THE ABILITY OF THE FOURTH SEMESTER OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN IN IDENTIFYING PARTS OF SPEECH

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Graduate of Islamic Education (S.Pd.I) In English

By:

MARAKALI HARAHAP
Reg. No. 07 340 0053

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

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ENGLISH EDUCATION DEPARTMENT

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LETTER OF AGREEMENT

Padangsidimpuan, May 26 th 2014

Term : A Thesis
a.n. MARAKALI HARAHAP
I Term : 7 (seven) Exemplar

To:
Dean of Tarbiyah and Pedagogy Faculty
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di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Ardi Oktapian**, entitle **"The Ability of the Foerth Semester of English Department IAIN Padangsidimpuan in Identifying Part of Speech"**. We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Education Departmen on Tarbiyah and Padagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that he could be to defend his thesis in Munaqosyah.

That's all and thanks you for your attention.

Wssalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

I made this declaration truthfully, if there is a derivation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code in article 19 subsections 4 that is about dispossession of degree disrespectfully and other punishment accord with the norms and accepting legal requirement.

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Thesis : **THE ABILITY OF THE FOURTH SEMESTER OF ENGLISH DEPARTEMENT IAIN PADANGSIDIMPUAN IN IDENTIFYING PARTS OF SPEECH**

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The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic Educational (S.Pd.I) in English.

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ABSTRACT

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Title : The Ability of The Fourth Semester of English Department IAIN Padangsidimpuan in Identifying Part of Speech

The formulations of the problem were talking about the ability of The Fourth Semester of English Department IAIN Padangsidimpuan in Identifying Part of Speech and the difficulties of the Fourth Semester of English Department IAIN Padangsidimpuan in Identifying Part of Speech.

The aims of research were to what are the factors that influences students in Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan in Identifying Parts Of Speech?. what are the students difficulties in the Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identifying Parts Of Speech?. how is student's ability of Fourth Semester English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identifying Parts Of Speech?

The research was conducted with deskriptive analysis and qualitative approach. There were 94 students as sample of analystical unit from fourth semester english departmen IAIN Padangsidimpuan. Informants of research for interview were 9 students in instruments in collecting data using by test and observastion. Data was processed and analized with qualitative process.

Based on the result of research, researcher found that the ability of The Faurth Semester of English Department IAIN Padangsidimpuan in identifying Part of Speechwas good and those were the difficulties of the fourth semester in identifying part of speech. Too many part of the speechthat makes students confused in understanding, lecturer less mastered material before teaching material and to monotonous in teaching so as to make students tense, establishing a sentence source to another source so as to make confusion, memorizing formulas or steps part of speech from all parts

of the existing, absence of courses that discuss intact fromall part of speech making it difficult to connect with each other.

ACKNOWLEDGEMENT

Firstly, researcher would like to thank Allah SWT who has given researcher the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore researcher would like to thank:

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5. Thanks are due to the vise Rector of Institute Islamic Studies (IAIN) Padangsidimpuan.
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This thesis is still so far from being perfect based on the weakness of the reseacher. Therefore, I am expects the contructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, 30 May 2014

Researcher

MARAKALI HARAHAP

NIM. 07 340 0053

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CHAPTER I

A. The Background of Problem

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for interaction in a community. Language in this sense is possession of a social group, comprising an indispensable set of rules which permits its member to relate to each other. Then Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.

Todays, English is a second language in Indonesia, so it's an imfortant language that students to study. The fact it is a compulsory subject at school since formerly up to now. It is taught from junior high school until university.

The State Instituti for Islamic Studies manages some programs to their students to improve their ability how to become English teacher. They use some ways to upgrade their students' ability in mastering Parts of speech, are one of factors which influence these skills comprehension. No one material in English which not using Parts of speech, so impossible reason. But, so many problems that we can see because whether the fourth semester, the last semester we can find many students cannot use these parts of speech effectively.

Parts of speech is the meaning of a word and the way it is used in a sentence".[1] It means that every words in the English can be assigned to at least one of only eight categories called parts of speech. It is known as the basic part of sentence constructing and as a small unit of sentence constructing.

