

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Sentence Mastery

2.1.1.1 Definition of Sentence Mastery

Tantray (2019: 21) stated that sentence is the smallest unit of communication. A sentence is a basic grammatical unit in learning language (Christina, 2021: 48). Sentence is a set of words that expresses a thought completely (Watson, 2007: 139). Similarly, Daulay (2021: 162) defines sentence as a group of words used to say something, to ask something, or to tell somebody to do something. Besides, Frank (1972: 220) defines a sentence in of two ways, namely by meaning and functions. By its meaning, sentence defines as a complete thought. By its functions, a sentence consist of a subject and predicate. In conclusion, a sentence as a basic grammatical unit is a group of words that have a subject, predicate, and express a complete information.

According to Hornby quoted in Styaningrum (2019: 92) mastery is a complete of knowledge. Mastery means a condition of having complete control of knowledge. Mastery of something can be realized through some processes. In order to be able to master certain terminologies, students need to acquire the following three domains: cognitive domain, affective domain, and psychometrics domain. Besides, mastery may also be described as comprehension of something or comprehensive knowledge of a certain topic or activity. In this situation, the primary language of instruction is English sentence. Sentence needs to be mastered by the students since it is the basic rule of language.

Based on the above explanation, sentence mastery can be defines as the ability to use sentence structure correctly whether speaking or writing. It is an essential component of English language learning and affects students' communication skills. In this research, the researcher discusses sentence pattern with the elements as the system of rules of forming words and combining them

into a sentence.

2.1.1.2 Sentence Elements

In accordance with Eastwood (2002: 1), the four elements of a complete sentence are subject, verb, and object. The two most important parts of the sentence are the subject and the verb. However, sentences are sometimes accompanied by a complement which is also called an object (O). Discussing about the elements which create a sentence should be understood first. The elements of sentence are classified into four; subject, verb, object, and complement.

a. Subject

Akmal et al. (2020: 201) stated that subject means to whom or what something happens. A subject of a sentence is usually a noun identifying the person or object of the sentence is about. The subject can be a single noun, pronoun.

1) Noun

Noun is a word used to name or refer to people, animals, places, things.

Person : man, woman, teacher, Rina, Andi,

Animal: cat, bird

Place : school

Thing : pen, book, money, bag

2) Pronoun

Pronoun is a word that is used to replace people or things/objects.

Pronouns can be used as a subject of sentences which may represent specific persons or things and are called personal pronouns:

| <u>Subject</u> | <u>object</u> |
|----------------|---------------|
| I | me |
| You | you |
| We | us |
| They | them |

Hey him
 She her
 It It

Example :

They bought me a new shoes

Indefinite pronouns refer to nouns (persons, places, things) in a general way: Each, everyone, nobody, somebody, either, neither, anyone, someone.

Example :

Everyone dreams of happiness in their life.

Nobody cares.

Pronouns point out particular things. They are singular and plural pronouns. It can be seen as follows:

Singular : this, that

Plural : these, those

Example:

This is my book.

These are my books.

That is your dictionary.

Those are your ruler.

Then, Pronouns also introduce questions, for example:

Who are you?

Who gave you much money?

Whose motorcycle is that?

Which one do you like?

To be the subject of a sentence, a pronoun must stand alone. *Example:*

This is a bag. (Subject is this; the pronoun stands alone.)

This bag is mine. (Subject is a bag. This is an adjective, a word that describes a noun; this describes a bag).

1) Adjectives

Adjectives are words that modify a noun or pronoun.

Example:

The *smart girl* (The adjective is smart that modifies girl (noun)).

b. Predicate

Predicate is a word used to describe the state of the subject. In English, a sentence must have a predicate called a verb. If there is no verb, as in a non-verbal sentence, where the predicate is something other than a verb (verb), then there must be an auxiliary verb (helping verbs). Giyoto, (2006: 23) States that verb explains what the subject does, acts, changes, and is. The verb can be either an action verb or a linking verb. The linking verb may be to be or stative verb.

1. To be

| | | |
|-----|------|------|
| Is | am | are |
| Was | were | been |

2. Stative verb

Stative verb describe states or condition such as seems, feels, become, sound, appear, look, get, reads, etc.

Example:

Rina *is* a good person.

Depi will be a *good* translator.

The action verb (do, work, write, etc.) are divided into two groups. The action verb that requires a direct object (receiver of the action) is called a transitive verb and the verb that doesn't require (has no) a direct object (receiver of the action) is intransitive.

