
6	65	50	4225	2500	3250
7	70	70	4900	4900	4900
8	60	50	3600	2500	3000
9	75	65	5625	4225	4875
10	80	60	6400	3600	4800
11	65	60	4225	3600	3900
12	70	70	4900	4900	4900
13	85	50	7225	2500	4250
14	80	65	6400	4225	5200
15	80	65	6400	4225	5200
16	90	65	8100	4225	5850
17	70	60	4900	3600	4200
18	85	70	7225	4900	5950
19	95	60	9025	3600	5700
20	75	65	5625	4225	4875
21	70	60	4900	3600	4200
22	75	65	5625	4225	4875
23	85	65	7225	4225	5525
24	75	75	5625	5625	5625
25	95	85	9025	7225	8075
26	80	60	6400	3600	4800
27	90	75	8100	5625	6750
28	70	55	4900	3025	3850
29	85	65	7225	4225	5525
30	85	65	7225	4225	5525
31	85	75	7225	5625	6375
32	75	50	5625	2500	3750
33	80	60	6400	3600	4800
34	75	70	5625	4900	5250
Σ	2660	2170	210400	140500	170775

From the data above, it can be seen that the value of $\Sigma x = 2660$, $\Sigma y = 2170$, $\Sigma x^2 = 210400$, $\Sigma y^2 = 140500$, $\Sigma xy = 170775$. By using the values, the writer can calculate the value of correlation or effect (r_{xy}) as follows:

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

$$= \frac{(34)(170775) - (2660)(2170)}{34(210400) - 2660^2 . 34(140500) - (2170)^2}$$

$$= \frac{5806350 - 5772200}{\sqrt{(7153600 - 7075600).(4777000 - 4708900)}}$$

$$= \frac{34150}{\sqrt{(78000)(68100)}}$$

$$= \frac{34150}{\sqrt{5311800000}}$$

$$= \frac{34150}{72882.09}$$

$$= 0.468$$

From this calculation it has been got that the value of correlation of product moment (r_{xy}) is 0.468. It is higher than the value of r_{table}, that is from n = 34 r_{table} 0.339 at significant level. it can be concluded that the value of r_{test} is greater that the score if r_{table} (0.468 > 0.339). It means that there is a significant effect of the application of STAD method to the students skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016. So that the hypothesis is accepted.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. The result of the mean score of the students of the eighth grade taught by using the application of *Student Teams*

Achievement Divisions Method is.78.23. It can be said that the criteria is good.

2. The mean score of the students of the eighth grade in writing descriptive text is 63.82. It can be said that the criteria is enough.

3. There is significant effect of the application of STAD method to the students skills in writing descriptive text to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016. It can be seen from the value of r_{XY} is grater than r-table (0.468 > 0.339)

4. The hypothesis of this research is accepted.

The Suggestions

1. It is suggested to the researchers of English to apply the STAD method in teaching descriptive text, because it effects to the students' skills.

2. For English teachers of SMP Negeri 3 Padangsidimpuan are hoped to improve their motivation and approach in teaching and learning process by connected material to the students' experience or invite another person who is fanned by the students to excite their motivation to learn English, especially in writing descriptive text.

3. For the headmaster of SMP Negeri 3 Padangsidimpuan is hoped to guide and motivate the teachers especially for English teachers so that they can use the suitable method related to the material.

4. For the next researcher, this script is hoped to be useful and can be used as reference to do observation for the similar topic in the future.

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THE CORRELATION BETWEEN THE STUDENTS' MASTERY IN STRESS AND THEIR SKILL IN READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 TANO TOMBANGAN IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini ditulis oleh penulis untuk mengetahui seberapa jauh hubungan antara penguasaan siswa dalam tekanan suara dan keterampilan mereka dalam pemahaman membaca untuk siswa kelas VIII SMP Negeri 3 Tano Tombangan pada tahun akademik 2015-2016. Dalam penelitian ini penulis mengambil seluruh siswa kelas VIII, yaitu sebanyak 90 siswa. Untuk mendapatkan data yang diperlukan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 3 Tano Tombangan. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}). Setelah selesai menganalisis data, diperoleh nilai korelasinya (r_{xy}) adalah 0,82. Dengan mengubungkannya ke dalam tabel interpretasi korelasi yang diberikan sebelumnya, diketahuilah bahwa nilai ini dapat dikategorikan kedalam kategori korelasi yang tinggi. Ini berarti bahwa ada hubungan yang signifikan antara penguasaan siswa dalam menguasi tekanan suara dan keterampilan mereka dalam pemahaman membaca kepada siswa kelas VIII SMP Negeri 3 Tano Tombangan. Sehingga hipotesis penelitian ini diterima.

Kata Kunci : tekanan suara, pemahaman membaca

ABSTRACT

This research is carried out in order to know about how far the correlation between the students' mastery in stress and their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year is. And in this research the writer decides to take the whole number of the object of this research, that is 90 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Tano Tombangan. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}). After analyzing the data, it has been got that the value of r_{xy} is 0.82. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant correlation between the students' mastery in stress and their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year. And the hypothesis of this research is accepted.

Keywords : stress, reading comprehension

I. INTRODUCTION

Reading is a complex activity deploying a large number of separate actions. Sombody should use the understanding and imagination, observing, and remembering. It cannot be read without moving the eyes or using our minds. Comprehension and reading speed become very dependent on proficiency in performing all the necessary organs for it (Soedarso, 1988). Reading is central to the learning process. By reading activities, people may gain important information that is not presented by teachers in the classroom.

Reading activities may help students develop their language skills necessary for success. But it is difficult to implement an effective reading program, especially in countries where English is treated as foreign language. The success of implementing reading programs will depend on the students' interest, because, reading must be comprehensive and meaningful. That is the teaching of early reading; children should be given material in a complete form, such as stories and poems.(Santrock, 2008)

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that reading comprehension competence of junior high school students were in a low level. Most of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically. (Muhibbin, 1995)

The same condition also happens in SMP Negeri 3 Tano Tombangan. The problem they experienced in English is concerning reading competence. Most students are lack in English. It is shown from their passing grade in English that are below minimum passing grade required by the curriculum. As a more intensive observation undertaken, the problem is mostly in reading comprehension. Students are unable to comprehend the reading materials in the text. Therefore their understanding on material taught is quite poor.

One of the problems is the students often read the text in wrong stress. They read the word not suitable to the right stress. They cannot differentiate primary stress to weak stress. By looking at the difficulties encountered and the solutions needed, the researcher thinks that there should be efforts to improve the students pronunciation, especially stress.

According to the above explanations the writer is interested to research about the correlation between the students' ability in reading text, in this case the writer chooses one of the pronunciation materials, that is stress and reading comprehension, and makes the topic of her research about, "the correlation between the students' mastery in stress and their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year".

The writer has chosen the above topic, it is based on the following reasons:

1. Stress is important to be known by the students because if the students read in wrong stress, it will emerge as different means..
2. Reading is chosen as the main variable, because its important role in order to improve our knowledge about something.

A research is carried out on order to study the problem, and it is carried out

systematically by applying the scientific method. As L R Gay (1988) states : "Research is the formal, systematic, application of the scientific method to the study of problem."

Depend on the above explanations the writer formulates the problem of her research as follows: "How far is the correlation between the students' mastery in stress and their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year?"

And from the formulation of problem of this research it can be known that the main purpose of carrying out this research is in order to know how far the correlation between the students' mastery in stress and their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year is.

Beside the above purposes, the writer carries out this research based in the following purposes:

1. The writer wants to know about how far the mastery of the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year in mastering stress .
2. The writer wants to know about how far the skills of the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year in reading comprehension.

II. THE THEORITICAL FRAMEWORK

Stress

Every language has a system of sounds, stress and intonation that gives it a rhythm and melody all its own. Many people say that English is difficult to understand because the native speakers talk to fast. Most likely, one reason is that the stress patterns of English are not recognized or understood.

Although the non- speakers are able to pronounce each sound of the language correctly, but they need recognize these stress and intonation patterns when they hear the nattive speakers to that they will be eas

"Stress refers to the degree of force or loudness you give to a syllable in a word or to a word or words in a phrase or a sentence. Stressing a syllable indicates the importance of that syllable (part of word). Stressing a word or words in phrases or sentences indicates the importance or those words. (https://en.wikipedia.org/wiki/Stress_(linguistics))

Reading Comprehension

Suoenjono (2005) explained that reading is about understanding written text. It is complex activity that involves both perception and thought. In reading, there are two mains; they are beginners and advanced stage. At the beginner stage, the child's ability to understand the regularity of the letter will have prerequisites that are psychological and neurological disorders. Suoenjono (2005)

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself question. This should be taken into consideration when devising reading comprehension exercise. It is possible, for instance, to develop the students' powers of inference through systematical practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

There are two conflicting views about the reading process, it's between top-down and bottom-up processing. In metaphorical terms this can be linked to the difference between looking down something from

above-getting an overview-and on the contrary being in the middle of something and understanding where we are by concentrating on all the individual features. It is the difference between looking at a forest, and studying the individual trees within it. (Harmer, 2001)

The Frame of Mind

As it is known, reading comprehension means to grasp language patterns from their written representation. It impossible for a students to reading comprehension without knowing stress. A student who master stress well, of course the student will be easier to reading comprehension. From the explanation above it can be concluded that there is a significant correlation between the students' mastery in stress to their skill in reading comprehension.

III.　THE METHOD OF RESEARCH

This research is carried out in SMP Negeri 3 Tano Tombangan. And this research is carried out in 2015 – 2016 academic year.

This research is assumed as the formal study, so that this study carried out by using the correlational method. The correlational method is applied based on the problem of this research.

This research uses the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and information concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMP Negeri 3 Tano Tombangan.

For getting the needed data from the field do a written test to students. The test is applied in order to get the data about the students' mastery of the two variables.

After the data is got, then it is analyzed by using the statistical analysis. It is done in order to find out how far the correlational between the students' mastery in stress to their skill in reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year.

The statistical formula which is used is the formula of Person's Product Moment Correlation (r_{XY}) as follows :

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

In which :

r_{xy}　=　symbolizes the correlation between the students' mastery in the two variables.

X　=　symbolizes the students' mastery in stress.

Y　=　symbolizes the students' skill in reading comprehension.

$\sum X$　=　symbolizes the sum the students' mastery in stress.

$\sum Y$　=　symbolizes the sum the students' skill in reading comprehension.

N　=　symbolizes the number of sample.

