

**THE STUDENTS' ABILITY IN EMPLOYING PART OF SPEECH
IN WRITING ENGLISH SENTENCES AT THE SECOND YEAR
OF MTS RAUDHATUT THALIBIN
KEDABURAPAT**



By

**ANA FITRIYANA
NIM. 10614003389**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education



By

ANA FITRIYANA

NIM. 10614003389

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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ABSTRACT

Ana Fitriyana (2011 M/ 1432 H).The title of this paper is “The Students’ Ability in Employing Part of Speech in Writing English Sentences at the Second Year of MTs Raudhatut Thalibin Kedaburapat.” It is a descriptive research. Parts of speech are the classification of words according to their functions and their relations to each other in a communication context. There are eight parts of speech; they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

In according with the phenomena, the material that concerns with parts of speech had been learned by English learners since learning English in elementary school until junior high school. Ideally, the students in junior high school, especially for the second year students’ of MTs Raudhatut Thalibin Kedaburapat, are ready familiar with part of speech. But in reality, the students’ ability in employing part of speech in writing English sentences is still far a way.

The students’ ability in employing part of speech in writing English sentences became the object of the study, and the subject of this study was the Second Year students of MTs Raudhatut Thalibin Kedaburapat.

The population of this research was the second year students of MTS Raudhatut Thalibin Kedaburapat. While the population was 51 students. Considering that the subject was small; therefore, the sample was obtained through total sampling technique. The technique of data collection employed was only test. The test was used to know the students’ ability in employing part of speech in writing English sentences and the most difficult part of speech for the second year students of MTS Raudhatut Thalibin Kedaburapat.

In order to get the percentage, the writer used the formula as follows:

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

Then, to obtain the average score from the test given, the writer used the following formula:

$$Mx = \frac{\sum Fx}{N}$$

Based on the data analysis, the writer concludes that the students’ ability in employing part of speech in writing English sentences is categorized into less. The mean of the students score in answering part of speech is 49.5. The last, the most difficult part of speech for the second year students of MTS Raudhatut Thalibin Kedaburapat is abstract noun and intransitive verb. It is proved by the average difficult items or mean from part of speech noun is $p = 0.42$ and intransitive verb is $p = 0.42$

الملخص

أنا فطري يانا (٥ ٣١ ٤١ م/٢٠١٠): الموضوع لهذه الرسالة هو "إستطاعة طلاب سنة الثانية في استخدام طبقة الكلمات لكتابة الجملة بالمدرسة المتوسطة روضة الطالبين كيدا بورابت"، وهي بحث التعريفية. طبقة الكلمة هي تطبيق أى تفريق الكلمة وفقا لكل وظيفتها تُستعمل فى إحدى الكلام. وهناك ثمانية أجناس يعنى كلمة الإسم والضمير والفعل والصفة والظرف والتقديم والوصلة والنداء.

أما في الأساس فقد تعلم الطلاب عن طبقت الكلمة منذ يتعلمين لغة الإنجليزية في المدرسة الابتدائية حتى المتوسطة. كما ينبغي على الطلاب في المدرسة المتوسطة وخاصة طلاب صفّ الثاني بالمدرسة المتوسطة روضة الطالبين أن يفهمو المادة عن طبقة الكلمة. ولكن في الحقيقة أما إستطاعة الطلاب في إستخدام طبقات الكلمة على كتابة الجملة لم تزل بعيدة عن ما يرجى.

إستطاعة الطلاب في إستخدام طبقات الكلمة في كتابة الكلام هي المُجَرَّبُ عن هذه التجربة. فأما المُجَرَّبُ عليها هو الطلاب في صف الثاني بالمدرسة المتوسطة روضة الطالبين كيدا بورابت.

السكّان عن هذا البحث هو طلاب صف الثاني بالمدرسة المتوسطة روضة الطالبين كيدا بورابت. أما عددهم هو ١٥ طلابا. لأن قليله عن مائة الطلاب فقد أخذ الكاتب جميعه كما عيّنة لهذا البحث.

الألة التي تُستعمل في جمع البيانات لهذا البحث هي التجربة. أما التجربة التي تستعمل فيه فهي تجربة الإختيار. فأما الفوائد منها فلتعريف إستطاعة الطلاب في إستخدام طبقات الكلمة في كتابة الكلام وأقسام طبقات الكلمة أين ما صعبى عند طلاب صف الثاني روضة الطالبين كيدا بورابت.

وبعد موجودة البيانات فسَتَحَلَّلُهَا باستعمال رمز مئوية نحو التالي :

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

100%

وبعد ذلك أما لتعريف النطيجة في كل واحد من الطلاب فتُستعملُ الرمز نحو التالي

$$Mx = \frac{\sum Fx}{N}$$

فلهذه، يستطيع الكاتب أن يفهم أنّ مهارات طلاب صف الثاني بالمدرسة المتوسطة روضة الطالبين كيدا بورابت على طبقات الكلمة لم تزل ناقصة بنطيجة كل واحد ٤٩,٥٩ وطبقة الكلمة التي صعبى لهم هي كلمة intransitive verb dan abstract noun كل واحد قسم صعبها p=0.24 و p=0.24.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language. There are many countries which use English in international forum; politics, economy, diplomatic, technology, and educational forum. Efendi (2008: 4) says that English as a second language, by which English is taught based on the users' local language cultures, to suit each of their backgrounds, as it popularly spoken in America. Nevertheless, people in whole of the world or a half from the inhabiting use English. More of the a quarter inhabiting in the world use English as a mother tongue, more of a quarter as a second language, and the remaining use English as a foreign language.

Indonesia is one of the developing countries. Therefore, in Indonesia English as a foreign language and always changes from time to time according to curriculum used. Than, to be aligning of the reminder in this country with the other countries, Indonesian government considers that teaching English is necessary to be taught in all of educational level such as elementary school, lower junior high school, senior high school, and University.

In accordance with the curriculum used above, Oller (1979; in Jacobs, et al, 1981: 2) points out that:

If the purpose of the curriculum is to teach people to communicate in a foreign language, the criterion of success is how well they can communicate in the language after they have had the course. Thus, the validity of tests in education must be referenced against the skill, performance, ability, or whatever the educational program purpose to instill.

Based on the national curriculum, the learning of English integrates four main language skills: speaking, listening, reading and writing. In addition, the purpose of the curriculum above is to construct of the skill of language and communication as an oral and written to confront of developing science of ability and technology in carrying out of globalization era. Based on Curriculum 2004 (in Kalayo & M. Fauzan, 2007:2), in Junior High schools, the expected language proficiency is learners are able to use English for survival purpose, to communicate for daily needs such as to read news papers and manuals. From this statement, we can see that nowadays' students in Indonesia use English in both spoken and written language.

As learning about the other languages especially English, students should master four language skills of English. There are four language skills; listening, speaking, writing and reading. Those are very important in learning language. But not only master of four language skills, students should master the language components such as grammar, vocabulary, pronunciation, spelling, punctuation etc. According to Brown (1994: 217), there are some language components that should be mastered by students. There are grammar, vocabulary, pronunciation, spelling, punctuation etc.

