

The Influence of Parts of Speech Mastery Towards Sentences Mastery at MTS. Negeri 2 Pal IV Pijorkoling Padang Sidempuan

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Abstract

This research was taken base on the fact of the students' problems in parts of speech mastery and sentence mastery. The researcher identified many problems that there were many factors influence sentence mastery such as vocabulary, tenses, and parts of speech. Finally, the researcher interested to research the influence of parts of speech mastery towards sentence mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan. In this research, the researcher wanted to find out how significant the influence of parts of speech mastery and sentence mastery. So, the population of the research was 131 students and the sample of research were 33 students. As the instrument for collecting the data, the researcher used the test. The researcher used the product-moment for analyzing data. In this occasion, the ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidempuan in mastery parts of speech was "good" by getting the mean score were 7.75. The ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidempuan in mastery sentences was "good" by getting the mean score were 7.18. Based on the result calculating was gotten the value of the correlation product-moment

Keywords: Part of Speech, Sentence, Mastery

1. INTRODUCTION

English is an international language. It is an important language which is studied by students at schools, colleges, and universities so they can communicate by using English. It is used by many people in the world. They use it not only for trade association but also for scientific terminologies. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

Students in the school must know and understand English well. So, English become a compulsory subject in the school. In the English curriculum 2007, there are the special objectives why English as a compulsory subject, they are:

1. For the students became more familiar with their environment and also their socio-cultural background.
2. For students to have knowledge, ability and skills about their regions that are relevant t their needs and interests and also the surrounding community.
3. For students to demonstrate their attitude and behavior that exhibit their culture values, and preserve and develop these value to support national development.¹

There are four skills on learning English, they are writing, reading, speaking, and listening where they relate each other. Students must know about sentence as the beginner. There are many factors of English that must be understood by students in the school such as vocabulary, tenses, and the parts of speech. So, students must know the factors.

Sentence is a group of words make a complete sense and has a subject and a predicate. It means that sentence is not only the combination of some words but has the element. The element can be subject (S), verb (V), object (Object), or complement (C). A sentence may be a statement, question, command, request or exclamation. However, the students ability as low in the field. It is found when the researcher asked the English teacher of MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan that there were many students did not understand about sentences.

Based on the explanation above, the researcher wanted to do a research about the sentence. This research entitled "the influence of parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan."

1.1 Formulation of the Study

Based on the limitation of the problem, the researcher would draw some formulation as follow:

1. What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the parts of speech?
2. What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the sentences?
3. Was there influence of the ability of the grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in parts of speech mastery to sentences mastery?

1.2 Objectives of the Study

Based on the limitation of the problem, the researcher would draw some the aims as follow:

1. To know the extend of the ability of the grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the parts of speech.
2. To know the extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in mastery the sentences.
3. To know whether influence of the ability of grade VIII students MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan in parts of speech mastery to sentences mastery.

1.3 Parts of Speech

“Parts of speech” is the basic types of words that English has. Parts of speech: basic class of words is given language that any word can be assigned based on meaning, form, or function in a sentence. The Parts of Speech are the classes into which words are divided according to their function in a sentence. According Wren & Martin, “words are divided into different kinds or classes, called Parts of Speech, according to their use: that is, according to the work they do in a sentence”. According to A S. Hornby “part of speech is one of the classes into which words are divided according to their grammar, such as noun, verb, adjective, etc”.

Words in the English are divided into five different categories. Each category has a different role or function in the sentence, they are:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb

1) Definition of Noun

According to Jayanthi Daksina, “noun is the name of person, place, thing, an idea or quality of mind”. According to Betty Schramper Azar, “noun is used as the subject of a sentence and as the object of the verb”. Every sentence must have the subject because the noun refers to a person, a place or a thing, a quality or an activity.

Exp.:

1. *Rina* goes to school.
2. Budi buys *a book*.
3. *John* is holding a pen.

2) Kinds of Noun

Generally, there are eight kinds of noun, they are:

- a) Proper noun,
- b) Collective noun,
- c) Common noun,
- d) Concrete noun,
- e) Abstract noun,
- f) Countable noun,
- g) Uncountable noun, and
- h) Material noun.

b. Pronoun

1) Definition of Pronoun

Pronoun is often defined as a word which can be instead of a noun. Every people use pronoun very often, especially so that someone do not have to keep on repeating the noun. According to A S. Hornby in Oxford Dictionary, “pronoun is a word that is used instead of a noun or noun phrase”. According to Team of five,

“pronoun is a word that used to replace or rename a noun”. It means that someone can take a noun out of a sentence and put a word in its place, then that word is pronoun.