After getting the value of correlation (r_{xy}), the next step which is done by consulting the value of r_{xy} to the table of interpretation of correlation.

The table of Interpretation used be seen below:

Table 1. The table of interpretation of r_{xy}

NO.	THE VALUE OF CORRELATION (r_{xy})	INTERPRETATION
1.	Between 0.00 - 0.20	No correlation
2.	Between 0.20 - 0.40	Low correlation
3.	Between 0.40 - 0.70	Sufficient correlation
4.	Between 0.70 - 0.90	High correlation
5.	Between 0.90 - 1.00	Very high correlation

(Source : Suharsimi Arikunto, 2006)

The number of population in SMP Negeri 3 Tano Tombangan is relatively small so that the writer takes all population as the object of this research. The description of the population of this research can be described in the following table:

Table 2. The Population of Research

No	CLASS	THE NUMBER OF STUDENTS
1	VII-1	41
2	VII-2	42
3	VIII-1	45
4	VIII-2	45
5	IX-1	45
6	IX-2	44
	TOTAL	262

Source: SMP Negeri 3 Tano Tombangan, Agustus 2015

As Suharsimi Arikunto (2006) states, " If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be from 10 – 15% or 20 – 25 % ". So, the writer decides to take the whole number of the object of this research, that is 90 students.

IV. THE RESULT AND DISCUSSION

The result of research can be got after giving the test to the students, both in stress an reading. For the students mastery in stress, the lowest score is 60 and the highest score is 90. The mean score is 77.67. It means that the student's abilities can be categorized into capable category.

The frequency and percentage of the students' mastery in stress can be seen below:

Table 3. The frequency and percentage distribution of The students score in stress mastery

No	Score	Frequency	Percentage	Mean Score
1	60	2	2.22%	
2	65	6	6.67%	
3	70	11	13.33%	
4	75	27	30.00%	77.67
5	80	18	20.00%	
6	85	19	21.11%	
7	90	7	8.89%	
Total		**90**	**100 %**	

From the table above the histogram can be made as following graphic :

Graphic 1. The frequency histogram of the students' stress mastery
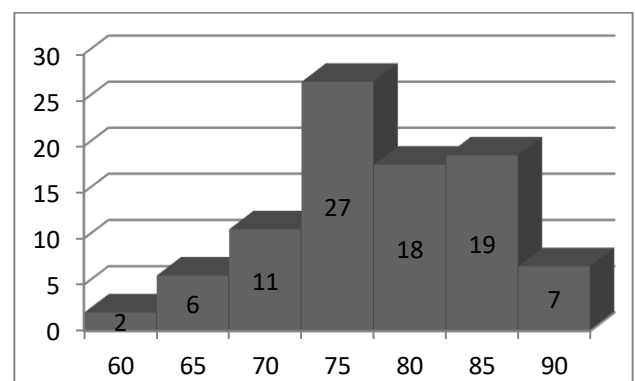
From the table and histogram above the writer can conclude that the value of the mastering stress to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 – 2016 academic year there are 91.11% who have succeeded in achieving teaching objectives because the value of Completeness Minimum Criteria (KKM) in this school is 70. The students who have not succeded is

achieving the value under the Completeness Minimum Criteria (KKM) is 8.89%.

And the scores of the students' reading comprehension show that the lowest score is 60, and the highest score is 85. The mean score is 74.89. It means that the students' abilities can be categorized in to capable category. The frequency and percentage of the students' reading comprehension can be seen below:

Table 4. The frequency and percentage distribution of the students score in reading comprehension

No	Score	Frequency	Percentage	Mean Score
1	60	7	7.78%	
2	65	5	5.56%	
3	70	20	22.22%	74.89
4	75	25	27.78%	
5	80	17	18.89%	
6	85	16	17.78%	
Total		**90**	**100 %**	

From the table above the histogram can be made as following graphic :

Graphic 1. The frequency histogram of the students' Reading Comprehension
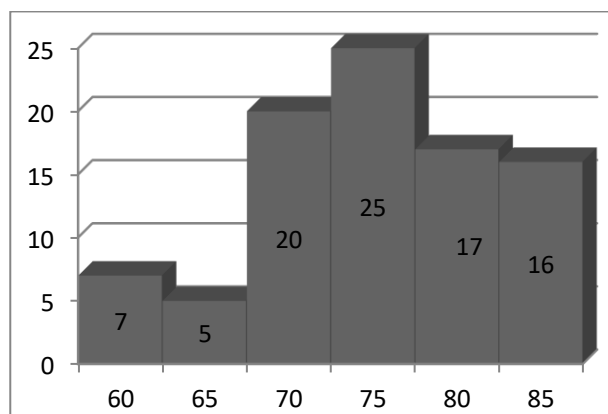
From the table and histogram above the writer can conclude that the value of

reading comprehension to the eighth grade student of SMP Negeri 3 Tano Tombangan in 2015 – 2016 academic year show that there are 86.67% who have succeeded in achieving teaching objectives because the value Completeness Minimum Criteria (KKM) in this school is 70. The students who have not succeded is achieving the value under the Completeness Minimum Criteria (KKM) is 13.33 %.

Through the analysis of the data it has been known that the value of correlation can be categorized into the high correlation. It means that the hypothesis if this research that states "There is a significant correlation between the students' mastery in stress and reading comprehension to the eighth grade students of SMP Negeri 3 Tano Tombangan in 2015 - 2016 academic year " is accepted.

V. CONCLUSSIONS AND SUGGESTIONS

The Conclussions

1. The students' mastery in stress can be categorized into the capable category. It can be seen from the mean score of the students, that is 77.67.
2. The students' reading comprehension can be categorized into the capable category. It can be seen from the mean score of the students, that is 74.89.
3. There is a high correlation between the students' mastery in stress and their reading comprehension to the eighth grade students' of SMP Negeri 3 Tano Tombangan in 2015 – 2016 academic year. It can be seen from the value of r_{xy}, that is 0.76.
4. The hypothesis is accepted.

The Suggestions

1. Because stress is very important for improving the students' skills in reading comprehension, so that is suggested to the teachers to teach the stress well, and for the students to learn it well.
2. For the English teachers of SMP Negeri 3 Tano Tombangan should give more practice for the students.
3. The writer realized that this research is still far from being pefect, so that is suggested to other researchers to conduct the deeper research relating to the topic of this research.

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THE CORRELATION BETWEEN THE STUDENTS' VOCABULARY MASTERY AND THEIR MASTERY IN CONVERSATION TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 3 PADANGSIDIMPUAN IN 2015 – 2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dilakukan oleh penulis untuk mengetahui seberapa jauh hubungan antara penguasaan siswa dalam kosa kata dan percakapan siswa di kelas sebelas SMA Negeri 3 Padangsidimpuan pada tahun akademik 2015-2016. Dalam penelitian ini penulis memilih 75 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang diperlukan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMA Negeri 3 Padangsidimpuan. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}).Setelah selesai menganalisis data, diperoleh nilai korelasinya (r_{xy}) adalah 0,78. Dengan mengubungkannya ke dalam tabel interpretasi korelasi yang diberikan sebelumnya, diketahuilah bahwa nilai ini dapat dikategorikan kedalam kategori korelasi yang tinggi. Ini berarti bahwa ada hubungan yang signifikan antara penguasaan siswa dalam kosa kata dan percakapan siswa di kelas sebelas SMA Negeri 3 Padangsidimpuan pada tahun akademik 2015-2016. Dan hipotesis penelitian ini diterima.

Kata Kunci : kosa kata, percakapan

ABSTRACT

This research is done in order to know about how far the correlation between the students' vocabulary mastery and their mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is. And in this research the writer has chosen 75 students as the sample of this research.For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMA Negeri 3 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test.After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}). After analyzing the data, it has been got that the value of r_{xy} is 0.78. By consulting this value to the table

of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant correlation between the students' vocabulary mastery and their mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year. And the hypothesis of this research is accepted.

Keywords : vocabulary, conversation

I.   INTRODUCTION

Language is a communication system. It is as a means of both oral and written communication. Language is very important when people want to express their ideas. Without language, people will have problems when they interact to each other. They cannot communicate and also cooperate to each other.

English is ne of an international language used in many countries, so English is considered to be an important language to learn. Many people use English to communicate with other people from different countries because it is one of the widely used international languages. It has been playing an important contribution in the field of oral and written communication among countries. Now, in globalization era, English is used in many sectors such as information, trade, education etc.

In Indonesia English has an important contribution, especially in education. Therefore, English is considered to be the first foreign language to be taught from elementary school up to university.

Since English is not their first language for Indonesia learners encounter a lot of problems, including the limited mastery of vocabulary, grammatical rules and language skills. There is an assumption that English competence the first year students of Senior High School is still low. The low achievement is partly caused by their limited vocabulary. As a result when they continue their study into higher level they have some difficulties because the majority of the text books are written in English.

There with the background of this study, the writer interested to know how far the students mastery in vocabulary and how it is correlation to their mastery in conversation and make the topic of her research as follows : "The correlation between the students' vocabulary mastery and their mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year.

A number of considerations are proposed to the importance of conducting this research. They are as follows:

1. Vocabulary is essential to improve the four language skills. It has to be mastered by the students in order to be able to communicate in English fluently.
2. Most of Senior High School still have difficulties in mastering vocabulary so that they cannot present their ideas clearly because of their limited vocabulary.
3. Conversation is important to be mastered by the students because it is included into the standard competences of curriculum.

The problems of this study are as follow:
1. How far is the students' mastery in vocabulary to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?
2. How far is the students' mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?
3. How far is the correlation between the students' vocabulary mastery to their mastery in conversation to the eleventh

grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?

And the purpose of this study is intended as a desire to answer the problem formulation that has been stated above. The purpose of the study is:

1. To know how far the ability of the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year in mastering vocabulary.
2. To know how far the ability of the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year in mastering conversation.
3. To know how far the correlation between the students' vocabulary mastery to their mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year.

II. REVIEW OF RELATED LITERATURE

Vocabulary

Hornby (1995) defines vocabulary as :

a. The total number of words in a language.
b. All the words known to a person or used in a particular book, subject, etc.
c. A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

From the definitions above, it could be concluded that vocabulary is a stock of words, written or spoken that has certain meanings from a certain groups of people.

Conversation

According to Cook (1989) talk may be classed as conversation when; (1) it is not primarily necessitated by a practical task (2) any unequal power of participants is partially suspended (3) the number of participants is small (4) talk is primarily for the participants

and not for an outside audience, and (5) turns are quite short.