Regarding with the importance of grammar proficiencies, it is important for as to know what grammar is about. Grammar is concerned with labeling sentences with part of speech (Vivian, 1991:9-10; in Ruri, 2008; 2). Part of speech is a traditional term to describe the different word that are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and

interjection (Richard, 1992: 266). So, it is necessary that the students understand the function of word in sentences.

Dealing with the statements above, the writer can assume that both grammar and part of speech cannot be separated in English learning teaching, because part of speech are an aspect of grammar that hold important role for one to master the language skill in English. Such as in writing English sentences, it must using grammar.

Writing English is not a new phenomenon to the students in Indonesia. Newspapers, magazines, scientific books, and most of significant books are written in English. Meaning that, Indonesian students know and use English in daily communication, especially the students who learn English. Moreover, the students of the English Department, Writing skill is not only supported by a big longing, proclivity, and motivation, but also supported by the knowledge of the vocabulary and writing.

“all of research paper writers should be very concerned with many aspects of scientific writing-understanding the writing purpose, knowing the audience, having ability in writing (the standard written English), understanding the research problems, owning the knowledge on research training, and knowing how to quoting ideas from different sources (citing and referencing skill)”. (Syafi'i, 2007: 36-37).

Based on the ideas above, we can know that writing skill is one of the absolute case that the students, because one of the literatures still present in English language. Besides, the ability to employ parts of speech is very important in writing. Automatically, it can help the students arrange or make writing correctly.

Bisigani (2009) said that, Part of speech include to noun, verb, adjective, adverb, preposition, pronoun, and conjunction. Based on the explanation above, the students can to know about part of speech. In addition, in writing, the students do not confuse in selecting the parts in part of speech.

MTs Raudhatut Thalibin is one of the High schools in Kedaburapat, Selat Panjang. English is learned as a fundamental subject and tested in national test (UN). The students who learn English are expected to master four language skills. They are speaking, reading, writing, and listening. One of language skill that is very important is writing. As one of the language skill, writing is one taught and must be mastered by the students in this school. According to Suparman (2007: 13), the purpose of studying English is to construct the skill of language and communication as an oral and written to confront of developing science of ability and technology in carrying out of globalization era.

The process of teaching part of speech based on the opinion of Higa (1965; in Celce-Murcia and McIntosh, 1908: 244), confirms this hunch as general rule, but he also isolates five specific factors that make a word relatively easy or difficult to learn:

1. the intrinsic difficulty of word to be learned;
2. the interaction between a group of words to be learned
3. the interaction between groups of words to be learned in sequence; and
4. the effect of repeated presentation of words to be learned.

Based on the statement above, to learn part of part of speech, especially in writing English sentences, we must know the specific factor to make a word

relatively easy or difficult because in writing English sentences we must know about part of part of speech. Besides, in term of writing, students learn about part of speech, steps, methods, and all related aspects to writing in order that they are able to write and make an excellent sentence. At MTs Raudhatut Thalibin Kedaburapat, English is one of the compulsory subjects learned by students in which it is 4 hours a week with in allocation 45 minutes each meeting.

Dealing with this quotation and the perfect of study, even though the students of MTs Raudhatut Thalibin have learned English at 4- hours in one week, at least the students of class II of MTs Raudhatut Thalibin have studied English for 6 years (12 semesters), but in fact, the result of their writing sentences in employing part of speech is far from the what expected in curriculum. The trouble of the problems can be from the students, the society where they socialize, the facility of the teaching and learning, the motivation of the study, and the willingness of the students. Based on the explanations above, the writer finds some phenomena after conducting in her preliminary observations. They are:

- 1) Some students have the vocabularies, but they cannot use in writing English sentences.
- 2) Some students are diligent to follow English learning in the class, but their scores are still bad.
- 3) Some of the students are diligent to write English sentences, but the sentences are wrong or ambiguous.
- 4) Some of the students have vocabularies, but they do not know part of speech.

Based on the explanation and phenomena above, the writer would like to conduct a research entitled **“The Students’ Ability in Employing Part of Speech in Writing English Sentences at the Second Year of MTs Raudhatut Thalibin Kedaburapat.”**

B. The Reason of Choosing the Title

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The problems of the research are very interesting to be studied because it refers to students’ ability in employing parts of speech in writing English sentences.
2. The writer chooses the second year students as the sample of this research, because they have studied English from elementary school until junior high school. They are assumed to have known part of speech. It is then presumed that students can improve their ability in employing part of speech in writing English sentences.
3. This research is relevant to the writer as one of the students of English Education Department at UIN SUSKA Riau Pekanbaru.
4. As for as the writer is concerned, this research title has never been investigated by any researcher.

C. Definition of the Term

In order to avoid misunderstanding and misinterpretation in reading this paper, it would be better for writer to define a number of terms used in this research.

1. Ability is the mental or physical capacity, power or skill required to do something (Hornby, 1995: 2). However, the word “ability” means a special nature of power of the students in employing part of speech in writing English sentences.
2. Employing means that to give work to somebody usually for payment, or to make use of somebody/ something to occupy time attention etc (Hornby, 1995: 377-378). In this case, the word “employing” refers to the students’ ability in employing part of speech in writing English sentences.
3. Part of speech is a traditional term to describe the different types of word that are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Richards, et al, 1992: 266).
4. Writing is one way of providing variety in classroom procedures, and it makes possible individualized work in large class (Paulston and Bruder, 1976: 203). The word “writing” means writing in sentences.
5. Sentence is a set of words expressing a statement, a question or a command. Sentences usually contain a subject and verb. In written English, they begin with a capital letter and end with a full stop or an equivalent mark (Hornby, 1995: 1071).
6. Writing sentences is the completely and detailed about material of part of speech.

D. Problem

Based on the backgrounds above, the material that concerns with parts of speech had been learned by English learners since learning English in elementary school until junior high school. Ideally, the students in junior high school, especially for the second year students of MTs Raudhatut Thalibin Kedaburapat, are ready familiar with part of speech. But in reality, the students' ability in employing part of speech in writing English sentences is still far a way.

E. Setting of Problem

1. The Identification of Problem

Based on the problems above, the writer identifies the problems as the following questions:

- a. Why some of the students cannot employ their vocabularies in writing English sentences?
- b. Why do diligent students get bad scores?
- c. Why do some students always make wrong or ambiguous sentences in writing English sentences?
- d. What are the factor making the students do not know part of speech in English sentences?
- e. Which patterns part of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) are difficult for the students?

2. The Limitation of Problem

Based on the identification of the problem above, it would be better for the writer to give limitation in this research. This research is focused on the students' ability in employing part of speech in writing English sentences and the difficult part of speech for them. According to Richard (1992: 266) there are eight kinds of part of speech, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. But in this research, the writer only focuses on noun (abstract nouns, collective nouns, proper nouns, and common nouns) and verb (transitive verb and intransitive verb). This is because the writer capability in collecting the data and arranging material is limited.