In a sentence, we always use pronoun and we know that the pronoun is the instead of the noun because the noun often refers to a person. A pronoun can function as a [subject](#), [object](#), or [complement](#) in a sentence. Then pronoun has the same position as noun do. Pronoun subject appear before verbs, pronoun object appear after verbs or after preposition.

2) Kinds of Pronoun

There are eleventh kinds of pronoun, they are:

- a) Personal pronoun,
- b) Reflexive pronoun,
- c) Emphatic pronoun,
- d) Demonstrative pronoun,
- e) Indefinite pronoun
- f) Interrogative pronoun
- g) Distributive pronoun,
- h) Reciprocal pronoun,
- i) Relative pronoun,
- j) Relative compound pronoun, and
- k) Possessive pronoun.

c. Verb

1) Definition of Verb

Verb in a sentence is a predicate that tells something about a person or thing. Verb comes from The Latin Verbum means a word. According to Jayanthy Dakshina Murthy, “verb is a word used to expresses action, condition or existence”. According to Wren & Martin, “verb is a word that tells asserts something about a person or thing”. And the verb is the grammatical “center” of the sentence. It means verb is a word that expresses an action or a state of being.

A verb is a kind of word that usually tells about an action or a state and is the main part of a sentence. Every sentence has a verb. In English, verbs are the only kind of word that changes to show past or present tense.

2) Kinds of Verb

There are two kinds of verb, they are:

- a. Lexical verb, and
- b. Auxiliary verb.

d. Adjective

(1) Definition of Adjective

According to Jayanthy Dakshina Murthy, “adjective is a word used to express the quality, quantity, number, and point or thing”. According to Wren & Martin, “adjective is a word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quality”. The function of adjective in a sentence is as modifier a noun and a pronoun. An adjective is a word that describes a noun and pronoun. A word is an adjective if we can use it in front of a noun and pronoun.

(2) Kinds of Adjective

There are ten kinds of adjective, they are:

- (a) Adjective of quality,
- (b) Adjective of quantity,
- (c) Adjective of number,
- (d) Demonstrative adjective,
- (e) Distributive adjective,
- (f) Interrogative adjective,
- (g) Possessive adjective,
- (h) Emphasizing adjective,
- (i) Exclamatory adjective, and
- (j) Proper adjective.

e. Adverb

1. Definition of Adverb

Adverb is a word that describes a verb, adjective, or another adverb. According to A S. Hornby, “adverb is a word that adds more information about place, time, manner, cause, or degree to a verb adjective, a phrase or

another adverb". According to Wren & Martin, "adverb is a word used to add something to the meaning a verb, adjective, or another adverb". According to Jayanthi Dakshina Murthy, "adverb is a word which modifies of a verb, an adjective or another adverb". Adverb is a word that tells how, when, or where. An adverb modifies, or describes a verb, an adjective or another adverb.

Exp.:

1. He is driving *quickly*. (modifies verb)
2. The campers saw a *very* beautiful sunset. (modifies adjective)
3. The cat eats *very* quickly. (modifies adverb)

2. Kinds of Adverb

There are eight kinds of adverb, they are:

- (a) Adverb of manner,
- (b) Adverb of place,
- (c) Adverb of time,
- (d) Adverb of frequency,
- (e) Adverb of certainty,
- (f) Adverb of degree,
- (g) Interrogative adverb, and
- (h) Relative adverb.

1.4. Sentence

a. Defenition of Sentence

Sentence is a group of words that make a complete sense. A complete sentence usually uses a subject, and a predicate. According to Alice Oshima and Ann Hogue, "sentence is a group of words that is used to communicate the ideas in writing or in speech". According to RW. Zandvoort and J. A. Van. Ek, "sentence is an oral or written communication which is made up one or more units".

A sentence may consist of one or more words that can be subject and object. As Marcella Frank says, "a sentence is a full predication containing a subject plus a predicate with a finite verb". Sentence is a complete independent unit consists of two main parts: a subject and a predicate. The subject is the word or words of person name, thing, or place that sentence about. The predicate makes a statement about the subject. The predicate is the portion of the sentence containing the verb. A predicate says something about the subject of the sentence. It consists of a verb and its modifiers or complements. Complement is a word that is used to complete the meaning of the verb. The verb is the most important part of the predicate.