III.   THE METHOD OF RESEARCH

From the topic of this research it has been known that the location of this research is in SMA Negeri 3 Padangsidimpuan. And this research is carried out in 2015 – 2016 academic year.

The SMA Negeri 3 Padangsidimpuan lies on Padangsidimpuan City. This school is headed by a headmaster. He is assisted by three assistants, sixty eight teachers from the various field of knowledge and the administration officers. And the whole number of students in this school is 1087 students.

For getting more descriptions about the number of the students in this school, it can be seen from the following table :

TABLE I
THE NUMBER OF STUDENTS OF SMA NEGERI 3 PADANGSIDIMPUAN IN 2015 – 2016 ACADEMIC YEAR

NO	CLASS	THE NUMBER OF STUDENTS		T O T A L
		MALE	FEMALE	
1.	X IPA.1	10	27	37
2.	X IPA.2	21	17	38
3.	X IPA.3	19	21	40
4.	X IPA.4	17	26	43
5.	X IPA.5	17	26	43
6.	X IPA.6	19	25	44
7.	X IPS.1	25	16	41
8.	X IPS.2	28	14	42
9.	X IPS.3	21	20	41
10.	X IPS.4	22	18	40
11.	XI IPA.1	17	23	40
12.	XI IPA.2	18	24	42
13.	XI IPA.3	14	24	38
14.	XI IPA.4	16	24	40
15.	XI IPA.5	15	24	39
16.	XI IPA.6	15	23	38
17.	XI IPS.1	24	12	36
18.	XI IPS.2	21	13	34
19.	XI IPS.3	23	13	36

NO	CLASS	THE NUMBER OF STUDENTS		T O T A L
		MALE	FEMALE	
20.	XI IPS.4	24	12	36
21.	XII IPA.1	11	17	38
22.	XII IPA.2	7	20	27
23.	XII IPA.3	10	24	34
24.	XII IPA.4	12	24	36
25.	XII IPA.5	13	25	38
26.	XII IPA.6	10	25	35
27.	XII IPS.1	20	15	35
28.	XII IPS.2	16	16	32
29.	XII IPS.3	20	14	34
T O T A L		**505**	**582**	**1087**

The Source :SMA Negeri 3 Padangsidimpuan, 2015

This research is assumed as a scientific research and it is done formally, so that in carrying out this research the writer applies the scientific method. Based on the main purpose of this research, that is, in order to find out whether there is a significant correlation between the students' mastery vocabulary and to their mastery in conversation to the eighth grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year or not, that this research the writer uses the correlational research.

In collecting the neeed data, the writer applies the library research and field research. The library research is applied based on the needs of books concerning with the topic of this research as the theories and information, whereas the field research is applied based on the needs of accurate data from the field, in this case from the SMA Negeri 3 Padangsidimpuan.

Referring to the needs of the data from the field, the writer directly treats the written test about the two variables, they are : the students' vocabulary to their mastery in conversation. The result of the test is made as the data in this research in order to know about how far the correlation between the two variables is. In orfer to know about the correlation between the two variables, the writer uses statistical calclation. The formula which is used by the writer is the formulation of Person's Product Moment Correlation as follows :

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

In which

r_{xy} = the symbolized of correlaltion between the students' vocabulary mastery to their mastery in conversation

X = the symbolized of students' score in vocabulary

Y = the symbolized of students' score in conversation

N = the number of sample

After getting the value of r_{xy}, then it is consulted to the table of interpretation of correlation. The table will show us about how far the correlation of the two variables is, and it is also used to test the hypothesis which has been formulated before.

The table of Interpretation used be seen below:

TABLE II
THE TABLE OF INTERPRETATION OF THE VALUE OF r_{xy}

NO	THE VALUE OF r_{XY}	INTREPRETATION
1.	Between 0.80 up to 1.00	Very High Correlation
2.	Between 0.60 up to 0.80	High Correlation
3.	Between 0.40 up to 0.60	Sufficient Correlation
4.	Between 0.20 up to 0.40	Low Correlation
5.	Between 0.00 up to 0.20	No Correlation

(The sources : Suharsimi Arikunto, 2006)

Considering that the number of population is relatively large and they are known homogenous, so that writer decides to limit it into the smaller one. Limiting the population means taking the sample of the

research as the representative of the population. In this research the writer applies the sample research. As Arikunto (2010) states :" If we will research only a part of population, it can be said that our research is as a sample research."

The method which is used by the writer in choosing the sample of this research is the random sampling. As L R Gay (1988) states :" Random sampling is the process of selection a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected fotthe sample"Random sampling is also regarded as the best way to obtain a representative sample. As L R Gay (1988) states :" Random sampling is the best single way to obtain and representative sample "

Depend on the above explanations the writer has chosen 75 students as the sample of this research.

And for getting the needed data, the writer needs instrument. The instrument should be appropriate to the main purpose of carrying out the research. Based on the main purpose of carrying out this research that is, order to find out whether there is a significant correlation between the students' vocabulary to their msatery in conversation is so that the writer chooses the test as the instrument for collecting the data.

The forms of the test used in this research are:
1. For the test of students in vocabulary the writer uses the completion test and the test consist of 20 items.
2. For the test of students in conversation, the writer uses the arrangement test and the essay test that consists of 20 items

After collecting the data, in this case the result of the test treated to the sample, the next step which is done by the writer is scoring it in order to get the scores of the students, both the scores of vocabulary and the scores of conversation

In scoring the result of the students' test, the writer uses the following criteria:
1. For the test vocabulary that consists of 20 items, for each item of the test a student can answer it correctly, he or she will get score 5.0. It means that if student can answer all the items of the test correctly, he or she will get score 100. It is got from the total items of the test multiplied by $20 \times 5.0 = 100$
2. For the conversation test that consists of 20 items, for each item of the test a student can answer it correctly, he or she will get score 5.0. It means that if a student can answer all items of the test correctly, he or she will get score 100. It is got from the total items of the test multiplied $20 \times 5.0 = 100$.

After getting the needed data, the next step which is done by the writer is analyzing the data in order to find out how far the correlation between the two variables is.The techniques used in analyzing the data as follows :
1. The writer distributes the data into the table of calculation, in which the students' scores in vocabulary is symbolized by X and students' scores in conversation is symbolized by Y.
2. The writer calculates the value of X^2, Y^2 and XY.
3. The writer calculates the value of $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$, $\sum XY$
4. The writer calculates the value of the correlation between the two variables by using the product moment correlation.

## IV. THE RESULT AND DISCUSSION

The result of research can be got after giving the test to the students. The scores of the lowest is 60, and the highest score is 90. The mean score is 80.60 it means that the student's abilities can be categorized into capable category.

TABLE III
THE PERCENTAGE OF THE STUDENTS IN MASTERING VOCABULARY

No	Score	Frequency	Percentage	Mean Score
1	60	1	1.33%	
2	65	4	5.33%	
3	70	3	4.00%	
4	75	11	14.67%	80.60
5	80	25	33.33%	
6	85	20	26.67%	
7	90	11	14.67%	
	Total	**75**	**100 %**	

From the table above the histogram can be made as following graphic :

Graphic 1. The histogram of the students' vocabulary mastery

THE HISTOGRAM OF VOCABULARY MASTERY
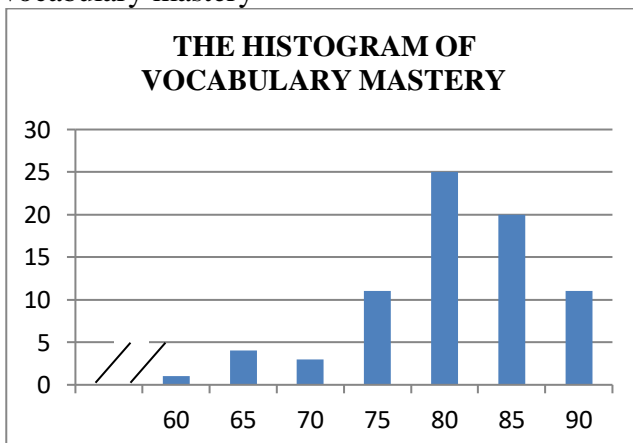
From the table and histogram above the writer can conclude that the value of the ability of vocabulary to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year there are 89.33 % who have succeeded in achieving teaching objectives because the value of students which has sufficient value Completeness Minimum Criteria (KKM) of 75. And the poor category or the value under the Completeness Minimum Criteria (KKM) is 10.67 %.

And the scores of the students in mastery in conversation shows the lowest is 60, and highest score is 90. The mean score is

77.07, it means that the students' abilities can be categorized in to capable category.

TABLE IV
THE PERCENTAGE OF THE STUDENTS SCORE IN CONVERSATION

No	Score	Frequency	Percentage	Mean Score
1	60	3	4.00%	
2	65	5	6.67%	
3	70	8	10.67%	
4	75	18	24.00%	77.07
5	80	20	26.67%	
6	85	9	12.00%	
7	90	4	5.33%	
	Total	**75**	**100 %**	

From the table above the histogram can be made as following graphic :

Graphic 2. The histogram of the students mastery in conversation

THE HISTOGRAM OF VOCABULARY MASTERY
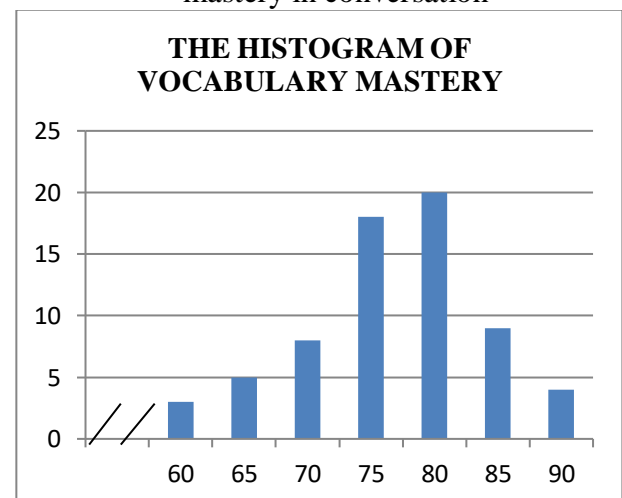
From the table and histogram in above the writer can conclude that the value of the students mastery in conversation to the eleventh grade student of SMA Negeri 3 Padangsidimpuan in 2015 – 2016 academic year there are 68.00 % who have succeeded in achieving teaching objectives because the value of students which has sufficient value Completeness Minimum Criteria (KKM) of 75. And the poor category or the value under the value of Completeness Minimum Criteria (KKM) is 32.00%.