3. The Formulation of Problem

Based on the limitation above, the research problems will be formulated into the following research questions:

- a. How is students' ability in employing of part of speech especially noun and verb in writing English sentences at the second year of MTs Raudhatut Thalibin Kedaburapat?
- b. Which part of speech is the most difficult for the students to employ in writing English sentences?

F. The Objectives and the Significances of the Research

1. The Objectives of the Research

- a. To find out the students' ability in employing part of speech especially noun and verb in writing English sentences.

- b. To get information about which part of speech is the most difficult in making English writing sentences for them.

2. The Significances of the Research

- a. These research findings are expected to be beneficial finding in education, especially in terms of teaching and learning English as a foreign language, especially for the writer herself.
- b. To show the students' ability in employing part of speech especially noun and verb in writing English sentences.
- c. This research is used to fulfill one of requirements to finish the writer's study at the Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- d. These finding are also expected to be the useful information especially for those who are concerned with the teaching writing.

CHAPTER II

REVIEWING OF LITERATURE

A. Theoretical Framework

1. The Concept of Ability

In learning English especially writing case, many aspects should be mastered by the students if they want to be success in writing. One of them is employing part of speech in writing English sentences. The students should be able to employ the part of speech in writing English sentences. According to Saikaku (2003; in Nurhidayati, 2006: 17), ability is the mental or physical power to do something. Definition of ability namely:

- a. The quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something.
- b. A natural acquired skill or talent.
- c. The quality of being suitable for or receptive to a specified treatment: capacity.

The ability in employing part of speech means that the students are able to employ part of speech knowledge that they accept from their English teacher. Students can understand and they do not get confused in learning English especially of employing part of speech in writing sentences. So, the students should be paying more attention in learning part of speech in writing English sentences.

2. The Concept of Part of speech

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of words in English, so that they can understand grammar explanation and use the right word place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending on the context. According to Richards, et al (1992: 266), part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Part of speech may be identified by:

- a. Meaning (e.g., a verb is the name of a state or event: go)
- b. Form (e.g., a verb has an – ing - form, a past tense and a past participle: going, went, gone)
- c. Function (e.g., a verb may form or be part of the predicate of a sentence: they went a way).

These criteria will identify the most typical representatives of each part of speech. However, many problems remain. For example, in the sentence:

- Their going away surprised me

In this sentence, the word of “going” is subject.

Based on the explanation above, part of speech is used in writing or sentence such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Parts of speech are important aspect of

grammar that determines to employ in writing English sentences. Below the eight parts of speech by: Adbrite:

Table II.1

The eight parts of speech

| part of speech | function or "job" | example words | example sentences |
|----------------------|-------------------|---|--|
| Verb | action or state | (to) be have do like work sing can must | EnglishClub.com is a web site. I like EnglishClub.com. |
| Noun | thing or person | pen, dog, work, music, town, London, teacher, | This is my dog . He lives in my house . We live in London . |

| | | | |
|---------------------------|---------------------------------------|--|---|
| | | John | |
| Adjective | describes a noun | a/an, the, 69, some, good, big, red, well, interesting | My dog is big . I like big dogs. |
| Adverb | describes a verb, adjective or adverb | quickly, silently, well, badly, very, really | My dog eats quickly . When he is very hungry, he eats really quickly. |
| Pronoun | replaces a noun | I, you, he, she, some | Tara is Indian. She is beautiful. |

| | | | |
|---------------------|---|------------------------------------|--|
| <u>Preposition</u> | links a noun to another word | to, at, after, on, but | We went to school on Monday. |
| <u>Conjunction</u> | joins clauses or sentences or words | and, but, when | I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats. |
| <u>Interjection</u> | short exclamation, sometimes inserted into a sentence | oh!, ouch!, hi!, well | Ouch! That hurts! Hi! How are you? Well, I don't know. |

There are two parts of speech noun (abstract nouns, collective nouns, proper nouns, and common nouns) and verb (transitive verb and intransitive verb) and examples of each tense:

a. Noun

Noun is a word (or group of words) that is name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb.

Example;

Words:

Angle

Book

Sense

Sentences:

Angle arrives tomorrow

I recommend this *book*

Use your common *sense*.

Harmer's (1998: 37)

Nouns are divided into five kinds:

1). Proper noun is the name of particular person or thing.

Example: *Islam* is a world religion

The Nile is one of the largest rivers of the world

2). Common noun is a name that we give to any person or thing of the same kind or class.

Examples: Solomon was a wise *king*

Tana is a famous *lake* in Ethiopia

3). Collective noun is the name given to a group of persons or things considered as whole.

Example: *The people* of Asia are no less intelligent than those of Europe

The cattle are grazing in the field.

4). Material noun is used to name the matter or substance of which things are made.

Example: This cloth is made of *wool*

The windows are fitted with *glass*

5). Abstract noun denotes quality, state or action.

Example: Mountains have a great *majesty* of their town.

Poverty destroyed her *youth* and *beauty*. Vikas (2003; in Khusnil Khotimah, 2005: 15-16)

b. Verb

Verb is a words (or group of words that is used in describing an action, experience or state.

Example;

Words;

sentences;

Write

He *wrote* a poem

Ride

I like *reading* horses

Set out

She *set out* on her journey.

Harmer's (1998: 37)

There are three types of verb in English, namely:

- 1) Transitive verb is a verb that has an object.

Example: He is *reading* a book

My brother *broke* his arm

- 2) Intransitive verb is a verb that does not require an object because the action denoted by the verb does not pass over to any thing else.

Example: The rabbit *died*

The children *laughed*

- 3) Auxiliary verb is a helping verb. It is used along with the main verb to form tenses, moods and voices.

Auxiliaries are used

1) To form tenses

Example: She *is* working in the hospital

He *has* gone to college

2) To form moods

Example: You *may* go

Don't make noise

3) To form voices

Example: The box *has not been* opened

He *will be* defeated this time, Vikas (2003; in

Khusnil Khotimah, 2005: 19-20)

3. The Concept of Writing English Sentences

Writing is very important in academic and professional world. Many people use written language for their necessities, like; students, teacher, employees, manager, directors and so on. They often use written language in their academic or professional activity. Therefore, many people should have the skill in writing to help their necessities. Writing also has relationship with other skill like reading, speaking, and listening. The four skills are used for good communication.

Syafi'i (2007: 1) says that good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to a student's success in almost of university courses. Not only that, a reader can also easily understand what a writer was written. If the readers understand with what a writer has written, means that the communication between the writer and the reader is successful. So, it is important to any university students and the other

user of written language to be able to compose well organized and concise a sentence or paragraph.

Simon and Schuster (2003:8) said that good writing does not happen overnight. It involves a process. Biased that, Reid (1993:23) said that, in the 1970s, however, most ESL writing classes still focus on grammatical sentence structure that supported the grammar class. Therefore, we should have the ability about sentences well. Sentences are the largest unit of grammatical organization within which part of speech (e.g. noun, verbs, and adverbs) and grammatical classes (e.g. word, phrase, and clause) are said to function (Richards, et al, 1992: 330). Therefore, part of speech is one of the types of word with using in grammar components. Part of speech can influence language grammar in writing. Employing part of speech can help us in writing. On the other hand, if not employing part of speech, it can harm the writing.