According to Lingga Hotben D "Parts of speech *adalah jenis atau kelas kata yang terdiri dari delapan jenis yaitu kata benda, kata sifat, kata ganti, kata kerja, kata keterangan, kata depan, kata sambung dan kata seru"*[2] In other word, it can be stated that parts of speech is kind or class of words which is devided into eight basic kinds; noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjenction.

Sofia Rangkuti also says "Parts of speech in made up of a combination of words in the correct order and function according to English grammar".[3] It means that parts of speech is the words combining to make the correct order based on the English grammar.

Above part of speech, it is also important subject in mastering English, the students who want to master English well should understand about parts of speech, especially for English education department student's.

Language produces sentences and sentences is formed by words that has meaning, it consists subject and predicate, at least, so, talking about subject it

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[1]Joice Amstrong Carell, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001), p. 366

[2] Lingga Hotben D, *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blanc, 2003), p. 2

[3] Sofia Rangkuti, *English Language Structure*, (Jakarta: Djambatan, 2000) p.l.

belongs to structure and part of speech. So, when the students (candidate of English teacher) master in part of speech, so that they can develop sentences.

In addition, mastering in part of speech, in makes students to become english teacher easier, They will be able to teach without misused the words which they used. By explanations above, researcher intents to do a reseach entitled **"the ability of the fourth semester of English Education Department IAIN padangsidimpuan In Identfying Parts Of Speech''**

B. The Formulation of the Problem

Based on the research explanation above, the writer formulates of this research are to find out the following:

1. What are the factors that influences students in Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan in Identifying Parts Of Speech?
2. What are the students difficulties in the Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identifying Parts Of Speech?
3. How is student's ability of Fourth Semester English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identifying Parts Of Speech?

C. The Purposes of Research

Based on the formulation of the problems, the writer determines the purposes are :

1. To know the factors that influence student's ablity of Fourth Semester of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech.
2. To know the student's difficulties of Fourth Semester of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech.
3. To know the student's ability of Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech

D. The Significance of the Research

The research is hopefully significant for:

1. To encourage the rule of system in teaching and learning in State Institute for Islamic Studies IAIN Padangsidimpuan.
2. To improve the quality of teaching and learning process for the teachers Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan.
3. As an information in teaching and learning process**.**
4. To improve the knowledge in Identfying Parts Of Speech and English Learning.

5. As input for future's and to conduct further researches.

E. The Limitation of the Problems

Studying this topic there are many Parts of Speech that must be mastered, but cause of the limitation of time, expense and the knowledge of the writer, so the writer has to limit this problem. The limitation of the problem of this research as below:

1. Parts Of Speech of this research are focused on.
2. The subjects who are involved at this research are the students of the Fourth Semester Of English Education Department, State Institute For Islamic Studies (IAIN) Padangsidimpuan

F. The Definition of Key Term

To reduce misunderstanding about the terms that used in this research, researcher makes a limitation of terms, they are:

1. Ability

Ablitiy is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness. or talent.[4] While based on Oxford Advenced Learner's Dictionary of Current English, Ablity is a potential or capacity and power to do something physical or mental, it's also defenited as special nature

[4]Victoria Neufelat, David B. Guralmik. *Webstren New World Collage Dictionary* (USA: MacMillan, 1995) p. 2.

power to do something well or talent.[5] So, the ability means the power of students IAIN Padangsidimpuan In Identfying Parts Of Speech.

2. Identfying

Identfying is Show or prove who or what,[6] the writer means how par the student's knowing and using parts of speech.

3. Parts Of Speech

Parts of speech in made up of a combination of words in the correct order and function according to English grammar.[7] It means that parts of speech are the words combining to make the correct order based on the English grammar. And Parts of speech are the sentence may be further divided according to the function each word has in the subject – predicate relationship.[8] It means that a sentence is combined by subject and predicate. Subject consists of noun, pronoun and predicate consists of adjective, verb and total combination of this sentence always called parts of speech.

4. Student's

Student is a person who is studing at acollege or university or any person interested in a particular subject,[9] thw writer means is a student's who is

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[5]AS Hornby. *Oxford Advenced Learner's Dictionary of Current English* (USA: Oxford University Press, 1987) p. 2.

[6] *Ibid.*,

[7] Sofia Rangkuti, *Op.cit.,* p.l.