V. THE CONCLUSIONS AND SUGGESTION

The Conclusions

1. There is a significant correlation between the students' mastery in vocabulary and their mastery in conversation to the eleventh grade students of SMA Negeri 3 Padangsidimpuan in 2015-2016 academic year. It can be seen from the value of r_{xy}, that is 0.78.
2. The students' mastery in vocabulary can be categorized into the capable category. It can be seen from the value of mean score got by the students, that is 80.60.
3. The students' mastery in conversation can be categorized into the capable category. It can be seen from the value of the mean score got by the students, that is 77.07.
4. The hypothesis of this research is accepted.

The Suggestions

1. In order to improve the students' competences in conversation, it is suggested to the teachers of English to teach vocabulary well.
2. It is suggested to the students to learn English well, because English is used as International language and it is used as a media of transferring the knowledge.
3. This research is regarded still far from being perfect caused by the limitation of the writer, so that it suggested to other researchers to conduct the deeper research concerning to the topic of this research.

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THE CORRELATION BETWEEN THE STUDENTS' MASTERY IN IRREGULER VERBS AND THEIR MASTERY IN PAST TENSE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 DOLOK IN 2015 - 2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dibuat untuk mengetahui seberapa jauh hubungan antara penguasaan siswa dalam kata kerja tak beraturan dan kalimat masa lampau di kelas sembilan SMP Negeri 1 Dolok pada tahun akademik 2015-2016. Dalam penelitian ini penulis memutuskan untuk mengambil seluruh siswa dari objek penelitian ini, yaitu 63 siswa. Untuk mendapatkan data yang diperlukan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 1 Dolok. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}).Setelah selesai menganalisis data, diperoleh nilai korelasinya (r_{xy}) adalah 0,88. Dengan mengubungkannya ke dalam tabel interpretasi korelasi yang diberikan sebelumnya, diketahuilah bahwa nilai ini dapat dikategorikan kedalam kategori korelasi yang tinggi. Ini berarti bahwa ada hubungan yang erat antara penguasaan siswa dalam kata kerja tak beraturan dan kalimat masa lampau di kelas sembilan SMP Negeri 1 Dolok pada tahun akademik 2015-2016. Dan hipotesis penelitian ini diterima.

Kata Kunci : kata kerja tak beraturan, Kalimat Masa Lampau

ABSTRACT

Research is made in order to know about how far the correlation between the students' mastery in irreguler verbs and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year is. And in this research the writer decides to take the whole number of the object of this research, that is 63 students.For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 1 Dolok. And as the instrument for collecting the data the writer uses the written test.After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}). After analyzing the data,

it has been got that the value of r$_{xy}$ is 0.88. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant correlation between the students' mastery in irreguler verbs and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year. And the hypothesis of this research is accepted.

Keywords : Irreguler Verb, Past Tense

I. INTRODUCTION

In communicating with others, people have to interact; and in doing so, they need a medium. It is generally admitted that language is a means of communication. It is through language that we are able to communicate with others in our world. Through language, people can express their ideas, wishes, thought, and desires. Most activities involving more than one person require a language. Language, therefore, plays a significant function in our life.

The difficulties, however, appear when people coming from different countries with different conditions, cultures and backgrounds meet and speak different languages. When they have to interact and cooperate, they are confronted with a problem; they do not understand each other. They, therefore, have to master a certain language with which they can understand each other. In this case,they have to know an international language.

English is as one of the international languages that is widely used in the world. English has been used by many people from different countries. Most of non-native speakers use English to establish relationship with other people coming from different countries.

In Indonesia, English has a very important contribution in technological and scientific advances; instruments such as computer and internet use English.

Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, people who want to have access to them should master English well.

English language teaching and learning is aimed at the increasing of those competencies. This means that students learning English should acquire those competencies. Specifying to linguistic competence, in addition to having the other three competences, in order to be competent in creating discourse, acquiring linguistic competence is a must. To be able to interact effectively in English, either spoken or written, we should master such language components as grammar or structure, vocabulary, sound system, etc.

Based on the explanations above, one of the important comptence in mastering English is to know structure and makes the tittle of her research, "The correlation between the students' mastery in irreguler verbs and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year "

Beside the above backgrounds, the writer has chosen the topic based on the following considerations :

1. Irreguler verb is one of the key in mastering Past Tense.
2. Past Tense is always used in speaking and writing.

3. As far as she knows that the topic has never been researched by other researchers before. So that it is assumed as the new topic in the English educational research.

Regarding to the backgrounds of the research above, the writer formulates the problem as follows :

1. How far is the students' mastery in irreguler verb to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year ?
2. How far is the students' mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year ?
3. How far is the correlation between the students' mastery in irreguler verb and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year?

In accordance with the statements of the problems that are mentioned previously, the objectives of this research are to find out :

1. How far the students' mastery in irreguler verb to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year is.
2. How far the students' mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year is.
3. How far the correlation between the students' mastery in irreguler verb and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year is.

II. THE THEORITICAL FRAMEWORKS

Irregular Verb

Irregular verbs are those verbs that fall outside the standard patterns of conjugation in the languages in which they occur. It makes most grammatical errors happen and it ask the students to make any spelling changes which is required carefully.Irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem.

There are five groups of irregular past tense:

a. Verbs that do not change to form past tense form.
b. Verbs that undergo a vowel change for past tense but here no distinct form for past participle.
c. Verbs that undergo an internal vowel change for past tense but here no distinct form for past participle.
d. Verbs that also undergo internal vowel change for past tense and for past participle. Verbs that also undergo internal vowel change for past and for past participle. (Charles : 1998)

Past Tense

According to Frank (1972), "The past tense indicates time terminating in the past, whether a time word is given or not. While Cook and Suter (1980) define past tense as actions or states that usually occurred or completed in the past. It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb.

And on the basis of the definitions above, there are four tenses indicating past form, they are simple past, past progressive, past perfect, and past perfect progressive tenses.

The Frame of Mind

Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. There are: (1) Regular verb and (2) Irregular verb. When indonesian students face the simple past tense,

they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time. So that it can be stated that the students' mastery in irreguler verb influence their mastery in make sentence, especially in making Past Tense.

III. THE METHOD OF RESEARCH

This research is carried out the SMP Negeri 1 Dolok.　And this research is conducted in 2015 - 2016 academic year.

The population and sample are important to be explained by the writer for it can give the descriptions about the subject of the research and the researched target.

According to　Suharsimi Arikunto (1989) : "Population is the whole number of the researched subject". So that, it can be stated that the population of this research is the whole number of the eighth grade students of　SMP Negeri 1 Dolok in 2015 - 2016 academic year. It consists of 63 students.

This research is formal and it is assumed as the scientific research, so that in this research the writer applies the scientific method. Based on the main purpose of this research, so that in this research the writer uses the correlational research.

In collecting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of books concerning with the topic of this research as the sources of theories and informations. Referring to the needs of the data from the field, the writer directly treats the written test to the students about the two variables, they are : irreguler verb and Past Tense.

The forms of the test used in this research are :

1. For the test of students' skills in irreguler verbs, the writer uses the multiple choice test. In this case the students are ordered to choose the most appropriate answer from the four options given. The number of the test items is 20 items.
2. For the test of students' mastery in Past Tense, the writer uses the the completion test, in which the students are ordered to complete the passages or composition about the Past Tense by using the words or phrases given. The total number of the test items is 20 items

After finishing treating the written test to the students, the next step which is done by the writer is scoring it in order to get the scores of the students, both the scores of irreguler verbs and the scores of Past Tense. In scoring the result of the students' test, the writer uses the following criterias:

1. For the test of irreguler verbs that consists of 20 items, for each item of the test a student can answer it correctly, he or she will get score 0.5. It means that if a student can answer all the items of the test correctly, he or she will get score 10. It is got from the total items of the test multiplied by 0.5 or 20 x 0.5 = 100
2. For the test of Past Tense that consists of 20 items, for each item of the test a student can answer it correctly, he or she will get score 0.5. it means that if a student can answer all the items of the test correctly, he or she will get score 10. it is got from the total items of the test multiplied by 0.5 or 20 x 0.5 = 100.

After getting the needed data, the next step which is done by the writer is analyzing the data in order to find out how far the correlation between the two variables is.

The techniques which is used by the writer in analyzing the data are as follows :

1. The writer distributes the data into the table of calculation , in which the students' scores in irreguler verb is symbolized by X and the students' scores in Past Tense is symbolized by Y.

2. The writer calculates the value of X^2, Y^2 and XY.
3. The writer calculates the value of $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$ and $\sum XY$.
4. The writer calculates the value of correlation (r_{XY}). The formula which is used by the writer is the formulation of Pearson's Product Moment Correlation published by Anas Sudijono (1987) as follows :

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

5. The writer consults the value of correlation (r_{xy}) to the table of interpretation of correlation published Anas Sudijono (2006) below :

TABLE I
THE TABLE OF INTERPRETATION OF
THE VALUE OF r_{XY}

THE VALUE OF CORRELATION (r_{XY})	I N T E R P R E T A T I O N
Between 0.0 – 0.2	No correlation
Between 0.2 – 0.4	Low correlation
Between 0.4 – 0.7	Sufficient correlation
Between 0.7 – 0.9	High correlation
Between 0.9 – 1.0	Very high correlation

6. The writer tests the hypothesis.
7. The writer calculates the value of mean score of the students, both for irreguler verb and Past Tense.

IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis of the collected data from the field it has been got that the value of correlation between the students' mastery in irreguler verb and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year is 0.88, in which after consulting it to the table of interpretation it can be categorized into the high correlation category. It means that there is a significant the students' mastery in irreguler verb and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year

From the collected data it can be seen that the lowest score got by the students in irreguler verb is 60 and highest score is 90, whereas the mean score of the students in irreguler verb is 77.22. It means that the students' mastery in irreguler verb can be categorized into the capable category. It shows us that in general the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year are able to master irreguler verb.

And through the collected data the writer can calculate the percentages of the students in irreguler verb, both the percentages of the students who have succeeded in achieving the teaching objectives and the students who haven't achieved the teaching objectives.

The percentages of the students' scores in irreguler verb can be seen in the following table:

TABLE II
THE PERCENTAGE DISTRIBUTION OF
THE STUDENTS' SCORES IN
IRREGULER VERB

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	2	3.17%
2	65	4	6.35%
3	70	6	9.52%
4.	75	20	31.75%
5.	80	17	26.98%
6.	85	11	17.46%
7.	90	3	4.76%
TOTAL		63	100%

From the above table it can be seen that the percentage of the t eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year who have succeeded in achieving the teaching objective in irreguler verb is 90.48 %., whereas the percentage of the students who haven't achieved the teaching objective is 9.52 %. It is said so, because the value of the Minimum Completeness Criteria (KKM) in this school is 70.