B. Relevant Research

According to Syarifah (2005), grammar and vocabulary mastery will influence the students' writing ability. They are important part to write well. It can describe the students who have higher score on grammar and vocabulary considered to have higher score in writing. According to her, the third year students of English Education Department have studied grammar vocabulary and writing. But, some of the students still get difficulties in making good writing.

The problems of her research are formulated as follows: is there any significant correlation between grammars and writing ability? is there any significant correlation between vocabulary mastery and writing ability? and how

is contribution of grammar and vocabulary mastery toward writing ability?. She used a test to collect the data about grammar and vocabulary mastery and writing ability and documentation for collecting the data about the location of study and the name and the lecturers.

Finally, she found there was significant correlation between grammar and vocabulary toward the students' writing ability. Then, the correlation of grammar and vocabulary mastery was 53.5%. It means that grammar and vocabulary mastery can be used to predict writing ability in level 53.5%.

While, Ruri (2008) stated that, we can assume that both grammar and parts of speech very supported in English learning teaching because parts of speech are aspects of grammar that hold important role for one to master the language skill in English. According to her, students are already familiar with English. Especially the material that concerning with part of speech. But, some of the students still cannot master parts of speech as well as possible.

In her research, she used a test to collect the data documentation for collecting data about concerning the students' mastery parts of speech and the most difficult type of parts of speech for them.

Finally, she found the students' mastery of parts of speech at the second year students at language program of MAN 2 MODEL PEKANBARU was generally categorized into less. It was proved by the mean score of the students in answering all types parts of speech was 48.19. It means that the students' mastery parts of speech can be used to predict in level 49.19.

C. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2007: 122) says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing—a research paper.

To measure the students' ability in employing part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing sentences, the writer fixes that the indicators to be a guidance in arranging the test. The indicators are as follows:

1. The students are able to employing abstract noun in writing English sentences.
2. The students are able to employing collective noun in writing English sentences.
3. The students are able to employing proper noun in writing English sentences.
4. The students are able to employing common noun in writing English sentences.
5. The students are able to employing transitive verb in writing English sentences.
6. The students are able to employing intransitive verb in writing English sentences.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The research aims to find out the students' ability in employing part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing English sentences by the second year students MTS Raudhatut Thalibin Kedaburapat. This research is descriptive research. This research describes the students' ability in employing part of speech in writing English sentences at the second year of MTS Raudhatut Thalibin Kedaburapat.

B. Time and Location of the Research

This research was conducted at the MTS Raudhatut Thalibin Kedaburapat. The time of the research was started in April 2010.

C. Object and Subject of the Research

The object of this research was the students' ability in employing part of speech in writing English sentences. The subject of this research was the second year students of MTS Raudhatut Thalibin Kedaburapat

D. Population and Sampling of the Research

The population of this research was the second year students of MTS Raudhatut Thalibin Kedaburapat. They are 51 students. Considering that the subject is small; therefore, the sample was obtaining through total sampling technique. As Arikunto (1998: 115) says if a writer wants to research the element of the population, so the research is called total sampling.

Table III.1
Sample of the Research

| No | Class | Male | Female | Total | Sample |
|-------|-------|------|--------|-------|--------|
| 1 | II a | 11 | 17 | 28 | 28 |
| 2 | II b | 8 | 15 | 23 | 23 |
| Total | | 19 | 32 | 51 | 51 |

Data source from: MTS Raudhatut Thalibin Kedaburapat

E. Technique of Data Collection

In order to get the data of this research, the writer had conducted a test as the techniques for collecting data. The test was used to obtain the data, concern to the students in employing part of speech in writing English sentences for them. Based on indicator in operational concept, the total numbers of the test were 24 for 51 students. The test took about 45 minutes to comprehend the students to answer the question. The form of the question was multiple-choice tests. The advice on the construction of multiple choices in this section was applicable for students test. Sudijono (2009: 30) states that multiple choice test items are usually set out in such way that candidate is required select answer from a number of given option, only one of which is correct.

The number of test items is presented as follow:

Table III.2
Items Number for Each Types Parts of Speech Test

| No | The Types Part of Speech | Items Number |
|----|-------------------------------------|-------------------|
| 1. | Part of speech as Abstract Noun | 1, 7, 14, and 22 |
| 2. | Part of speech as Collective Noun | 4, 12, 17, and 19 |
| 3. | Part of speech as Proper Noun | 2, 9, 13, and 20 |
| 4. | Part of speech as Common Noun | 3, 10, 16, and 18 |
| 5. | Part of speech as Transitive Verb | 6, 11, 21, and 24 |
| 6. | Part of speech as Intransitive Verb | 5, 8, 15, and 23 |

Then, the students' scores depend on their correct answer. Therefore, the writer used Mimin formula (2007:87; in Ruri (2008: 22) to know the description of the answer sheet given by students. The formula is as follow:

$$S = \frac{B}{N} \times 100\%$$

S = Score/ Individual score

B = Right Answer

N = Total of Questions or items

Next, the difficulty level of each item is shown by how easy or difficult for a particular item. It was calculated by using Grant Henning's formula (1987: 49)

$$P = \frac{\sum Cr}{N}$$

P = difficulty, proportion correct

$\sum Cr$ = the sum of correct responses

N = number of students

F. Technique of Data Analysis

This research is descriptive research in which it is to find the students ability in employing part of speech in writing English sentences. To obtain the average score and the difficulty from the test shared of each type parts of speech, the writer utilized the following formula:

$$Mx = \frac{\sum Fx}{N}$$

Notation:

Mx = the mean/ score

\sum = sigma

F = the number of respondents who get same score

X = their score

N = the total of respondents

Therefore, according to Sudijono (2009: 43), the data will be analyzed to know the alternative to the percentage of student's ability in employing part of speech in writing sentences, the formula is used:

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

Where:

P = Percentage

F = Frequency

N = The number of items

Then, to categorize the level of the students' ability in employing part of speech in writing English sentences, the writer used the classification by Arikunto (1998: 246). It can be seen in following table:

Table III.3
Students' Scores of the Aspect of Content

| The score of ability | Category |
|----------------------|----------|
| 76-100% | Good |
| 56-75% | Fair |
| 40-55% | Less |
| 0-39% | Bad |

CHAPTER IV

DATA PERSENTATION AND DATA ANALYSIS

A. Description of the Research Instrument

Instrument is something used to perform an action. Research instrument means what the writer uses to collect the data in conducting the research. The data presented are obtained through test only. The test is a group of question or drill or other instrument which is utilized to measure a skill, knowledge, intelligence, ability, etc that is possessed by an individual or a group.

The aim of this research is to know the students' ability in employing part of speech in writing English sentences at the second year of MTs Raudhatut Thalibin Kedaburapat and to get the information about which part of speech are difficult for them. Therefore, in this research, the writer utilized only achievement test because it was used to identify one's achievement. The test was used to measure the students in employing part of speech in writing English sentences at the second year of MTs Raudhatut Thalibin Kedaburapat and the most difficult part of speech for them.