[8] Marcella Frank, *Modern English a Practical Reference Guide,* (New Jersey : Prentice Hall, 1972), p.1

[9] AS Hornby, *Op.cit.,* p.

studing in fuorth semester of English Departement State Instituti of Islamic Studies (IAIN) Padangsidimpuan.

G. The Script Outline

The outline of the script include into five chapters, they are:

The first chapter consists of; background of the problem, focus of problem, formulation of the problem, aim of the research, significance of the research, definition of key term and outline of the script.

The second chapter consists of; the theoretical descriptions' involve: definition of Parts of speech, the kinds of Parts of speech, the using of Parts of speech, and Related Finding.

The third Chapter discuss about the methodology of the research consist of; the time and place research, kind of research, population and sample, the instrument of collecting data, the techniques of collecting data, and also the techniques of analyzing data.

The fourth chapter consist of analysis of discussion and result of the research consist description the factors that influence the ablity of Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech, the difficulties of Fourth Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech and the ability of Fourth

Semester Of English Education Department, State Institute For Islamic Studies IAIN Padangsidimpuan In Identfying Parts Of Speech

Parts of speech the fifth chapter consists of conclusions and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Parts of Speech

1. Defenition Parts of Speech

Part of speech is derived from the words Part, of and speech. Part is some but not all of something, of is used to say what consist and consist of or contains, and speech is formal talk given to an audience,[10] by statement above the writer mean that Parts of Speech is one of the classses of words. And part of speech defines the meaning of word to know what the sentences is. As Carrel states: Parts of speech is the meaning of a word and the way it is used in a sentence".[11] It means that every words in the English can be assigned to at least one of only eight categories called parts of speech. It is known as the basic part of sentence constructing and as a small unit of sentence constructing.

The kinds of words are variously, so that its word has each meaning and the meaning we can identify as character, such as word "book" is identified as a noun, but in another case, "book" can be identified as a verb. So, parts of speech is a classification of word, as Lingga Hotben D says *"Parts of speech adalah jenis atau kelas kata yang terdiri dari delapan jenis yaitu kata benda, kata sifat, kata ganti, kata kerja, kata keterangan, kata depan, kata sambung dan kata seru".*[12] In other

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[10] AS Hornby. *Oxford Advenced Learner's Dictionary of Current English* (USA: Oxford University Press, 1987)

[11] Joice Amstrong Carell, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001), p. 366

[12] Lingga Hotben D, *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blanc, 2003), p. 2

word, it can be stated that parts of speech is the kinds or classes of words which that divided into eight basic kinds; noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjenction.

Part of speech makes the correct order based on the English Grammar and the function of each word. It is also states by Sofia Rangkuti "Parts of speech in made up of a combination of words in the correct order and function according to English grammar".[13] It means that parts of speech is the words combining to make the correct order based on the English grammar, and Marcella Frank argues "Parts of speech is the sentence may be further divided according to the function each word has in the subject – predicate relationship".[14] It means that a sentence is combined by subject and predicate. Subject consists of noun, pronoun and predicate consists of adjective, verb and total combination of this sentence always called parts of speech. So that part of speech tells about combination of word to make meaning and functionally.

2. Kinds Parts of Speech

[13] Sofia Rangkuti, *English Language Structure,* (Jakarta: Djambatan, 2000) p.l.

[14] Marcella Frank, *Modern English a Practical Reference Guide,* (New Jersey, Prentice Hall, 1972), p.

From the theories above, the writer sees that parts of speech can be divided into:

a. Noun

Noun is the name of person, place or thing. For example: boy, river, Adnan, movie, government, New York, etc. Adnan is a noun because it is the name of person; New York is a noun because it is the name of place; and boy is a noun because it is the name of a thing. The kinds of noun are :

- Common Noun is a name given in common to every person or thing of the same class or kind. Example : boy, woman, teacher, doctor, girl, officer.
- Proper Noun is the name of some particuler person or place. Example : tagore, keats, mother teresa, shelly, india and japan.
- Collective Noun is the name of collection of thing or person. Example : crowd, team, block, herd, army, fleet, jury, family and nation.
- Concrete Noun is the name of a thing that can be touched or seen. Example : room, sun, girl, and boy
- Abstract Noun is the name of a quality, action or state. Example : freedom, liberty, thought, joy, sorrow, love, death, goodness and kindness
- Countable Noun is the name of a thing that can be counted or divided into singular or plura. Example : student, book, table, pen, camera, man, woman