And the scores of the studenst in Past Tense show that the lowest score got by the students is 55, and highest score is 85. The mean score of the students is 73.17. It means that the students' mastery in Past Tense can be categorized into the capable category. It shows us that in general the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year are able to master Past Tense.

And through the collected data the writer can calculate the percentages of the students in Past Tense, both the percentages of the students who have succeeded in achieving the teaching objectives and the students who haven't achieved the teaching objectives.

The percentages of the students' mastery in the Past Tense can be seen in the following table:

TABLE III
THE PERCENTAGE DISTRIBUTION OF THE STUDENT SCORES IN PAST TENSE

NO	SCORES	FREQUENCY	PERCENTAGES
1	55	2	3.17%
2	60	4	6.35%
3	65	6	9.52%
4.	70	18	28.57%
5.	75	15	23.81%
6.	80	9	14.29%
7.	85	9	14.29%
TOTAL		**63**	**100%**

From the above table it can be concluded that the percentage of the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year who have succeeded in achieving the teaching objective in Past Tense is 80.95 %, whereas the percentage of the students who haven't achieved the teaching objective is 19.05 %. It is said so, because the value of the Minimum Completeness Criteria (KKM) in this school is 70.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant correlation between the students' mastery in irreguler verb and their mastery in Past Tense to the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year. It can be seen from the value of correlation (r_{XY}), that is 0.88
2. Irreguler verb is important to be mastered by the students, because through irreguler verb we can grasp everything expressed by others, both in speaking and writing
3. The students' mastery in irreguler verb can be categorized into the capable category. It can be seen from the value of average (Mean) score of the students, that is 77.22.
4. The students' mastery in Past Tense can be categorized into the capable category. It can be seen from the value of average (Mean) score of the students, that is 73.17.
5. The hypothesis of this research is accepted.
6. The percentage of the t eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year who have succeeded in achieving the teaching objective in irreguler verb is 90.48 %
7. The percentage of the eighth grade students of SMP Negeri 1 Dolok in 2015 - 2016 academic year who have succeeded in achieving the teaching objective in Past Tense is 80.95 %

The Suggestions

1. It is suggested to the English teacher to teach irreguler verb well, because it influences the students' skill in writing, especially in Past Tense.
2. In order to improve the students' abilities in Past Tense, it is suggested to the students to study irreguler verb well.
3. Because the limitation of the writer' knowledge, so that it is suggested to other researchers to carry out the more deeply research concerning to the topic of this research.

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THE CORRELATION BETWEEN THE STUDENTS' MASTERY IN GRAMMAR AND THEIR MASTERY IN WRITING LETTERS TO THE ELEVENTH GRADE STUDENTS OF SMK NEGERI 4 PADANGSIDIMPUAN IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dilaksanakan oleh penulis untuk mengetahui seberapa jauh hubungan antara penguasaan siswa dalam tata bahasa dan menulis surat di kelas sebelas SMK Negeri 4 Padangsidimpuan pada tahun akademik 2015-2016. Dan jumlah sampel penelitian ini adalah 74 siswa. Untuk mendapatkan data yang diperlukan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMK Negeri 4 Padangsidimpuan. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis dan tes pilihan berganda. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}). Nilai korelasi antara dua variabel tersebut adalah 0,81. Artinya, hipotesis penelitian ini yang telah dikemukakan sebelumnya :" Terdapat hubungan yang erat antara penguasaan siswa dalam tata bahasa dan menulis surat di kelas sebelas SMK Negeri 4 Padangsidimpuan pada tahun akademik 2015-2016", diterima.

Kata Kunci : tata bahasa, menulis surat

ABSTRACT

This research is performed to know how far the correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year is. And the sample of this research is 74 students.For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and information, and the field research is applied based on the need of data from the field, in this case from SMK Negeri 4 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written and multiple choice test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{xy}). The value of correlation between the two variables is 0.81. It means that the hypothesis of this research that states: "There is a significant correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year" is accepted.

Keywords : grammar, writing letters

I. I N T R O D U C T I O N

English is one of the languages which is important to be mastered by the students. It is caused by the contribution of English as an international language and it is used as a media of communication in the international meetings and it is also used in the scientific books written by the famous writers. Therefore, it has succeeded to attract most of people in the world to learn it.

As it known that English is important, so that the government through the Department of National Education inserts English as one of the obligatory subjects to be learned by the students. It can be seen from the curriculum made by the government, in which English has been supplied beginning from the primary schools up to the university level. However, eventhough the students have learned it for a long time, but it is still found that the students have problems and their masteries tend to below low in almost language mastery. One of the students' difficulties lies on writing. In this case the students are not able to use the appropriate sentences that make up it.

Based on the above explanations, the writer is interested to make a research about the correlation between students' mastery in grammar and their mastery in writing letters, and makes the topic of her research as follows :"The correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year "

Beside the backgrounds given above, the writer has chosen the topic based on the following considerations:

1. The writer still finds that it is difficult for the students to write letters caused by they have no knowledge about grammar.

2. Writing letters is one of the language mastery which is important to be mastered by the students, especially the students of economical senior high school, because through letters they can convey everything they like.

3. Grammar are always used in writing, especially in writing letters.

The writer formulate the problem of this research as follows :

1. How far is the correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year?

2. How far is the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year in mastering grammar?

3. How far is the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year in mastering writing letters?

Every scientific research should have a certain purpose to be achieved. This research concerns with the educational research, so that it is directed to the study of educational problem. As it has been stated before that the main purpose of conducting this research is in order to know how far is the correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year.

II. THE REVIEW OF LITERATURE

Grammar

Hornby in Oxford Advanced Learner's Dictionary of Current English (1995) defines grammar as "the rules in a language for changing the form of words and combining

them into sentences". According to Harmer (2001: 12) also defines that "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language". Leech et al (1986: 4) also define that "grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules".

Although the descriptions of grammar mentioned above are different, the goal is basically equal that "grammar is a description of how elements of a language are systematically combined".

Writing Letters

Writing is the act of putting letters, symbols, numbers, or words on paper or a computer screen. Writing is used to express and

A letter of application typically provides detailed information on why are you are qualified for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant mastery or experiences. And as it is stated in (http://www.writinghelpcentral.com/applicati on-letter-samples.html) : "A letter of application, or application letter, is a personal letter that is typically used to apply for a job"

The Frame of Mind

In writing the letters of course the writer needs the sentences that make it, in which the sentences concerns with the grammar. So that it can be stated that the students' mastery in grammar influence their mastery in writing the letters very much.

III. THE METHOD OF RESEARCH

This research it has been known that this research is carried at in the SMK Negeri 4 Padangsidimpuan . This research is carried in 2015-2016 academic year.

For getting descriptions about how far the correlation between the variables is, the writer applies the correlational research. The correlational research is applied based on the problem of this research, that is in order to find out how far the correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year is.

For getting the needed data the writer applies the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and informations concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMK Negeri 4 Padangsidimpuan.

The population of this research is the whole number of the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year. It consists of 184 students and the writer takes only 74 students as the sample of this research. The method used in selecting the sample is by using the random sampling.

The forms of the test used by the writer in this research is the written test by using the following kinds of the test.
1. For testing the students' mastery in grammar the writer uses the multiple choice test. In this case the student are ordered to select the appropriate words or phrases by using a, b, c or d. The total number of the test is 10 items.
2. For testing the students' mastery in writing letters the writer uses the completion test, in this case the students are ordered to complete the letters by using the appropriate words or phrases given. The number of the test items is 10 items.

After collecting the needed data from the field, they are: the students' scores in tenses and writing letters, then it is analyzed by using the statistical analysis in order to find out about how far the correlation between

the two variables is. The techniques used in analyzing the data are as follows :

1. The writer distributes the data into the table of analysis, in which for the data of the students' mastery in grammar it is symbolized by X, and for the data of the students' mastery in writing letters it is symbolized by Y.
2. The writer calculates the value of X^2, Y^2 and XY
3. The writer calculates the sum of X, which is symbolizes by $\sum X$
4. The writer calculates the sum of Y, which is symbolizes by $\sum Y$
5. The writer calculates the sum of X^2, which is symbolizes by $\sum X^2$
6. The writer calculates the sum of Y^2, which is symbolized by $\sum Y^2$
7. The writer calculates the sum of XY, which is symbolized by $\sum XY$
8. After getting the above values, then the writer calculates the correlation between the two variables by using the following formula :

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

9. After getting the value of r_{xy}, then it is consulted to the table of interpretation of correlation. The table will show us about how far the correlation between the two variables is.

10. The writer tests the hypothesis that has been formulated before.
11. The writer calculates the mean scores of the students, both in grammar and writing the letters that show the students' abilities in the two materials.
12. The writer calculate the percentages of the students who have succeeded the minimal completeness criteria (KKM).

IV. THE RESULT OF RESEARCH

Through the collected data it can be seen that the students' scores in grammar vary between 65 up to 90. It means that the lowest score got by the students in grammar is 65, and highest score is 90. And the mean score

of the students in the grammar is 81.62 , in which this value can be categorized into the capable category. By using the collected data the writer can calculate the percentages of the students' scores.

The percentages of the students' mastery in the grammar can be seen below:

TABLE II
THE PERCENTAGE DISTRIBUTION
OF THE STUDENTS' SCORES IN
THE GRAMMAR

NO	STUDENTS' SCORES	FREQUENCY	PERCENTAGES
1.	65	4	5.41%
2.	70	3	4.05%
3.	75	11	14.86%
4.	80	18	24.32%
5.	85	23	31.08%
6.	90	15	20.27%
	TOTAL	74	100%

From the above table the writer can conclude that the percentage of the students' mastery in grammar to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 90.54 % , because the value has achieved the value of the Minimum Completeness Criteria (KKM), that is 75. Whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria (KKM) is 9.46 %.

And the scores of the student in writing the letters show that the lowest score got by the students is 60, and highest score is 90. The mean score of the students 78.04. It means that the students' skills can be categorized in to the capable category. By using the collected data the writer can calculate the percentages of the students' scores.