The test was organized based on the operational concept in chapter two. The operational concept had been developed become a valid and reliable items. It was utilized to acquire the real information that writer needs.

B. Data Presentation

In this chapter, the writer presents the data of mean, median, modus and standard deviation of ability in employing part of speech in writing English sentences. They are noun (abstract noun, collective noun, proper noun, and

common noun) and verb (transitive verb and intransitive verb). The total of the items is 24 items. The number of the students is 51 persons. All of them are the second year students of MTs Raudhatut Thalibin Kedaburapat. From the test, it is obtained that the lower score is 25 and the higher score is 79 by finding out the mean is 45.03, the median is 55.13, the mode is 42.9, and the standard deviation is 10.16. Furthermore, the data description of ability in employing part of speech in writing English sentences can be seen in the following table:

Table VI.1

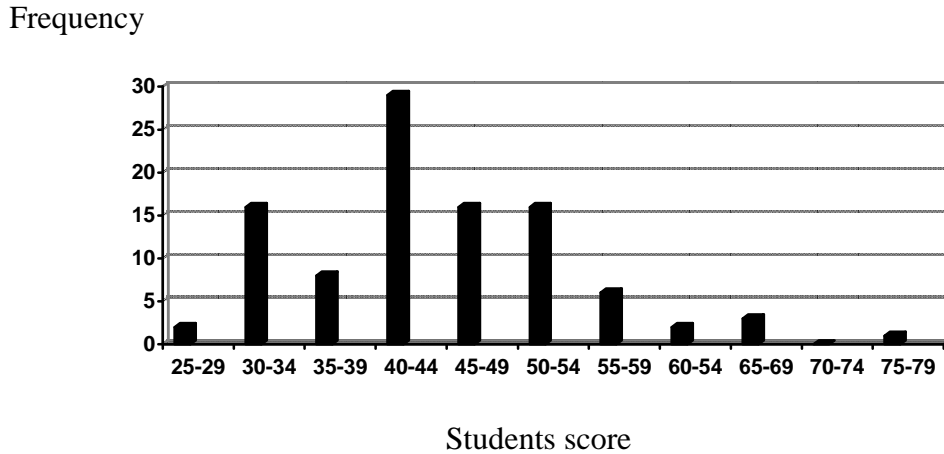
The Frequency Distribution of Ability in Employing Part of Speech in Writing English Sentences

| Interval | Frequency | Percent | X (Middle Score) | FX | Cumulative Percentage | |
|------------------|-----------|------------|------------------------|-------------|--------------------------|-----|
| | | | | | FKa | FKb |
| 75-79 | 1 | 2 | 77 | 77 | 1 | 51 |
| 70-74 | 0 | 0 | 72 | 0 | 1 | 50 |
| 65-69 | 2 | 3 | 67 | 134 | 3 | 50 |
| 60-64 | 1 | 2 | 62 | 62 | 4 | 48 |
| 55-59 | 3 | 6 | 57 | 171 | 7 | 47 |
| 50-54 | 8 | 16 | 52 | 416 | 15 | 44 |
| 45-49 | 8 | 16 | 47 | 376 | 23 | 36 |
| 40-44 | 15 | 29 | 42 | 630 | 38 | 28 |
| 35-39 | 4 | 8 | 37 | 148 | 42 | 13 |
| 30-34 | 8 | 16 | 32 | 256 | 50 | 9 |
| 25-29 | 1 | 2 | 27 | 27 | 51 | 1 |
| Total (N) | 51 | 100 | | 2297 | | |

Furthermore, the following frequency histogram illustrates the distribution of the students' scores in answering part of speech test:

Chart IV.1

**The Histogram of the Distribution of the Students’
Score in Answering Part of Speech Test**



1. Students’ Ability in Employing Part of Speech in Writing English Sentences

Table IV.2

**The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Abstract Noun**

| No | Classification | | Frequency | Percentage |
|-----------|----------------|---------------|-----------|------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 1 | 1.96 |
| 2 | 56-75 | Fair | 7 | 13.73 |
| 3 | 40-55 | Less | 22 | 43.14 |
| 4 | 0-39 | Bad | 21 | 41.17 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 1 student (1.96%) was in good category, 7 students (13.73%)

were in fair category, 22 students (43.14%) were in less category, and 21 students (41.17%) were in bad category.

Table IV.3

**The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Proper Noun**

| No | Classification | | Frequency | Percentage |
|-----------|----------------|---------------|-----------|------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 1 | 1.96 |
| 2 | 56-75 | Fair | 10 | 19.61 |
| 3 | 40-55 | Less | 19 | 37.26 |
| 4 | 0-39 | Bad | 21 | 41.17 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 1 student (1.96%) was in good category, 10 students (19.61%) were in fair category, 19 students (37.26%) were in less category, and 21 students (41.17%) were in bad category.

Table IV.4

**The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Common Noun**

| No | Classification | | Frequency | Percentage |
|-----------|----------------|---------------|-----------|------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 5 | 9.80 |
| 2 | 56-75 | Fair | 8 | 15.68 |
| 3 | 40-55 | Less | 12 | 23.53 |
| 4 | 0-39 | Bad | 26 | 50.99 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 5 students (9.80%) was in good category, 8 students

(15.68%) were in fair category, 12 students (23.53%) were in less category, and 26 students (50.99%) were in bad category.

Table IV.5

**The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Collective Noun**

| No | Classification | | Frequency | Percentage |
|-----------|----------------|---------------|-----------|------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 4 | 7.84 |
| 2 | 56-75 | Fair | 11 | 21.57 |
| 3 | 40-55 | Less | 22 | 43.14 |
| 4 | 0-39 | Bad | 14 | 27.45 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 4 students (7.84%) were in good category, 11 students (21.57%) were in fair category, 22 students (43.14%) were in less category, and 14 students (27.45%) were in bad category.

Table IV.6

**The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Transitive Verb**

| No | Classification | | Frequency | Percentage |
|-----------|----------------|---------------|-----------|------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 2 | 3.92 |
| 2 | 56-75 | Fair | 13 | 25.49 |
| 3 | 40-55 | Less | 17 | 33.33 |
| 4 | 0-39 | Bad | 19 | 37.26 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 2 students (3.92%) were in good category, 13 students (25.49%)

were in fair category, 17 students (33.33%) were in less category, and 19 students (37.26%) were in bad category.

Table IV.7
The Rate Percentage Part of Speech Ability Score,
Including the Function of Word as Intransitive Verb

| No | Classification | | Frequency | Percentage |
|------------------|----------------|---------------|-----------|-------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 3 | 5.88 |
| 2 | 56-75 | Fair | 8 | 15.69 |
| 3 | 40-55 | Less | 17 | 33.33 |
| 4 | 0-39 | Bad | 23 | 45.1 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 3 students (5.88%) were in good category, 8 students (15.69%) were in fair category, 17 students (33.33%) were in less category, and 23 students (45.1%) were in bad category.