- Uncountabe Noun is the name of a thing that cannot be counted or divided into singular and plural. Example : milk, rice, ice, tea, ink, life, truth, beauty, iron, wool, gold and butter.
- Material Noun is the name of a material or substance out of which things are made. Example : gold, silver, wool, clay, milk, rice, ice, money, water, paper, copper and sleel.

b. Pronouns

Pronouns are often defined as a word which can be used instead of a noun or fro words that take place of noun. For example: instead of saying Andre is a good man, the pronoun he, can be used in place of the noun Andre and the sentence becomes He is a good man.

And pronoun is A word used in place of noun is known as a pronoun. Example : I, we, he, she, it, they. Pronoun are divided into eleven kinds, they are :

1. Personal Pronoun is used for three persons is known as personal pronoun. Example : first person (I, we), second person (you) and third person (he, she, it, and they).
2. Reflexive Pronoun is used with self or selves to reflect the action of the very on the subject is known as a reflexive pronoun. Example : myself, yourself, yourselves, ourselves, himself, herself, itself and themselves. (I saw *myself* in the mirror)

3. Emphatic Pronoun is used for the sake of emphasis is known as emphatic pronoun. Example : myself, yourself, yourselves, ourselves, himself, herself, itself and themselves. (I *myself* showed you the way)
4. Demonstrative Pronoun is used ti point out the person or thing we talk about is known as a demonstrative pronoun. Example : this, that, such, these, those. (*these* are my teacher's books)
5. Indefinite Pronoun is used to talk about a person or thing indefinitely is known as indefenite pronoun. Example : one, something, none, somebody, everybody, anyone, nobody, all, oneother, anything, nothing, few, both, everyone, some, many, several, averything, other, any, no other and no.(*one* has to be careful about *ones* "not his" health)
6. Interrogative Pronoun is used to make a quastion is known as an interrogative pronoun. Example : who, whose, which, whom and what. (Who: It is used only for persons in subjective case. Ex: *who* was the first prima minister of india)
7. Distributive Pronoun is used to talk about each and every person separately is known as a distributive pronoun. Example : each, either, none, both, everyone, every, neither, any, one, everybidy and everything. (*Each* of us has a book)

8. Reciprocal Pronoun is used to talk about mutual relationship is known as a reciprocal pronoun. Example : each other, one another. (the two sister loved *each other*)
9. Relative Pronoun is used combine or relate sentence or clauses together is known as a relative pronoun. Example : who, which, as, whom, what, but, whose and that. (The man *who* cheated you is my brother)
10. Relative Compound Pronoun is compounded with the word ever is known as a relative compound pronoun. Example : whoever, whenever, whichever, whereever, whatever and however. (*whoever* comes, tell them to wait at the gate)
11. Possessive Pronoun is used to express possession or ownership is a known as a possessive pronoun. Example : mine, his, theirs, ours, yours, hers and its. (This book is *mine*).[15]

c. Verb

Verb is a word used to show actions or state of being. It is the heart of a sentence and every sentence must have a verb. It is very important in understanding the meaning of a sentence. For example: Hadi go to the market, go is the verb and it shows the action of the sentence. In the sentence Sarah is my close friend, there is no action but a state of being expressed by the verb is.

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions,

[15] Jayanthi Dakshina Murthy. *Contemporary English Grammar,*(New Delhi : Book Palace 1998).p.61-7

commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are :

1. Tense. Special verb ending or accompanying auxiliary verbs signal the time an event takes place.
2. Voice. Special verb forms are arranged in certain positions with nouns to indicate wheter the grammatical subject of a sentence is performing an action (**The policeman arrested the burglar**-active voice) or is itself being acted upon (**The burglar was arrasted by the policemen**-passive voic).
3. Mood. Special verb forms mark (a) commands and requests; (b) statement expressing whises, unreal conditions, or matters of urgency or importance.
4. Aspect. Certain verb forms, often with accompanying adverbial axpression, may indicate whether an event is to to be regarded as a single point on a time continuum, a repetition of points, or a single duration with a beginning, a middle and an end. It is the aspect of duration that the English verb most readly expresses through the progressive forms of the tenses.