The percentages of the students' mastery in writing the letters as the following table:

TABLE III
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' SCORES IN WRITING THE LETTERS

NO	STUDENTS' SCORES	FREQUENCY	PERCENTAGES
1	60	2	2.70%
2	65	3	4.05%
3	70	10	13.51%
4	75	16	21.62%
5	80	24	32.43%
6	85	14	18.92%
7	90	5	6.76%
TOTAL		**74**	**100%**

From the above table the writer can conclude that the percentage of the students' mastery in writing the letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 79.73 %, because the value of students has achieved the value of the Minimum Completeness Criteria (KKM), that is 75. Whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria (KKM) is 20.27 %.

From the analysis of the collected data it has been known that there is a significant correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year. It can be seen from the value of the correlation, that is 0.81. It means that beside the students' mastery in grammar, the students' mastery in writing the letters is also influenced by other students' mastery, such as their abilities in vocabulary and other grammar materials. And the hypothesis of this research that has been formulated before is accepted.

From the values of mean score of the students in grammar, that is 8, it can be stated that the students' mastery in grammar can be categorized into the capable category and from the mean score of the students in writing the letters, that is, 78.04, it is also categorized into the capable category. It means that the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year are able to use the grammar and they are also able to write the letters.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant correlation between the students' mastery in grammar and their mastery in writing letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year.It can be seen from the value of correlation (r_{xy}), that is 0.81.
2. The students' mastery in grammar can be categorized into the capable category. It can be seen from the value of mean score got by the students, that is 81.62.
3. The students' mastery in writing letters can be categorized into the capable category. It can be seen from the value of mean score got by the students, that is 78.04.
4. The percentage of the students in grammar to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 90.54 %
5. The percentage of the students in writing the letters to the eleventh grade students of SMK Negeri 4 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 79.73 %
6. The students' mastery in grammar are important, because it influences their

skills in all the language skills, especially in writing the letters.

7. The students' skills in writing the letters is important, because through writing they can convey everything they like.
8. The hypothesis of this research is accepted.

The Suggestions

1. It is suggested to the students to master the grammar well, because it influence their skills in all the language skills, especially in writing the letters.
2. It is suggested to the English teachers to teach the students about the grammar well, because its important role in the communication, both in speaking and writing.
3. It is suggested to the students to learn writing well based on its important role in conveying the messages and informations to others.
4. It is suggested to other researchers to conduct the deeper research concerning with the problem of this research, because this research is still far from being perfect based on the limitation of the writer in knowledge, time, and financial.

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THE CORRELATION BETWEEN THE STUDENTS ABILITY TO UNDERSTAND FLASHCARD AND THEIR ABILITY IN UNDERSTANDING WORD ORDER TO FORM SIMPLE SENTENCE TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 PADANGSIDIMPUAN IN 2015 -2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini ditulis oleh penulis untuk mengetahui seberapa jauh hubungan antara kemampuan siswa dalam mengerti kartu bergambar dan kemampuan mereka dalam memahami susunan kata untuk membentuk kalimat di kelas delapan SMP Negeri 3 Padangsidimpuan pada tahun akademik 2015-2016. Jumlah sampel penelitian ini adalah 75 siswa. Untuk mendapatkan data yang diperlukan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 3 Padangsidimpuan. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}). Setelah selesai menganalisis data, diperoleh nilai korelasinya (r_{xy}) adalah 0,78. Dengan mengubungkannya ke dalam tabel interpretasi korelasi yang diberikan sebelumnya, diketahuilah bahwa nilai ini dapat dikategorikan kedalam kategori korelasi yang tinggi. Ini berarti bahwa ada hubungan yang erat antara antara kemampuan siswa dalam mengerti kartu bergambar dan kemampuan mereka dalam memahami susunan kata untuk membentuk kalimat di kelas delapan SMP Negeri 3 Padangsidimpuan pada tahun akademik 2015-2016. Dan hipotesis penelitian ini diterima.
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Kata Kunci : kartu bergambar, susunan kata, kalimat sederhana

ABSTRACT

This research is written in order to know about how far the correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is.The number of sample in this research is 75 students, in which they are chosen randomly.For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test.After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's

Product Moment Correlation (r_{xy}). After analyzing the data, it has been got that the value of r_{xy} is 0.78. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year. And the hypothesis of this research is accepted.

Keywords : flashcard, word order, simple sentences

I. INTRODUCTION

English as a foreign language has important contribution in Indonesia compared by the others. English has reached almost all aspects of modern life, such as, education, business, trade, science, technology, and many others. Above all, English has opened up the hurdle of people from different states and different languages to associate, to communicate, and to develop cooperation each other.

There are four English skills which must be mastered by students; listening, speaking, reading, and writing. They have some relationship to each other. Besides those skills, spelling, grammar, pronunciation must be taught to learners in order to the achievement of the four skills above.

One of the language skills that should be mastered by the students is grammar. Grammar refers to the rule about how to speak and write in language. For example, Spanish grammar is different from English grammar. It has different rules. In English, a person may say "I like fast cars", but in Angkola (Batak) , it is "*au giot motor cepat*". The order of the words has changed: if just the words, without the grammar, are translated into English, it would mean" to me they please the cars fast". Even though this is not good English grammar, it is correct in Angkola (Batak). This is because English and Angkola (Batak) have different rules about word order. The order of noun phrase in Indonesian is same with Angkola (Batak).

From the example above we get conclusion that study Word Order is important. So, there is not misunderstanding between languages.

To make a sentence we must understand Word Order. Word Order is the arrangement of words in a phrase, clause, or sentence. Students will be more interest and enjoy if the teacher uses good strategy in teaching process. Media can be used as instrument in teaching process. Here the writer uses flashcard as media to improve students' ability in arranging Word Order.

The writer looked that the English teacher on SMP Negeri 3 Padangsidimpuan still uses conventional methods, the teacher only explain the material, write down on the blackboard and give exercise to students without media. So, the students will get bored. It can make students cannot absorb teacher explanation maximally. The teacher should find the best or the effective technique and media to teach Word Order. Media as teaching aids are needed to help students in understanding and increasing student's ability in arranging Word Order so that it can make them interested to the lesson.

Flashcard as one of visual media that can be used to learning Word Order, flashcard can establish condition which enable the students to acquire knowledge and skill. With flashcard, it is hope can help students to comprehend Word Order. The picture will help students to give brief description about something with arranging scrambled word based on they are being taught. The researcher hopes that by using flash cards, the students can enjoy the teaching learning process and able to comprehend Word Order easily.

Because of the reason above, the researcher tries to make the topic of her research is "The correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year", based on the following reasons :

1. Flashcard is one of visual media that interesting to teaching language. So, the students will be easy to comprehend the teacher's explanation.
2. Simple sentence is important to be mastered by the students because by having know the simple sentence the students are easy to continue the lessons.
3. As far as she knows that the topic is still new for it has never researched by other researchers before.

The writer formulate the problem of this research as follows :

1. How far is the students' understanding in flashcard to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?
2. How far is the students' understanding in word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?
3. How far is the correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year?

Based on the problem of this research, the writer conducts this research based on the following aims :

1. In order to find out how far the students' understanding in flashcard to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is.
2. In order to find out how far the students' understanding in word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is.
3. In order to find out how far the correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is.

II. THE THEORITICAL FRAMEWORKS

Flashcard

Azhar Arsyad (2002) explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8 x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English).

According to Jeremy Harmer (2002), Flashcards are smallish cards which we can hold up for our students to see. Flashcard is a card with words or numbers of pictures that are flashed to a class by the teacher.

Word Order

Word order is the order in which words come in clauses and sentences. (Weigle, 2002). Word Order is the arrangement of words comes in phrase, clause and sentence. English is referred to as an SVO (where S refers to subject, V to verb and O to object). It is same with Indonesian that using SVO. But English more complicated because in negative and interrogative sentence it uses auxiliary verb. They are *Do* and *does* are used for verbal sentence. For non verbal sentence uses *are*, *is* and *am*.

Simple Sentence

A simple sentence, called an independent clause, contains a subject and a verb, and it expresses a complete thought. Simple sentence is one independent clause (Hogue: 1995).

The simple sentences can be written as formulas:

SV   : simple subject with simple verb.

SSV   : compound subject with simple verb.

SVV : simple subject with compound verb.

SSVV:compound subject with compound verb.

III. THE PROCEDURES OF RESEARCH

This research it has been known that this research is carried at in the SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year. The number of students in SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year can be seen in the following table :

TABLE 1
THE NUMBER OF STUDENTS IN THE SMP NEGERI 3 PADANGSIDIMPUAN IN 2016 - 2015 ACADEMIC YEAR

NO	C L A S S	THE NUMBER OF STUDENTS		T O T A L
		MALE	**FEMALE**	
1.	VII	126	138	264
2.	VIII	150	157	307
3.	IX	170	182	352
T O T A L		**446**	**477**	**923**

The total number of teachers in this school is 78 persons. They come from various background of knowledge. From the whole number of the teachers, there are 9 English teachers.

This school is completed by school facilities, as : headmaster's room, the vice headmaster's room, the guidance and counseling room, the library, laboratory,sport field, teachers' room, administration room, toilets, computer, and of course the studying rooms.

In selecting the sample is the writer applies the random sampling. The writer has selected only 75 students as the sample of this research.

Depend on of the main purpose of this research, that is in order to find out about how far the correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is, so that in this research the writer applies the correlational research.

And to get the data from the field the writer applies the written test to the students. The test applied in order to get the data about the students' mastery in word order to form simple sentence.

After getting the data, both of the data of the of flashcard and the students' mastery in word order to form simple sentence, the next step which is done by the writer is analyzing it by using the statistical analysis. It is performed in order to find out about how far the correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015 – 2016 academic year is.

The statistical formula which is used is the formula of Person's Product Moment Correlation (r_{xy}) as follows :

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

With the explanations of formula is a follows:

r_{xy} = The correlation between the students ability to undersand flashcard and their ability in understanding word order to form simple sentence.

X   = The students ability to undersand flashcard.

Y   = The students' mastery in word order to form simple sentence.

N   = The number of sample.

After getting the value of r_{xy}, then it is consulted to the table of Interpretation of correlation published by Suharsimi Arikunto.

The table of interpretation can be seen below :

TABLE II
THE TABLE OF INTERPRETATION
OF THE VALUE OF r_{xy}

NO.	THE VALUE OF CORRELATION (r_{xy})	INTERPRETATION
1.	Between 0.00 - 0.20	No correlation
2.	Between 0.20 - 0.40	Low correlation
3.	Between 0.40 - 0.60	Sufficient correlation
4.	Between 0.60 - 0.80	High correlation
5.	Between 0.80 - 1.00	Very high correlation

(Source : Suharsimi Arikunto, 2009)

The table of interpretation will show us about how far the correlation between the two variables is.