Transitive verbs are such as: give, buy, kick, throw, ask, request, etc.
 Intransitive verbs are such as: grow up, wake up, rise, side down, etc.

Sentences with transitive verbs;

Example:

He *gave* me a golden ring.

My father *drove* me to the campus.

Sentences with intransitive verbs;

Example:

Yesterday, Suseno *danced*.

Rina is *swimming*

There are two groups of verbs according to the tense (time). A regular verb has an inflection -ed to verb to tell about an action that took place in the past. An irregular verb is one that does not end in -ed to show past action (past tense). Instead, the spelling of the irregular verb may change.

Regular verbs

| <i>Simple form</i> | <i>Past form</i> | <i>Past Participle</i> |
|--------------------|------------------|------------------------|
| Talk | Talked | Talked |
| Watch | Watched | Watched |

Irregular verbs

| <i>Simple form</i> | <i>Past form</i> | <i>Past participle</i> |
|--------------------|------------------|------------------------|
| Sing | sang | sung |
| Break | broken | broken |
| Wear | worn | worn |
| Be | was | were |

c. Object

According to (Watson, 2007: 143) Object is a person or thing that receives the action. Object is divided into two kinds; they are direct objects (DO) and indirect objects (IO). The direct object receives the action of the verb. The indirect object tells to whom or for whom the action is done.

Example:

He gives *me* a golden ring.

My father gives *me* much *money*

d. Complement

Complement is a sentence element used to complete the meaning of the predicate(verb) in a sentence by referring to the subject or object.

Example:

She is a *teacher*

He runs *quickly*.

We are in the living room.

2.1.1.3 Sentence Patterns

Akmal et al. (2020: 202) defines that sentence pattern is just another way to talk about the way a sentence is put together. According to Alexander (2003: 3) said that there are five basic sentence patterns as follows:

a. Subject+ Verb

Example: My head aches.

This pattern is the simplest sentence pattern in English. The subject can be a single noun, pronoun, noun phrase and the verb. can be transitive and intransitive. Here used intransitively.

b. Subject+ Verb + Complement

Example: John is a teacher

The verb in this pattern is always be or a verb related to be, such as appear, look, become, seem, sound, and taste. While the complement maybe

as follows:

- a) An adjective, e.g. John is smart.
- b) A noun, e.g. John is a teacher.
- c) An adjective + noun, e.g. John is a smart teacher.
- d) A pronoun, e.g. It's mine.
- e) An adverb of place or time, e.g. The meeting is in my room or at 2.00 Pm.

c. Subject + Verb + Direct Object

Example: My sister enjoyed the play.

Most verbs in the language can be used in this pattern. The direct object may take a variety of forms, some of which are:

- a) A noun, e.g. we parked the car in the car park
- b) A pronoun, e.g. we fetched her from the station
- c) Reflexive pronoun, e.g. we enjoyed ourselves at the party
- d) An infinitive, e.g. I want to go home now
- e) An-ing form, e.g. I enjoy sitting in the sun

d. Subject + Verb+ Direct Object+ Indirect Object

Example: The tall man gave Sam a watch

Verbs like *bring, buy and give* can have two objects. The indirect object always follow the verb and usually refers to a person. Based on the example above, Sam is an indirect object. And watch is a direct object.

e. Subject + Verb + Object + Complement

Example: She is cooking in the kitchen.

2.1.1.4 Kinds of Sentence

According to Suherman in Novita & Sabri (2019: 95), there are two kinds of sentence based on the verb use; verbal sentence and nominal sentence.

a. Verbal sentence

Verbal sentence is a sentence that use verb as predicate (the ordinary verb).

Example:

She goes to school

He writes the letter

b. Nominal sentence

Nominal sentence is a sentence which use a non-verb (the ordinary verb use in be.

Example:

She is going to school.

John is writing the letter.

2.1.1.5 Sentence Based on Types

Borjars & Burridge (2010: 107-119) stated that based on the types, sentences are classified into four categories consisting of declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands and requests), and exclamatory sentences (exclamations). Belows are the explanation:

a. Declarative sentence (Statement)

Declarative Sentences (Statements) are used to provide information or opinions. Declarative sentences have normal subjects and predicates according to certain sequences, namely subject, predicate, and complement. In written language, declarative sentences end with a full stop (.).

Declarative sentences are divided into two categories, positive statements and negative statements.

- 1) Positive statements know as a sexual sentence that has a positive meaning.