Table IV.8
The Rate Percentage of All Type Parts Of Speech Noun (Abstract noun,
Proper Noun, Common Noun, and Collective Noun) and Verb (Transitive
Verb ad Intransitive Verb)

| No | Classification | | Frequency | Percentage |
|------------------|----------------|---------------|-----------|-------------|
| | Interval | Mastery Level | | |
| 1 | 76-100 | Good | 1 | 1.96 |
| 2 | 56-75 | Fair | 6 | 11.77 |
| 3 | 40-55 | Less | 31 | 60.78 |
| 4 | 0-39 | Bad | 13 | 25.49 |
| Total (N) | | | 51 | 100% |

From the table above, it can be seen from 51 students who took the part of speech test, only 1 student (1.96%) were in good category, 6 students (11.77%)

were in fair category, 31 students (60.78%) were in less category, and 13 students (25.49%) were in bad category.

2. The most Difficult Part of Speech Employed by Students in Writing English Sentences

The most important characteristic of an item to be accurately determined its difficulty. Tests are considered too difficult or too easy for given group examinees often show low reliability. Items difficulty is determined as the proportion of the correct responses, signified by letter “p”.

Henning (1987:49) states the formula for item difficulty as follows:

$$p = \frac{\sum Cr}{N}$$

p : Difficulty, proportion correct
 $\sum Cr$: The sum of correct responses
N : Number of examinees

By the same taken, the incorrect proportion is equal to minus of the correct proportion represented by symbol “q. This may be stated in algebraic form as follows:

$$q = 1 - p$$

Where, q : the incorrect proportion
p : the correct proportion

While Tuckman (1978; in Henning 1987:50) states that some authors advocates rejection of items with a proportion of correct answers that is less than .33 or exceed .67.

Table IV. 9

**Table of Item Difficulties of Part of Speech
In Identifying Words as Abstract Noun**

| Part of Speech Abstract Noun | | | | | |
|-------------------------------------|----------|----------|-----------|-----------|-------------|
| No | 1 | 7 | 14 | 22 | M |
| TC | 25 | 15 | 22 | 24 | 86 |
| p | 0.49 | 0.29 | 0.43 | 0.47 | 0.42 |
| q | 0.51 | 0.71 | 0.57 | 0.53 | 0.58 |

Where, No : Item Number

TC : Total Correct

p : The Correct Proportion

q : The Incorrect Proportion

M : Mean

Based on table IV.11, it shows that the item difficulty in average or mean for identifying words as abstract noun is **p = 0.42**

Table IV. 10

**Table of Item Difficulties of Part of Speech
In Identifying Words as Proper Noun**

| Part of Speech Proper Noun | | | | | |
|-----------------------------------|----------|----------|-----------|-----------|-------------|
| No | 2 | 9 | 13 | 20 | M |
| TC | 21 | 21 | 24 | 25 | 91 |
| p | 0.41 | 0.41 | 0.47 | 0.49 | 0.45 |
| q | 0.59 | 0.59 | 0.53 | 0.51 | 0.56 |

Where, No : Item Number

TC : Total Correct

- p : The Correct Proportion
- q : The Incorrect Proportion
- M : Mean

Based on table IV.12, it shows that the item difficulty in average or mean for identifying words as proper noun is $p = 0.45$

Table IV. 11

**Table of Item Difficulties of Part of Speech
In Identifying Words as Common Noun**

| Part of Speech Common Noun | | | | | |
|-----------------------------------|----------|-----------|-----------|-----------|-------------|
| No | 3 | 10 | 16 | 18 | M |
| TC | 33 | 15 | 17 | 24 | 89 |
| p | 0.64 | 0.29 | 0.33 | 0.47 | 0.43 |
| q | 0.36 | 0.71 | 0.67 | 0.53 | 0.57 |

- Where, No : Item Number
- TC : Total Correct
- p : The Correct Proportion
- q : The Incorrect Proportion
- M : Mean

Based on table IV.13, it shows that the item difficulty in average or mean for identifying words as common noun is $p = 0.43$

Table IV. 12

**Table of Item Difficulties of Part of Speech
In Identifying Words as Collective Noun**

| Part of Speech Collective Noun | | | | | |
|---------------------------------------|----------|-----------|-----------|-----------|------------|
| No | 4 | 12 | 17 | 19 | M |
| TC | 42 | 18 | 23 | 23 | 106 |

| | | | | | |
|----------|------|------|------|------|-------------|
| p | 0.82 | 0.35 | 0.45 | 0.45 | 0.52 |
| q | 0.18 | 0.65 | 0.55 | 0.55 | 0.48 |

Where, No : Item Number

TC : Total Correct

p : The Correct Proportion

q : The Incorrect Proportion

M : Mean

Based on table IV.14, it shows that the item difficulty in average or mean for identifying words as collective noun is **p = 0.52**

Table IV. 13

Table of Item Difficulties of Part of Speech

In Identifying Words as Transitive Verb

| Part of Speech Transitive Verb | | | | | |
|---------------------------------------|----------|-----------|-----------|-----------|-------------|
| No | 6 | 11 | 21 | 24 | M |
| TC | 21 | 20 | 22 | 30 | 93 |
| p | 0.41 | 0.39 | 0.43 | 0.58 | 0.46 |
| q | 0.59 | 0.61 | 0.57 | 0.42 | 0.55 |

Where, No : Item Number

TC : Total Correct

p : The Correct Proportion

q : The Incorrect Proportion

M : Mean

Based on table IV.15, it shows that the item difficulty in average or mean for identifying words as transitive verb is **p = 0.46**

Table IV. 14

**Table of Item Difficulties of Part of Speech
In Identifying Words as Intransitive Verb**

| Part of Speech Intransitive Verb | | | | | |
|---|----------|----------|-----------|-----------|-------------|
| No | 5 | 8 | 15 | 23 | M |
| TC | 20 | 19 | 24 | 22 | 85 |
| p | 0.39 | 0.37 | 0.47 | 0.43 | 0.42 |
| q | 0.61 | 0.63 | 0.53 | 0.57 | 0.59 |

Where, No : Item Number

TC : Total Correct

p : The Correct Proportion

q : The Incorrect Proportion

M : Mean

Based on table IV.16, it shows that the item difficulty in average or mean for identifying words as intransitive verb is **p = 0.42**

C. Data Analysis

In this chapter, the writer analyzes the students score in each type of part of speech of the second year students' ability in employing part of speech and the difficult part of speech for them.

1. Students' Ability in Employing Part of Speech Noun (Abstract Noun, Proper Noun, Common Noun, and Collective Noun) and Verb (Transitive Verb and Intransitive Verb) in Writing English Sentences

Table IV.15

**The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Abstract Noun**

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|---------------|
| 91-100 | Good | 1 | 94.5 | 94.5 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 7 | 74.5 | 521.5 |
| 61-70 | Fair | 0 | 64.5 | 0 |
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 22 | 44.5 | 979 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 17 | 24.5 | 416.5 |
| 0-20 | Bad | 4 | 10 | 40 |
| | | 51 | | 2051.5 |

The table above shows that there were 8 students (15.69%) who could answer the test well and 43 students (84.31%) who could not answer the test well. Therefore, the average score of students in answering the part of speech abstract noun can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2051.5}{51} = 40.23$$

It means that the students' ability on the type part of speech as abstract noun is categorized into **less**.