All of the following are simple sentences, because each contains only one clause. It is an independent clause, such as:

Exp.:

1. Mariati writes a letter for my brother.
2. Nurdiana comes to my house.
3. Nelvi goes to Medan for two weeks.
4. Novi does not come to campus.

b. Sentence Elements

As mentioned above, that sentence is a group of related words that has subject and predicate. It means that the sentence is not only the combination of some words but has the elements. According Jayanthi Dakshina Murthy, "every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb". The subject usually at the beginning of each sentence and the predicate follow the subject. The element of sentence not only subject and predicate but object and complement consist the element of verb. Object is used in a sentence when a verb in the predicate is a transitive verb, it must have an object to give complete meaning. And complement is used in a sentence when the predicate contains verbs to incomplete predication; it requires a word to complete a meaning.

Exp.:

- 1) S + V
Exp.: Diana cries.
- 2) S + V + O
Exp.: Lenni eats an apple.
- 3) S + V + Adv
Exp.: Sahrul goes there.
- 4) S + V + C
Exp.: Naja is beautiful.
- 5) S + V + O + Adv.
Exp.: Fika cooked cake yesterday.

6) S + V + Adv + Adv

Exp.: Novi comes from Malang today.

c. Kinds of Sentence.

Basically, students can distinguish sentence into two kinds, they are: simple sentence, and compound sentence.

1) Simple Sentence.

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. The sentence has a subject as well as a predicate and both may have modifiers. As according to Wren & Martin, “simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb”. The subject and predicate are often described as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). A subject and predicate, together, form a simple sentence. As used here, the term "simple" refers to the basic structure of a sentence. Simple sentences can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple.

All of the following are simple sentences, because each contains only one clause. It is an independent clause, such as:

Exp.:

1. She *plays* football.
2. I *go* there.
3. The ice *melts* quickly.

2) Compound Sentence.

Compound sentences are made up of two or more simple sentences combined using a conjunction. They are made up of more than one independent clause joined together with a coordinating conjunction. According to Alice Oshima and Ann Hogue, “a compound sentence is made up of two or more independent clause connected by a coordinating conjunction such as, and, or, nor, but, for, so”. Each clause in a compound sentence must have a subject and a verb, is equal importance, and can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction.

Exp.:

1. He will go to Medan, *or* he will go to Jakarta.
2. Canada is a rich country, *but* still has many poor people.
3. Rina cleans the house, *and* Riri watches the clothes.
4. Alim completed his homework early, *so* he decided to go to the party.
5. Foreign students must take English classes, *for* they must be able to communicate easily in speaking and writing.
6. Many students do not like to study for tests, *nor* do they like to write term paper.

2. DISCUSSION

This research used correlation research. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.

From the above quotation, researcher concluded that the correlation quantitative was a kind of method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher wanted to know the influences of parts of speech mastery towards sentences mastery at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

The population of this research was all of the students in the second year of MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan. At grade VIII were 131 students and there were 4 classes.

Table 1
The Population of Grade VIII MTs. Negeri 2
Pal IV Pijorkoling Padangsidimpuan

No.	Class	Total
1.	VIII ¹	32
2.	VIII ²	32
3.	VIII ³	33
4.	VIII ⁴	34
Total		131

The researcher used random sampling. Random sampling is the process of selecting a sample in such a way all in individuals in the defined population have an equal and independent chance of being selected for the sample. The researcher took the representative of all class. Arikunto said that apabila *subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi, jika jumlah subjeknya dapat diambil antara 10% - 15% atau 20% - 25% atau lebih*. The sample was taken by the researches grade VIII is 33 students ($131 \times 25\% = 32,75 = 33$).

Table 2
The Sample of Grade VIII MTs. Negeri 2
Pal IV Pijorkoling Padangsidempuan

No.	Class	Total
1.	VIII ¹	7
2.	VIII ²	9
3.	VIII ³	8
4.	VIII ⁴	9
Total		33

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Suharsimi Arikunto, “pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya.”

In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc. The instrument that was used by researcher was achievement test. The test was used by multiple choice forms that consist of four chosen, they were a, b, c, and d. Then, the correct answer would get 1 score and the incorrect answer will get 0 score. Suharsimi Arikunto, “untuk kepentingan ini maka dilakukan penyekoran terhadap tes dengan skor 1 jawaban benar dan skor 0 bagi jawaban yang salah”.