Example:

Hanan is playing game with his friend.

Green plants need sun and water.

- 2) Negative statements are the same as positive sentences, but add the word not or no that means negative.

Example:

Green plants don't need sun and water.

The child was not ate his breakfast.

b. Interrogative sentences (questions)

Sentences are used to ask for information. In the interrogative sentence the location of the subject and auxiliary verb occurs reversal. In a statement, the subject is at the beginning of the sentence. However, in interrogative sentences, the auxiliary verb begins the sentence. Interrogative sentences end with a questionmark (?) in written language. In contrast, in spoken language ends with question sentences.

Example:

Did the child eat his dinner?

Have you ever been to France?

c. Imperative sentences (commands and requests)

Imperative sentences can be used in commands and requests. Command sentences or request sentences are used to provide information about what the interlocutor should do.

Eat you dinner!

Open the door, Please !

d. Exclamatory sentences (exclamation)

Exclamation sentences are used to express emotions, for example surprise, joy or other emotions. This sentence begins with an exclamatory phrase which consists of what or how and part of the predicate. An exclamatory phrase is followed by a subject and predicate, then, ends with an exclamation point (!).

Example:

What a pretty dress you have!

How beautiful she is!

What a is used when the exclamatory phrase ends with a singular countable noun. While, what without (a) is used when the exclamatory phrase

ends with a singular uncountable noun. Whereas, how is used if the exclamatory phrase ends with an adjective or adverb.

2.1.1.6 Types of Technique for Testing Sentence Mastery

In studying a language, the one that should be paying attention is about testing grammar it is the important point in studying and teaching foreign language. The test is given to the students' which aims to measure the progress of students in class. Terry & Madsen (1984: 34) presents two basic ways to measure the grammar skills of the beginning-level students:

a. Individual tests

An individual test is a test designed to test each student with an oral exam. This request may require an easy answer or just a nonverbal action. These tests must use vocabulary unknown in the test as well as the structure the student has been taught

b. Group tests

In group tests, teachers have students take the test using direct physical reactions. First, the teacher explains and illustrates the new vocabulary. Then the teacher asked students to create shapes according to the teacher's exclusion instructions. Furthermore, in grammatical test, there are also several categories that teachers can use to measure student achievement in the field of grammar. According to Heaton (1988: 34), below are the following types of the test that most commonly used to test the features of grammatical languages:

1) Multiple choice items

The multiple choice question type most used by many grammar test builders is the incomplete sentence type, with four or more choices

2) Completion items

The completion item are usually to a piece of equipment used to insert the blank space into a complete sentence that is fill by students. The key benefit of the completion it is that they are focusing on production rather than recognition. The lack of this kind of test is that they must be addressed with tact and that there will be a number of situations where the

marks will need to make a determination as to whether a response is legitimate.

3) Transformation items

The transformation of this item is intended to provide a means of achieving the goal of establishing structure within the target language and achieving the goal of providing a means of achieving a parity, specifically within the item of multiple choice.

4) Items involving the changing of words

The other type of item is one of the test given the sentence and words they need to match the sentence the word form. This type of grammar test identifies student knowledge about different forms of words and it uses in the sentence.

5) Broken sentence items

This type of item tests the students' capacity to compose full sentences with a series of words and expressions, hence permitting the test to focus solely on testing specific syntactic elements that might have recently been polished in class. When making this point, ensure that the instructions are very clear and provide a few examples.

6) Pairing and matching items

The kind of this item is often composed with a sort conversation, with a stimulus that takes the form of a question or a query that is consistently answered using a question-and-answer format. Item will be more helpful in fostering students' sensitivity and awareness understanding of grammar than their prior knowledge of it. Students is just required to write clear responses in the provided spaces.

7) Combination items and addition items

This type of objective item has been used in past. Due to the fact that they have a significant amount of response mechanisms in the students, they must be used, in any way. Recognize that even if the

sentence is connected to just one more theme, the item cannot be used as a context indicator in real time.

2.1.2 Learning Achievement

2.1.2.1 Definition of Learning Achievement

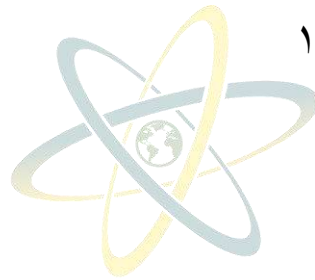
In the field of education to find out the results of a teaching, we can see the learning achievements. Learning achievement cannot be separated from learning activities since learning is a process, whereas achievement is the result of learning process. Syafi'i et al. (2018: 117) stated that achievement is a collection of the final results of a job that has been done.