To get the data about the students ability to understand flashcard and their ability in understanding word order to form simple sentence, the writer uses the written test as the instrument for collecting the data.

After getting the data,both of the data of the students ability to understand flashcard and their ability in understanding word order to form simple sentence, the next step which is done by the writer is analyzing the data by using the statistical analysis.

The techniques used in analyzing the data are as follows :

1. The writer distribution the data into the table of analysis, in which the data of the the students ability to understand flashcard is symbolized by X, whereas the data of the students' ability in understanding word order to form simple sentence is symbolized by Y.
2. The writer calculates the value of X^2, Y^2 and XY.
3. The writer calculates the sum of X, Y, X^2, Y^2 and XY. They are symbolized by ΣX, ΣY, ΣX^2, ΣY^2 and ΣXY.
4. The writer consults the value of r_{xy} to the table of Interpretation given.

5. The writer tests the hypothesis that has been formulated before.

IV. THE RESULT OF RESEARCH AND DISCUSSION

After finishing analyzing the collected data, in this chapter the writer would like to explain about the result of conducting the research, test the formulated hypothesis and then discuss it. It is regarded important for the writer to explain it, for it can be made as the input, both for the writer and the readers who are interested to the topic of this research in order to improve their knowledge.

Through the statistical analysis of the collected data from the field it has been got that the correlation between the students ability to understand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year is low. It can be seen from the value of correlation between the two variables (r_{XY}), that is 0.78, in which after consulting the value of interpretation of correlation it can be categorized into the low correlation category.

And through the collected data it can be seen that the lowest score got by the students in understand flashcard is 60, and highest score is 90, whereas the mean score of the students in the understand flashcard is 80.27. It means that the students' ablities to understand flashcard can be categorized into the capable category. It shows us that in general the eighth year students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year are able to understand flashcard.

The frequency and percentage of the students' ablities to understand flashcard can be seen in the following table:

TABLE II
THE FREQUENCY AND PERCENTAGE
DISTRIBUTION OF THE STUDENTSABILITY
TO UNDERSTAND FLASHCARD

NO	SCORES	FREQUENCY	PERCENTAGES
1.	60	1	1.33%
2.	65	4	5.33%
3.	70	7	9.33%
4.	75	14	18.67%
5.	80	13	17.33%
6.	85	24	32.00%
7.	90	12	16.00%
TOTAL		75	100%

By using the above table the writer can make the histogram graphic of the students' ablities to understand flashcard as follows :

Grafic 1 : The histogram of the percentage of the students' ablities to understand flashcard
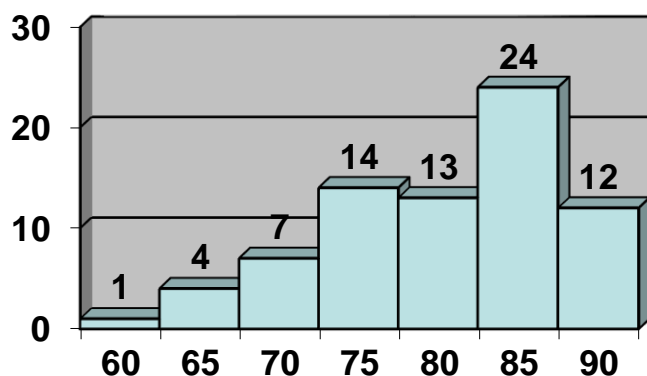
By looking up the above table and graphic it can be concluded that the percentage of the students of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 84.00 %. Whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria is only 16.00 %. It is said so, because the value of the minimal completeness criteria in this material is 75.

And the scores of the students ability in understanding word order to form simple sentences show that the lowest score got by the students is 60, and highest score is 90. The mean score of the students 78.13. It means that the students' abilities can be categorized in to the capable category. It shows us that in general the eighth year students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year are able in understanding word order to form simple sentences.

The frequency and percentages of the students understanding in word order to form simple sentences can be seen in the following table:

TABLE III
THE PERCENTAGE DISTRIBUTION OF THE
STUDENTS' SCORES IN UNDERSTANDING
WORD ORDER TO FORM SIMPLE
SENTENCES

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	2	2.67%
2	65	2	2.67%
3	70	11	14.67%
4	75	16	21.33%
5	80	25	33.33%
6	85	14	18.67%
7	90	5	6.67%
TOTAL		75	100%

By using the above table the writer can make the histogram graphic of the students ability in understanding word order to form simple sentences as follows :

Grafic 2 : The histogram of the percentage of the students ability in understanding word order to form simple sentences
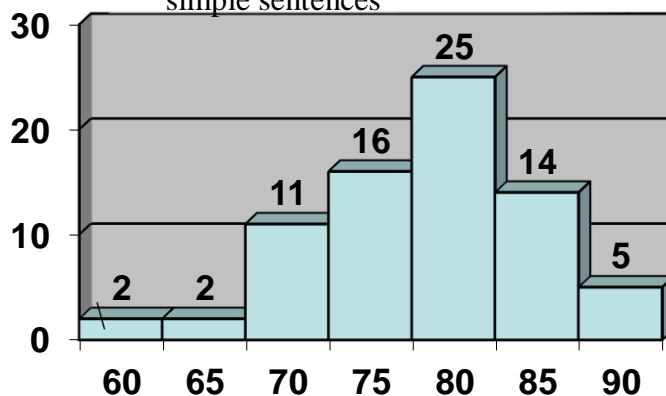
From the above table and histogram it can be concluded that the percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year who have succeeded in achieving the teaching objectives is 80.00%, Whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria (KKM) is only 20.00 %. It is said so, because the value of the minimal completeness criteria in this material is 75.

From the analysis of collected data it has been got that the correlation between the students ability to understand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year is high. So that it can be stated that the hypothesis that states : "There is a significant correlation between the students ability to understand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic year " is accepted.

V. THECONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant correlation between the students ability to understand flashcard and their ability in understanding word order to form simple sentence to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2015-2016 academic. It can be seen from the value of correlation between the two variables, that is 0.78.
2. The students' ablities in the understand flashcard can be categorized into the capable category. It can be seen from the value of mean score got by the students, that is 80.27
3. The students ability in understanding word order to form simple sentences can be categorized into the capable category.

It can be seen from the value of the mean score got by the students, that is 79.38.
4. The students' ability to understanding word order to form simple sentence not only influenced by their masteries in understand flashcard, but it is also influenced by other media of teaching or methods.
5. The hypothesis of this research is accepted.

The Suggestions

1. It is suggested to the teachers of English to teach English well to the students, because it can also improve their skills in learning something.
2. It is suggested to the students to practice, because by practicing much it can improve their abilities in learning.
3. This research is regarded still far from being perfect caused by the limitation of the writer, so that it suggested to other researchers to conduct the deeper research concerning to the topic of this research

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THE CORRELATION BETWEEN THE STUDENTS MASTERY IN CONDITIONAL SENTENCES AND THEIR MASTERY IN SONGS LYRIC TO THE ELEVENTH GRADE STUDENTS OF SMA SWASTA KESUMA INDAH PADANGSIDIMPUAN IN 2015-2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dibuat oleh penulis untuk mengetahui sejauh mana hubungan antara penguasaan siswa dalam kalimat pengandaian dan penguasaan mereka pada lirik pada siswa kelas sebelas di SMA Swasta Kesuma Indah Padangsidimpuan Tahun Aajaran 2015-2016 atau tidak. Penulis memilih 60 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang dibutuhkan penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan untuk mendapatkan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMA Swasta Kesuma Indah Padangsidimpuan. Dan sebagai alat untuk mengumpulkan data, penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisis dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah perumusan Pearson Product Moment Correlation (r_{xy}). Setelah selesai menganalisis data, diperoleh nilai korelasinya (r_{xy}) adalah 0,72. Dengan mengubungkannya ke dalam tabel interpretasi korelasi yang diberikan sebelumnya, diketahuilah bahwa nilai ini dapat dikategorikan kedalam kategori korelasi yang tinggi. Ini berarti bahwa ada hubungan yang erat antara penguasaan siswa dalam kalimat pengandaian dan penguasaan mereka pada lirik pada siswa kelas sebelas di SMA Swasta Kesuma Indah Padangsidimpuan Tahun Aajaran 2015-2016.Jadi, hipotesis penelitian ini diterima.

Kata Kunci : kalimat pengandaian, lirik lagu

This research is mainly conducted by the writer in order to know how far the correlation between the students mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year is. The writer decides to take only 60 students as the sample of this research.For getting the needed data, the writer applies the library and field research. And as the instrument for collecting the data, the writer uses the written test. After collecting the needed data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}) . After analyzing the data, it is got that the value of r_{XY} is 0.72. By consulting this value to the table of interpretation given before, it is known that this value can be categorized into the high correlation category. It means that there is a signifcant correlation between the students mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year. So that the hypothesis of this research is accepted.

Keywords : conditional sentences, song lyrics

I. INTRODUCTION

Learning English is not easy for Indonesian students. One of the difficulties that they generally face is the grammar or the language rules. On the other hand, they have to encounter it because it is one of the compulsory lessons in school from the elementary level to the highest one.

According to Hallyday (2003) if one thinks about language, there are three important aspects that should be considered; contexts, texts, and language system. Here, language system plays important role because it influences the communication. The negligent of using grammar in communication causes miscommunication and serious impact on communication. Thus, the curriculum plays important role in emphasizing the grammar mastery.

In this research the writer is interested to know about the correlation between the students' mastery in two language mastery, in this case conditional sentences and songs lyric and makes the topic of his research as follows : "The correlation between the students mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year "

Beside the above backgrounds, the writer has chosen the topic based on the following considerations :

1. The exposure of grammar in English teaching learning is considerably important because it becomes pre-communicative activity which can contribute to the students' accuracy.
2. Songs lyric is chosen to be employed because it may make students interested and fun in English teaching learning process.
3. As far as the writer knows that the topic has never been researched by other researchers before, so that it is still as a new topic in the English educational research.

The problem of this research as follows :

1. How far is the students' mastery in conditional sentences to the eleventh grade students of SMA Swasta Kesuma Indah in 2015 – 2016 academic year?
2. How far is the students' mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah in 2015 – 2016 academic year?
3. How far is the correlation between the students mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year?