Table 3
The indicators of the Test

No.	Indicators	Sub Indicators	Number	Items
1.	Noun	1. Material noun 2. Countable noun 3. Uncountable noun 4. Common noun	1 3 6 13	4
	Pronoun	1. Interrogative pronoun 2. Personal pronoun 3. Demonstrative pronoun 4. Possessive pronoun	10 17 18 19	4
	Verb	1. Auxiliary Verb 2. Transitive verb 3. Intransitive verb	4,15 8 11	4
	Adjective	1. Possessive adjective 2. Adjective of quantity 3. Adjective of number	12 14,20 16	4
	Adverb	1. Adverb of manner 2. Adverb of place 3. Adverb of time 4. Adverb of degree	2 5 7 9	4
2.	Simple sentence	1. S+V+O+Adv. 2. S+V+Adv. 3. S+V+O 4. S+V+C	1 2,9 3,4,6,7,8,10 5	10
	Compound sentence	1. S+V+O and S+V+O 2. S+V+Adv. and S+V+Adv. 3. S+V+Adv. and S+V+O	11,13,16,17,19 12 14,15,18	10

	4. S+V+O and S+V+Adv.	20	
Total		40	40

After preparing the test, the researcher gave the test to the sample of the research, than tried to find out the result. There were some steps to collect the data: 1) The researcher made preparation of the tests which were all the items of the tests concern with the material. 2) The researcher gave students the tests and the time to do the tests. 3) Collecting the item of students' answer and 4) Analyzing the data. Then, techniques of Data Analysis were analyzed by statistic analysis with following steps:

- a. To identify and total or corrected the answer the subject research from the test.
- b. To use mean score to identify variable x and y:

$$\bar{x} = \frac{\sum fix_i}{f_i}$$

$$\bar{y} = \frac{\sum fiy_i}{f_i}$$

The The result should been appropriated with the interpretation to the index of means score. The interpretation of the result could been seen in the following table.

Table 4
The Table Interpretation of means score

No.	The value	Predicate
1.	8 – 10	Very good
2.	7 - 7,9	Good
3.	6 - 6,9	Enough
4.	5 - 5,9	Bad
5.	0 - 4,9	Fail

2.1 Result study in Analysing of Parts of Speech

Based on the result of analyzing respondents' answer in the questionnaire, the computation of result of the variable of parts of speech mastery, as seen in the table below:

Table 5
The Resume of Variable Scores of Parts of Speech Mastery

No	Criteria	Variable X
1.	High score	11
2.	Low score	6
3.	Range	5
4.	Mean score	7.75
5.	Median	7.45

From the table above, it was known that the high score of variable of parts of speech mastery had been searched by 33 students based on the total of sample research were high score 11 and low score 6, range 5, mean score 7.75, median 7.45 (the complete table on the appendix VI). Based on the calculation means score above, 7–7.9 is good. So, application of parts of speech mastery of students was good. To know revelation of data was done to grouped the variable score of parts of speech which the total classes 6 and interval 1.

Table 6
Frequency Distribution of Parts of Speech Mastery

Interval	Frequency Absolute	Frequency Relative
6	7	21.21%
7	10	30.31%
8	6	18.18%
9	6	18.18%
10	2	6.06%
11	2	6.06%
i = 1	33	100%

The data could be seen by using the histogram as follow:

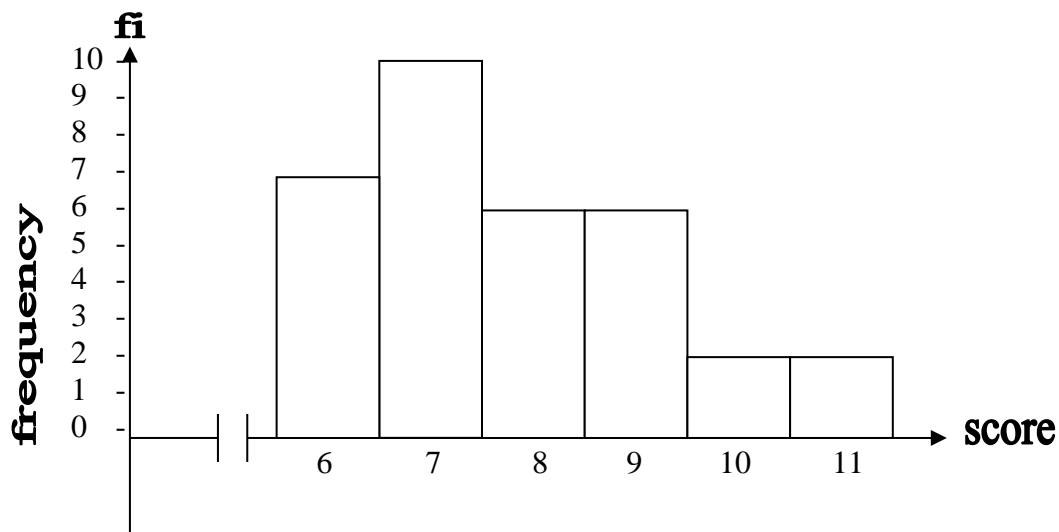


Figure 1: The histogram of parts of speech mastery students at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidempuan.