Djamaluddin and Wardana (2019: 6) defined learning as a method or process carried out by an individual with the aim of changing behavior through various materials that have been studied as an experience both in the form of knowledge, skills, attitudes and positive values. In addition, Djamaluddin and Wardana on their book also explained the opinions of several experts regarding the definition of learning, namely:

1. Hilgard and Bowler stated that learning is an experience that is carried out repeatedly which causes a change in behavior in a particular situation.
2. According to M. Sobry Suttikno, added that learning is a process of effort made by a person to get a new change as a result of his own experience in interaction with his environment. In this case, change is something that is done consciously (intentionally) and aims to get something better than before.
3. The next opinion is reveal by Skinner, he stated that learning is a process of adaptation or adjustment of behavior that applies progressively.

Abu Ahmadi and Widodo Supriyono define learning achievement is a process of changing behavior as a result of interaction with the environment to fulfill their life needs (Hafiz, 2018: 14). Besides, Nana Sujana also stated that learning achievement is the ability possessed by students after receiving their learning experience. Moreover, Tabrani Rusyan examine that learning achievement is the result of the interaction of various factors that affect one's self and outside (Khadijah, 2011: 15). Therefore, Abdurrahman defined learning

achievement is the ability acquired by children after going through learning activities. Then according to Juliah, learning achievement is everything that belongs to students as a result of their learning activities (Hanani, 2019: 30). Allah also gave humans value that is highly priceless, namely; the sense the sense of sight, the ability to see, hear, and a strong spiritual body so that humans are able to study and and seeking for knowledge. Because having of knowledge will make humans safe from humiliation and stupidity. As already described in the holy Qur'an belows:



۱) اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

۲) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ

۳) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ

۴) الَّذِي عَلَّمَ بِالْقَلَمِ

۵) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meanings: "Read in the name of Allah Who created, He has created man from clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) means of kalam, and teach man what he does not know" Al-Alaq : 1-5.

أَمَّنْ هُوَ قَنِتٌ ءَأَنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ
فَلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

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The meanings: "Is one who is devoutly obedient during periods of the night, prostrating and standing [in prayer], fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding" (Az- Zumar: 9).

The fundamental process of education was carried out by Islamic educators. Islam is a religion that emphasizes education as a fundamental

principle. Here are some hadiths seeking knowledge or studying and their virtues that Muslims need to know.

حَدَّثَنَا هِشَامُ بْنُ عَمَّارٍ حَدَّثَنَا حَفْصُ بْنُ سُلَيْمَانَ حَدَّثَنَا كَثِيرُ بْنُ شَنْظِيرٍ عَنْ مُحَمَّدِ بْنِ سِيرِينَ عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَوَضِعُ الْعِلْمِ عِنْدَ غَيْرِ أَهْلِهِ كَمَقْلَدِ الْخَنَازِيرِ الْجَوْهَرَ وَاللُّؤْلُؤَ وَالذَّهَبَ (رواه ابن ماجه)

The meaning: “*Rasulullah SAW said “Seeking knowledge is obligation for every muslim. And those who put knowledge not on experts, like a person who puts pearls, diamonds and gold around a pig's neck” (HR. Ibnu Majah number 224).*

حَدَّثَنَا الْأَسْوَدُ بْنُ عَامِرٍ أَخْبَرَنَا أَبُو بَكْرِ عَنِ الْأَعْمَشِ عَنْ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ (رواه احمد)

The meaning : “*Whoever follows a path to seek knowledge, Allah will make easy for him a path to paradise” (HR. Ahmad no.7965).*

According to the hadith raised above, Prophet Muhammad SAW mentions the need for seeking understanding. It can be said that education is very important for people and is clearly a requirement for every Muslim. Knowledge of how to share knowledge with others will be useful for those who will be able to help you during times of adversity, both now and in the afterlife. Because of this, there is no reason for any Muslim person to refrain from learning because doing so will provide them a wealth of knowledge.

In conclusion, learning achievement is the result that has been achieved by someone after carrying out the learning process. In consequence, there are

changes in the child in the form of changes in behavior, attitudes, habits, knowledge, skills and so on and this is obtained through practice and experience. In the world of education, children's learning achievement can be seen from the mastery of students in a subject.