The writer in carrying out this research also has some purposes. The main purpose of doing this research as follows :

1. To find out how far the students' mastery in conditional sentences to the eleventh grade students of SMA Swasta Kesuma Indah in 2015 – 2016 academic year is.
2. To find out how far the students' mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah in 2015 – 2016 academic year is.
3. To find out how far the correlation between the students mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015 – 2016 academic year is.

II. THE REVIEW OF LITERATURE

Conditional Sentences

A Conditional sentence is complex sentence that consists of main clause and a subordinate clause; the latter typically begins with the adverbial subordinate *if* (Murcia, 1999). Conditional sentences consist of two parts, one clause is called *the if clause* because it is introduced by or begin with the word *if*. The other clause is referred to as *the*

conditional clause because this is the part of the sentence that refers to some type of possibility or reality (Decapua, 2008).

Song Lyric

Song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment (Encyclopedia Americana 1977), in addition, Hamlyn (1971) says" Song is a short metrical composition combining words and music".

Lyrics, the composition in verse which is sung to a melody to constitute a song. In popular music, a verse roughly corresponds with a poetic stanza. It is often sharply contrasted with the chorus or refrain melodically, rhythmitically, and harmonically, and assumes a higher level of dynamics and activity, often with added instrumentation.

The Frame of Mind

A Conditional sentence is complex sentence that consists of main clause and a subordinate clause; the latter typically begins with the adverbial subordinate *if* Conditional sentences consist of two parts, one clause is called *the if clause* because it is introduced by or begin with the word *if*. The other clause is referred to as *the conditional clause* because this is the part of the sentence that refers to some type of possibility or reality. Whereas, song is short piece of music with words that you sing. Song in general is music for singing a song at a very low price song and dance unnecessary fuss. Song could be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher could choose definite song which appropriate with tenses that would be taught.

Referring to the title of this script proposal it can be stated that the students mastery in conditional sentences has a

significant correlation to the students mastery in songs lyric.

III. THE METHOD OF RESEARCH

This research, it is known that this research is carried on in the SMA Swasta Kesuma Indah Padangsidimpuan. And it is carried out in 2015-2016 academic year.

For getting the needed data, the writer needs instrument. The instrument should be appropriate to the main purpose of carrying out the research. Based on the main purpose of carrying out this research that is, in order to find out whether there is a significant correlation between the students mastery in conditional sentences and their mastery in songs lyric is, so that the writer chooses the test as the instrument for collecting the data. The forms of the test used in this research is the written test.

In carrying out this research the writer applies the correlational research. In order to know about the correlation between the two variables, the writer uses the statistical calculation. The formula which is used by the writer is the formulation of Pearson's Product Moment Correlation (Arikunto, 1989) as follows :

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

in which :

r_{xy} = the correlation coefficient between the students' mastery in conditional sentences and songs lyric

X = the students' mastery in conditional sentences

Y = the students' mastery in songs lyric

N = the number of sample.

The population is the whole number of researched subject, in which it is as the researched target. So that, it can be stated that

the population of this research is the whole number of the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year. It consists of 122 students.

The description of the population can be seen in the following table :

TABLE I
THE POPULATION OF RESEARCH

NO	CLASS	THE NUMBER OF THE STUDENTS
1.	XI- IPA 1	32
2.	XI –IPA 2	32
3.	XI – IPS 1	29
4.	XI – IPS 2	29
TOTAL		**122**

The writer decides to take only 60 students as the sample of this research. They come from class XI- IPA 1 and XI – IPA 2, It means that the writer applies the cluster random sampling

After getting the needed data, the next step which is done by the writer is analyzing the data in order to find out how far the correlation between the two variables is. The techniques which is used in analyzing the data are as follows :

1. The writer distributes the data into the table of calculation , in which the students' score in conditional sentences is symbolized by x and the students' scores in songs lyric is symbolized by Y.
2. The writer calculates the value of X^2, Y^2 and XY.
3. The writer calculates the value of $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$ and $\sum XY$.
4. The writer calculates the value of correlation between the two variables by using the following formula :

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

5. The writer consults the value of correlation (r_{xy}) to the table of interpretation below :

TABLE II
THE TABLE OF INTERPRETATION OF THE VALUE OF r_{XY}

THE VALUE OF r_{XY}	INTERPRETATION
Between 0.0 – 0.2	No correlation
Between 0.2 – 0.4	Low correlation
Between 0.4 – 0.7	Sufficient correlation
Between 0.7 – 0.9	High correlation
Between 0.9 – 1.0	Very high correlation

(Source : Anas Sudijono, 1987)

6. The writer tests the hypothesis of the research
7. The writer computes the students' skills, both in conditional sentences and songs lyric by using the formula of mean score (M)

IV. THE RESULT OF RESEARCH AND DISCUSSION

After analyzing the collected data, it has been got that there is a significant correlation between the students' mastery in conditional sentences and their mastery in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year. It can be seen from the value of correlation (r_{XY}), that is 0.72, in which after consulting the value to the table it can be categorized into the high correlation category.

And from the collected data which has been got from the result of the written test given to the students it has been got that the students' scores in conditional sentences vary between 60 up to 90. It means that the lowest score got by the student is 60, and highest score is 90, whereas the mean score (M) of the students which draws the students' mastery in conditional sentences is 80.75. It

means that students' mastery in conditional sentences can be categorized into the capable category.

By using the collected scores the writer can calculate the percentages of the students' mastery in conditional sentences as it can be seen in the following table :

TABLE III
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENTS' SCORES IN CONDITIONAL SENTENCES

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	1	1.67%
2	65	4	6.67%
3	70	2	3.33%
4	75	10	16.67%
5	80	13	21.67%
6	85	21	35.00%
7	90	9	15.00%
JUMLAH		60	100 %

Based on the table above the writer can make the histogram graphic of the students' mastery in conditional sentences as follows :

Graphic 1. The frequency histogram of the students' mastery in conditional sentences
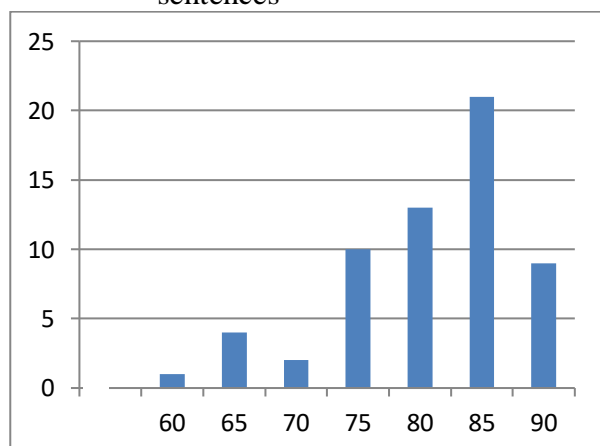
From the above table and histogram the writer can conclude that the percentages of the students who have succeeded in achieving the value of the Minimum Completeness

Criteria (KKM) in conditional sentences is 88.33% and the percentage of the students who haven't achieved the Minimum Completeness Criteria (KKM) is only 11.67%. It is said so, because the value of Minimum Completeness Criteria (KKM) in this school is 75.

And the scores of the students in understanding songs lyric indicate that the scores vary from 60 up to 90. It means that the lowest score got by the students is 60 and highest score is 90. The mean score of the students that show the students' understanding in songs lyric is 78.92. It means that the students' understanding in songs lyric can be categorized in to the capable category.

By using the collected scores the writer can calculate the percentages of the students' understanding in songs lyric can be seen in the following table :

TABLE IV
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OFTHE STUDENTS' SCORES IN UNDERSTANDING SONGS LYRIC

NO.	SCORES	FREQUENCY	PERCENTAGES
1	60	2	3.33%
2	65	1	1.67%
3	70	8	13.33%
4	75	10	16.67%
5	80	19	31.67%
6	85	16	26.67%
7	90	4	6.67%
JUMLAH		60	100 %

Based on the table above the writer can make the histogram graphic of the students' understanding in songs lyric as follows :

Graphic 2. The frequency histogram of the students' understanding in songs lyric
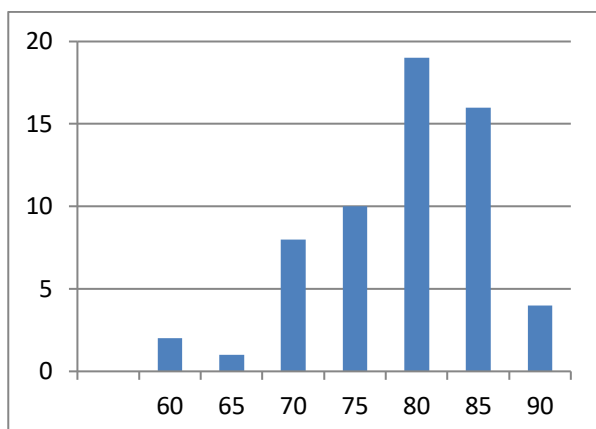
From the above table and histogram the writer can conclude that the percentage of the students who have succeeded in achieving the value of the Minimum Completeness Criteria (KKM) in understanding songs lyric is 81.67 % and the percentage of the students who haven't achieved the Minimum Completeness Criteria (KKM) is 18.33 %. It is said so, because the value of Minimum Completeness Criteria (KKM) in this school is 75.

V. THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

1. There is a significant correlation between the students' mastery in conditional sentences and their understanding in songs lyric to the eleventh grade students of SMA Swasta Kesuma Indah Padangsidimpuan in 2015-2016 academic year. It can be seen from the value of correlation (r_{xy}), that is 0.72.

2. The students' mastery in conditional sentences can be categorized into the capable category. It can be seen from the value of mean score of the students, that is 80.75.

3. The students' understanding in songs lyric can be categorized into the capable category. It can be seen from the value of mean score of the students, that is 78.92.

4. The hypothesis of this research is accepted.

5. The percentages of the students who have succeeded in achieving the value of the Minimum Completeness Criteria (KKM) in conditional sentences is 88.33%.

6. The percentage of the students who have succeeded in achieving the value of the Minimum Completeness Criteria (KKM) in understanding songs lyric is 81.67 %.

The Suggestions

1. In order to improve the students' understanding in song lyrics, it is suggested to the students to learn in conditional sentences well.

2. In order to improve the students' competences in conditional sentences, it is suggested to the teachers of English to teach vocabulary well.

3. It is suggested to the students to learn English well, because English is used as International language and it is used as a media of transferring the knowledge.

4. It is suggested to other researchers to carry out the more deeply research concerning to the topic of this research, because the limitation of the writer's knowledge, time and financial.

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