Table IV.16

**The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Proper Noun**

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|---------------|
| 91-100 | Good | 1 | 94.5 | 94.5 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 10 | 74.5 | 745 |
| 61-70 | Fair | 0 | 64.5 | 0 |
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 19 | 44.5 | 845.5 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 19 | 24.5 | 465.5 |
| 0-20 | Bad | 2 | 10 | 20 |
| | | 51 | | 2170.5 |

The table above shows that there were 11 students (21.57%) who could answer the test well and 40 students (78.43%) who could not answer the test well. Therefore, the average score of students in answering the part of speech proper noun can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2170.5}{51} = 42.56$$

It means that the students' ability on the type part of speech as proper noun is categorized into **less**.

Table IV.17
The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Common Noun

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|-------------|
| 91-100 | Good | 5 | 94.5 | 472.5 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 8 | 74.5 | 596 |
| 61-70 | Fair | 0 | 64.5 | 0 |
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 12 | 44.5 | 534 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 19 | 24.5 | 465.5 |
| 0-20 | Bad | 7 | 10 | 70 |
| | | 51 | | 2138 |

The table above shows that there were 13 students (25.49%) who could answer the test well and 38 students (74.51%) who could not answer the test well. Therefore, the average score of students in answering the part of speech common noun can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2138}{51} = 41.92$$

It means that the students' ability on the type part of speech as common noun is categorized into **less**.

Table IV.18
The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Collective Noun

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|-----------|
| 91-100 | Good | 4 | 94.5 | 378 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 11 | 74.5 | 819.5 |
| 61-70 | Fair | 0 | 64.5 | 0 |

| | | | | |
|-------|------|-----------|------|-------------|
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 22 | 44.5 | 979 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 13 | 24.5 | 318.5 |
| 0-20 | Bad | 1 | 10 | 10 |
| | | 51 | | 2505 |

The table above shows that there were 15 students (29.41%) who could answer the test well and 36 students (70.59%) who could not answer the test well. Therefore, the average score of students in answering the part of speech collective noun can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2505}{51} = 49.11$$

It means that the students' ability on the type part of speech as collective noun is categorized into **less**.

Table IV.19

**The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Transitive Verb**

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|-------------|
| 91-100 | Good | 2 | 94.5 | 189 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 13 | 74.5 | 968.5 |
| 61-70 | Fair | 0 | 64.5 | 0 |
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 17 | 44.5 | 756.5 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 12 | 24.5 | 294 |
| 0-20 | Bad | 7 | 10 | 70 |
| | | 51 | | 2278 |

The table above shows that there were 15 students (29.41%) who could answer the test well and 36 students (70.51%) who could not answer

the test well. Therefore, the average score of students in answering the part of speech transitive verb can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2278}{51} = 44.67$$

It means that the students' ability on the type part of speech as transitive verb is categorized into **less**.

Table IV.20

**The Total Frequency of Achievement Range Part of Speech
In Identifying the Words as Intransitive Verb**

| Interval | Category | Frequency (F) | X | FX |
|-----------------|-----------------|----------------------|----------|---------------|
| 91-100 | Good | 3 | 94.5 | 283.5 |
| 81-90 | Good | 0 | 84.5 | 0 |
| 71-80 | Fair | 8 | 74.5 | 596 |
| 61-70 | Fair | 0 | 64.5 | 0 |
| 51-60 | Less | 0 | 54.5 | 0 |
| 41-50 | Less | 17 | 44.5 | 756.5 |
| 31-40 | Bad | 0 | 34.5 | 0 |
| 21-30 | Bad | 15 | 24.5 | 367.5 |
| 0-20 | Bad | 8 | 10 | 80 |
| | | 51 | | 2083.5 |

The table above shows that there were 11 students (21.57%) who could answer the test well and 40 students (78.43%) who could not answer the test well. Therefore, the average score of students in answering the part of speech intransitive verb can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2083.5}{51} = 40.85$$

It means that the students' ability on the type part of speech as intransitive verb is categorized into **less**.

Table IV.21
The Total Frequency of Achievement Range of All Types
Part of Speech Noun (Abstract Noun, Proper Noun, Common Noun, and
Collective Noun) and Verb (Transitive Verb and Intransitive Verb)

| Interval | Category | Frequency (F) | X | FX |
|------------------|-----------------|----------------------|----------|-------------|
| 75-79 | Good | 1 | 77 | 77 |
| 70-74 | Fair | 0 | 72 | 0 |
| 65-69 | Fair | 2 | 67 | 134 |
| 60-64 | Fair | 1 | 62 | 62 |
| 55-59 | Fair | 3 | 57 | 171 |
| 50-54 | Less | 8 | 52 | 416 |
| 45-49 | Less | 8 | 47 | 376 |
| 40-44 | Less | 15 | 42 | 630 |
| 35-39 | Bad | 4 | 37 | 148 |
| 30-34 | Bad | 8 | 32 | 256 |
| 25-29 | Bad | 1 | 27 | 27 |
| Total = N | | 51 | | 2297 |

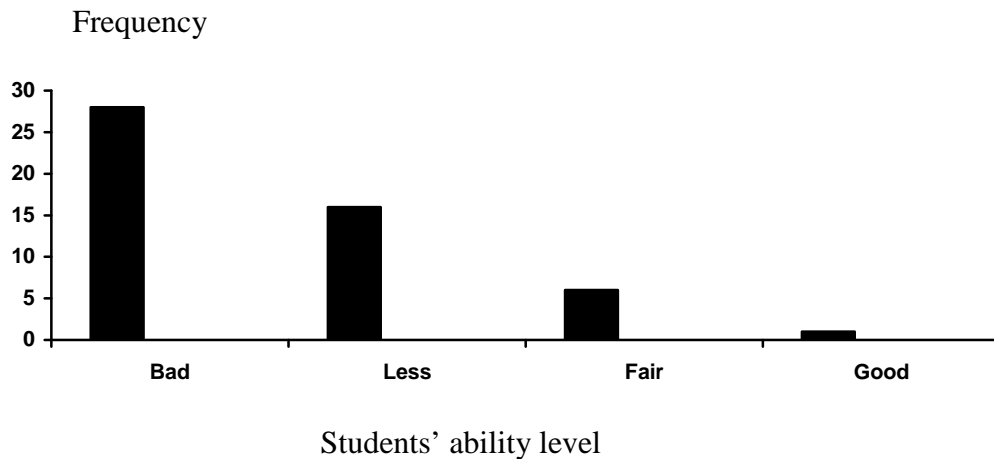
The table shows that only 1 (1.96%) students got the good grade, 6 (11.77%) students got the fair grade, 16 (31.37%) students got the less grade, and 28 (54.90%) students got the bad grade. Therefore, the average score of students in answering all types part of speech noun (abstract noun, proper noun, common noun, and collective noun) and verb (transitive verb and intransitive verb) can be computed as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{2297}{51} = 45.04$$

Generally, the students' ability in employing part of speech in writing English sentences at the second year of MTs Raudhatut Thalibin Kedaburapat is categorized into **less**.