2.1.2.2 Aspect of Learning Achievement

a. Cognitive aspects

The cognitive aspect is an aspect related to the ability to process thinking, namely the ability in the field of connecting, assessing and considering an event or event. Cognitive aspects are grouped into six levels as follows: Syafi'i et al. (2018: 119). There are 6 types of levels from the cognitive aspect;

- 1) The first level is the level of knowledge (remembering, memorizing).
- 2) The second level is at the stage of understanding (interpreting).
- 3) Application Level (using application concepts to solve a problem).
- 4) The next level is the level of analysis (describing a concept).
- 5) The next level is the synthesis level (combining parts of the concept into whole concept).
- 6) The last level is the evaluation stage (comparing values, ideas, methods, etc.)

b. Affective aspect

The affective aspect is an aspect related to the realm of thinking through behavioral traits such as feelings, interests, attitudes, emotions and values. Harun Rasyid in Syafi'i et al. (2018: 118) explain that the affective domain determines student success, meaning that if a child has an interest in learning, learning achievement will be maximized, whereas if a child does not have an interest in learning, the child will find it difficult to achieve high learning achievement. maximum. The affective domain includes: The affective aspect consists of five levels.

- 1) Recognition (want to receive, aware of something) Respond (actively participate).
- 2) Appreciation (accepting values, adherence to certain values).

3) Organizing (associating believed values) Practice (making values part of the patterns of life).

c. Psychomotor aspect

Psychomotor aspects are aspects related to motion sports such as those related to nerve muscles, for example, running, walking, drawing, talking, disassembling equipment or installing equipment and so on. Psychomotor consists of five levels.

- 1) Imitation (imitating motion).
- 2) Usage (using the concept to perform the motion).
- 3) Accuracy (performing the motion correctly).
- 4) Chaining (performing several movements at the same time correctly).
- 5) Naturalization (making movements naturally).

From those three aspects, cognitive, affective and psychomotor aspects of children are the process of achieving maximum learning achievement. If these three aspects are owned by students, students are not only smart in certain subjects but also smart in applying them to everyday life. And aspects of learning achievement cannot be achieved by applying just one aspect because one aspect is related to another.

2.2 Related Study

There are some related studies that also focus on sentence. In this research, the researcher also used a references from earlier studies that were also related and shared a similar theme. This research only focus on the correlation between students' sentence mastery and their English achievement. Here are five previous studies that have a connection to this research.

1. Adela Muzdalifah (2022) entitled "The Correlation Between Students' Sentence Mastery and Their Essay Writing Achievement". This research aimed to know (1) the students' sentence structure mastery, (2) students' achievement in writing essay, and (3) the correlation between students' sentence mastery and their essay writing achievement. The writer use a quantitative approach with a correlational design. . This research involved 105 students as a sample. The finding shows that there was significant

correlation between the students' sentence structure mastery, students' achievement in writing essay.

2. Muhammad Arif Mustaqim (2021) entitled "The Correlation Between Students' Imperative Sentence Mastery and Their Ability In Writing Procedure Text at MTs Sriwijaya East Lampung at Eleventh Grade Students of MA Hassamussholihat in the academic year of 2010/ 2011". The objectives of the study are to find out the correlation between the students' imperative sentence and their ability in writing procedure text. The method of this research is correlational study and applied a cluster random sampling technique, with a total sample of 28 students. The data were gained through tests, namely the grammar test and writing test that were analyzed using the Pearson Moment product. The findings of the research showed that there was a positive correlation between students' imperative sentence mastery and their ability in writing procedure text at MTs Sriwijaya East Lampung. From the results of his research, the researchers showed that the better students' mastery in imperative sentence, the better their ability in writing procedure text. It also means to describe that there was a positive correlation between students' imperative sentence mastery and their ability in writing procedure text.
3. Flora Christina (2021) entitled "Correlating Vocabulary and Sentence Structure Mastery towards Students' Writing Skill in Descriptive Text". The objectives of the study are to find out the correlation between vocabulary and sentence structure mastery towards students' writing skills in descriptive text. The method used in this research is a quantitative research method by implementing a correlation study research design that has three variables. The first variable is vocabulary mastery, the second is sentence structure mastery, and the third is students' writing skills in descriptive text as the dependent variable. The researcher gave three tests to 40 students. That test is given to measure a student's abilities according to the three previous variables. The result of this research is the use of correlation between vocabulary mastery and sentence structure mastery toward students' writing skills. The finding of the research proves a moderate level of correlation. This

study suggests that the students have to learn vocabulary mastery and sentence structure mastery, and the English teacher should prioritize it so students' writing skills will be improved.