Based on the table above, it was known that the variable revelation of parts of speech mastery shown that the respondent at interval 6 were 7 students (21.21%), interval 7 were 10 students (30.31%), interval 8 were 6 students (18.18%), interval 9 were 6 students (18.18%), interval 10 were 2 students (6.06%), and interval 11 were 2 students (6.06%).

2.2 Analysing of Sentences Mastery

The resume score of variable sentences mastery at grade VIII MTs. Negeri 2 Padangsidempuan had been gotten as table below:

Table 7
The Resume of the Variable Scores of Sentences Mastery

No.	Statistic	Variable Y
1.	High score	10
2.	Low score	6
3.	Range	4
4.	Mean score	7.18
5.	Median	7.04

From the table above, it was known that high score of variable of sentences mastery had been reached by 33 students based on the total of sample research the high score were 10 and low score 6, range 4, mean score 7.18, median score 7.04 (see appendix VII).

Based on the calculation means score above, 7-7.9 is good. So sentences mastery of students was good. To know the revelation of data was done to group the variable score of sentences mastery which the total classes 6 and interval 1.

Table 9
Frequency Distribution of Sentences Mastery

Interval	Frequency Absolute	Frequency Relative
6	10	30.30%
7	12	36.37%
8	7	21.21%
9	3	9.09%
10	1	3.03%
11	0	-
i = 1	33	100%

The data could be seen by using the histogram as follow:

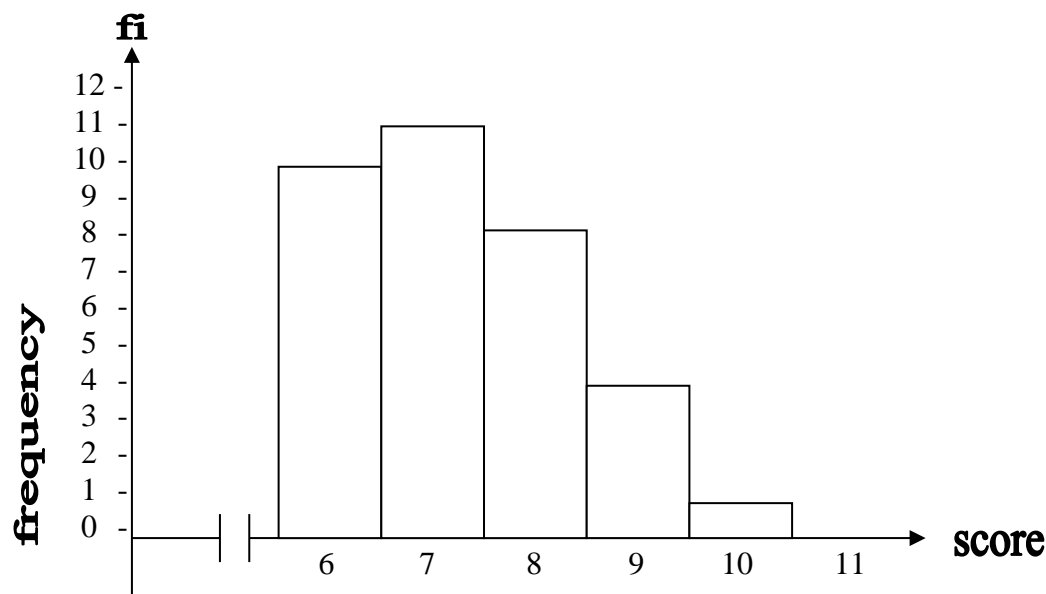


Figure 2: The histogram of sentences mastery students at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

Based on the table above, it was known that the variable revelation of sentences mastery showed that the respondents at interval 6 were 10 students (30.30%), interval 7 were 12 students (36.37%), interval 8 were 7 students (21.21%), interval 9 were 3 students (9.09%), and interval 10 were 1 students (3.03%).

3. CONCLUSIONS

After getting the result of her research work, the research came to her conclusions as follows:

1. The ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidimpuan in mastery parts of speech was “good” by getting mean score were 7.75.
2. The ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidimpuan in mastery sentences was “good” by getting mean score were 7.18.
3. Based on the result calculating was gotten the value of the correlation product moment between variable of parts of speech mastery and sentences mastery were 0.68. Next, the correlation level was done by locking rtable (rt) on taraf significant 5% was 0.344 on taraf significant 1% was 0.442. The hypothesis in this research was received namely tcount > rtable. So, the hypothesis of this research Ha was received and H0 was rejected. It meant that there was an influence between parts of speech mastery and sentences mastery.

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