Chart IV.2

The Histogram of the Students' Ability Level in Answering All Types Part of Speech Noun (Abstract Noun, Proper Noun, Common Noun, and Collective Noun) and Verb (Transitive Verb and Intransitive Verb)



2. The Most Difficult Part of Speech Noun (Abstract Noun, Proper Noun, Common Noun, and Collective Noun) and Verb (Transitive Verb and Intransitive Verb) Employed by Students in Writing English Sentences

To find out the answer to the second formulation of the problem “which part of speech is most difficult for the second year students of MTs Raudhatut Thlibin Kedaburapat?” can be known that the item difficulties in average of mean for each types part of speech as follows:

- a. The items difficult in average or mean for is abstract noun as follows:

$$M_x = \frac{\sum Fx}{N} = \frac{1.68}{4} = 0.42$$

It can be known that the item difficulties average or mean for abstract noun is (p) = 0.42

- b. The items difficult in average or mean for is proper noun as follows:

$$\mathbf{Mx} = \frac{\mathbf{\sum Fx}}{\mathbf{N}} = \frac{\mathbf{1.78}}{\mathbf{4}} = \mathbf{0.45}$$

It can be known that the item difficulties average or mean for proper noun is (p) = 0.45

- c. The items difficult in average or mean for is common noun as follows:

$$\mathbf{Mx} = \frac{\mathbf{\sum Fx}}{\mathbf{N}} = \frac{\mathbf{1.73}}{\mathbf{4}} = \mathbf{0.43}$$

It can be known that the item difficulties average or mean for common noun is (p) = 0.43.

- d. The items difficult in average or mean for is collective noun as follows:

$$\mathbf{Mx} = \frac{\mathbf{\sum Fx}}{\mathbf{N}} = \frac{\mathbf{2.07}}{\mathbf{4}} = \mathbf{0.52}$$

It can be known that the item difficulties average or mean for collective noun is (p) = 0.52

- e. The items difficult in average or mean for is transitive verb as follows:

$$\mathbf{Mx} = \frac{\mathbf{\sum Fx}}{\mathbf{N}} = \frac{\mathbf{1.81}}{\mathbf{4}} = \mathbf{0.46}$$

It can be known that the item difficulties average or mean for transitive verb is $(p) = 0.46$

- f. The items difficult in average or mean for is intransitive verb as follows:

$$M_x = \frac{\sum F_x}{N} = \frac{1.66}{4} = 0.42$$

It can be known that the item difficulties average or mean for intransitive verb is $(p) = 0.42$

Based on the result of the analysis of the second formulation above, it is proved that the function of the word as abstract noun and intransitive verb are the most difficult for the second year students of MTs Raudhatut Thlibin Keaburapat.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the result of data analysis, the writer makes conclusions as follows:

1. The students' ability in employing part of speech noun (abstract noun, proper noun, common noun, and collective noun) and verb (transitive verb and intransitive verb) in writing English sentences at the second year of MTs Raudhatut Thalibin Kedaburapat is generally categorized into **less**. It is proved by the mean score of the students in answering all types of part of speech noun (abstract noun, proper noun, common noun, and collective noun) and verb (transitive verb and intransitive verb) is **45.03**. Then, based on the eight types of part of speech noun (abstract noun, proper noun, common noun, and collective noun) and verb (transitive verb and intransitive verb), the students can be categorized in identifying the type part of speech as abstract noun is **less**, classifying the type part of speech as proper noun is **less**, determining the type part of speech as common noun is **less**, identifying the type part of speech as collective noun is **less**, classifying the type part of speech as transitive verb is **less**, and classifying the type part of speech as intransitive verb is **less**.

2. The average or mean of difficult items from identifying word as abstract noun is **p=0.42**, the average or mean of difficult items from identifying word as proper noun is **p=0.45**, the average or mean of difficult items from identifying word as common noun is **p=0.43**, the average or mean of difficult items from identifying word as collective noun is **p=0.52**, the average or mean of difficult items from identifying word as transitive verb is **p=0.46**, and the average or mean of difficult items from identifying word as intransitive verb is **p=0.42**.
3. The most difficult items of part of speech test for the second year of MTs Raudhatut Thlibin Kedaburapat is abstract noun and intransitive verb. It is proved by the average difficult items from of speech as abstract noun is **p=0.42** and intransitive verb is **p= 0.42**.

B. Suggestion

Having researched, the writer knows the second year students' ability in employing part of speech in writing English sentences of MTs Raudhatut Thalibin Kedaburapat. Therefore, the writer would like to give some suggestions for the English teacher of MTs Raudhatut Thalibin Kedaburapat and especially for the second year students of MTs Raudhatut Thalibin Kedaburapat in teaching and learning part of speech in order to master them as well as possible as follows:

1. To the teacher, it is necessary to pay attention to students' ability in employing part of speech in writing English sentences.

2. The teacher are expected to fine the techniques in teaching grammar (part of speech) in writing English sentences, in order to increase the students' ability in employing part of speech.
3. To the students, for those who want to be able to comprehend writing English sentences, they should improve their knowledge about part of speech.
4. Than, those who are interested in carrying out research on this field. The writer suggested continuing this study by analyzing other part of speech that is not discussed in this research yet. So that, they make their researches useful in order to give contribution for the improvement of students' ability in employing pat of speech in writing English sentences.

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CURRICULUM VIATE



Ana Fitriyana, Lahir pada tanggal 15 Mei 1988 di Parit Amat Desa Kedaburapat Kecamatan Bantar Kabupaten Kepulauan Meranti Provinsi Riau dari pasangan suami istri Keman Yasmiharjo dan Marpuah, merupakan anak ke enam dari enam bersaudara. Pendidikan Formal MIs Raudhatut Thalibin Kedaburapat (1994-2000), dan meneruskan pendidikan ke MTs Raudhatut Thalibin Kedaburapat (2000-2003), lalu melanjutkan ke MAs Raudhatut Thalibin Kedaburapat (2003-2006), kemudian pada tahun 2006 meneruskan pendidikan ke jenjang perguruan tinggi di Universitas Islam Negeri Sultan Syarif Kasim Pekanbaru Riau di Fakultas Tarbiyah dan Keguruan dengan Jurusan Pendidikan Bahasa Inggris (PBI) Strata S1.

Pada tahun 2011 telah menyelesaikan tugas akhir untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) dengan judul karya ilmiah *“The Students’ Ability in Employing Part of Speech in Writing English Sentences at the Second Year of MTs Raudhatut Thalibin Kedaburapat”* dengan indeks prestasi sangat memuaskan (3.1).

Motto:

“Buatlah Wajahmu dengan selalu penuh cerah ceria”

Rasulullah bersabda, "Janganlah terlalu membebani jiwamu dengan segala kesungguhan hati. Hiburlah dirimu dengan hal-hal yang ringan dan lucu, sebab bila hati terus dipaksakan memikul beban-beban yang berat, ia akan menjadi buta". (Sunan Abu Dawud).

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