4. Loly Novita & M. Sabri (2019) entitled "The Mastery on the Key Tense Matching Method to Improve the Students' Ability in Creating English Sentences". The purposes of the research are (1) to introduce the method of "Key Tense Matching" which is used to create English sentence easily, (2) to find out if "Key Tense Matching" is usable to be applied to help the students face difficulties in creating English sentence, (3) to know if the effectiveness of the "Key Tense Matching" to the students' ability in creating English sentence will give the effect on their English Learning outcomes or not. This is a quasi-experimental which uses pre-test and post-test design. The samples consist of two class namely; experimental class, and controlled class. The subject of the research is the class X students of Mas Nurul Falah air Molek. The result of the test shows that the tense key matching method is more effective than the conventional method when it's applied in teaching English Grammar.
5. Dini Septiani Virginanda (2019) entitled "The Correlation Between Sentence Structure Mastery and Essay Writing Ability of the Seventh Semester Students of English Education Study Program at Sriwijaya University". This research aimed to know (1) the students' sentence structure mastery, (2) students' achievement in writing essay, and (3) the correlation between students sentence mastery and their essay writing ability. The researcher use a quantitative approach with a correlational design. This research involved 105 students as a sample. The finding shows that there was significant correlation between the students' sentence structure mastery with the students' ability in writing essay.

Those previous studies above were used as references for the researcher in comparing between those relevant studies with the study conducted by the researcher this time. Although there are a lot of differences, those previous studies have a similar objective with this research. The objective of this research is to know the correlation between students'

sentence mastery and their achievement in learning English. The fact shows that grammar particularly (sentence mastery) can help learners in many aspects because it serves as a tool to self-correct and self-edit the utterances we produce or receive in our daily life.

2.3 Conceptual Framework

Language proficiency is the overall ability of a student to use English language accurately, fluently, and appropriately. It includes mastery of grammar, vocabulary, syntax, pronunciation, and discourse. In learning English, they need to master the basic patterns of sentences in English. So they are easy to absorb most of what the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what they want to achieve. Sentence mastery refers to the ability of a student to construct grammatically correct and meaningful sentences in English based on its function. It includes knowledge of sentence element, sentence patterns, word order, and tense. With high knowledge of English sentences as a basic language learning, students can master more information in long-time memory. It helps them to answer the examination given. At last they might get better results in English. In other words, the more they master the English sentence and the more they understand English, the better English learning achievement they will acquire. The writer concludes, there is a positive correlation between the students' sentence mastery and their achievement in learning English.

English learning achievement refers to the level of success of a student has achieved in learning English. It can be known by looking to the students final scores in reports book. This is research is the statistical correlation between two variables. In this case, it refers to the extent to which there is a correlation between students' sentence mastery and their English learning achievement. This research suggest the hypothesis that students who have a better grasp of sentence structure and grammar are more likely to succeed in learning English.

According to Ningrum (2017: 148) a conceptual framework is contains the relationship between the independent variable and the dependent variable in order to provide a temporary answer. Based on the research study above, a framework

can be created to determine the relationship between students' sentence mastery and their learning achievement in English subjects, as follows:

1. Variable X = Students' sentence mastery
2. Variable Y = Learning achievement in English subject.

Based on the theoretical framework above, sentence mastery significantly correlated with students' achievement in learning English. Due to sentence mastery is an essential element, together with the ability to achieve the goal and the success of learning English. If the students are mastered in English, they would gain the better achievement in learning English. The hypothesis of this research is "There is a correlation between students' sentence mastery and their achievement in learning English".

2.4 Research Hypothesis

The research hypothesis is the basic assumption of the researcher on a problem being studied. In this hypothesis the researcher considers the hypothesis correct which will then be proven empirically through hypothesis testing by using the data obtained during the research. The hypothesis in this study uses the associative hypothesis, which is a hypothesis that measures the strength of the relationship between variables in a study. In this study the authors put forward the following hypothesis: "There is a correlation between students' sentence mastery and their English learning achievement".

Based on this hypothesis, the null hypothesis (H_0) and the alternative hypothesis (H_a) can be formulated:

H_0 : There is no correlation between students' sentence mastery with learning achievement in English subjects.

H_a : There is a correlation between students' sentence mastery with learning achievement in English subject.