And the types of verbs described here differ according to the kind of complement they may have. Because these types may cut across each other, a verb may belong to more than one type that predicating or linking verbs. A

predicating verbs is the chief word in the predicate that says something about the subject. The predicating word (or predicator) has traditionally been called a verb of "action" (**babies cry; she wrote a letter**), but has actually been interpreted to include most non-action verbs that are not linking verbs (for example : **I remember him; She needs more money**). Or a linking verb is a verb of incomplete predication; it merely announces that the real predicate follows. The important word in the complement is usually an adjective (**The girl is pretty**) or a noun (**She is a pretty girl**) The-ly adverbs of manner (**quickly, angrily**) are not used with linking verb. The more common linking verbs are **appear, be, become, get** (in the sense of **become**), **look, remain** and **seem**.

d. Adjective

Adjective is a word used to describe a noun or pronoun or to give a more specific meaning. In other word, it modifies the noun. For modifies the noun of the girl.

And adjective we may define as a word used with a noun to add something for is meaning. And adjectives may be divided into the following classses : Adjective of quality (or Descriptive Adjective) show the kind or quality of a person or thing, adjective of quantity show how much of a thing is meant and adjective of number (or Numeral Adjective) show how many

persons or things are meant, or in what order a person or thing stands. Example : He is an *honest* man, I eat *some* rice and The hand has *five* fingers.[16]

e. Adverb

Adverb is a word that modifies a verb, an adjective or another adverb. For example: the plant grew upward, upward is an adverb because it modifies verb grew. In the sentences "He work very competently", competently is also an adverb because it modifies the adverb very.

Kinds of adverb they are : adverb of manner, adverb of place, adverb of time, adverb of frequency, adverb of sentence, adverb of degree, adverb of interrogative, edverb of and adverb of relative. Example : fast, near, soon, always, luckly, hardly, when ? and where.[17]

f. Preposition

Preposition relates the noun or pronoun that appears with it to another word in the sentence. For example: Some inventions last for centuries, for is a preposition used to show the time. In the sentence People invent because of their curiosity, because of is preposition because used to show cause.

Prepositions usually come before the words they control. They indicate various relationship between words or phrase, the most usual being those of

[16] Wren & Martin. *High School English Grammar and Composition*, (S. CHAND'S 1996). P.16-18

[17] A. J. Thomsan. *A Practical English Grammar*, (Hong Kong : Oxford University Press 1960). P. 35-41

time, space (position, direction, etc), and mental or emotional attitudes. They can also come after the words they govern, notably in questions and in relative clauses. Example : What can I cut the bread *with* ?... , This is the book I was telling you *about.*

g. Conjunction

Conjunction is a word used to connect other words or groups of words. There are some kinds of conjunctions such as coordinating conjunction (and, but, for, nor, or, so, yet), correlative conjunction (both….and, either….or, neither….nor, not only…..but also, whether ..or), subordinating conjunctions (after, although, as, as if, as long as, before, since, so that, etc".[18]

3. The Using Parts of Speech

Based on the defenitions above, the writer concludes that parts of speech is the list of words which is the basic elements of sentence construction divided into; noun, pronoun, verb, adjective, adverb, preposition, and conjunction. It is often used in every sentence in correct order based on its grammatical function.

[18] W. Standard Allen. *Living English Structure,* (Hong Kong : Longman Group 1987).p.292-293 Joice Amstrong Carell, *Op.cit,* p. 368

B. Related Finding

Here some related findings that discussed about Parts of Speech. This research had done by Haesti Restu Fauziah at Department Language and Art Education The Program of English Language Education Sekolah Tinggi Keguruan Ilmu Pendidikan Tapanuli Selatan on 2010. The Tittle is : “The Correlation between Parts of Speech Mastery and Reading Comprehension” (A Study at The Eight Grade Students of SMP Negeri 9 Padangsidimpuan).

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Approach and Kind of Research

This research will conduct with descriptive analysis with qualitative Research. According to Prof. Dr. Sugiyono, Qualitative Research is a research base of *Postpotivisme philosophy,* this research is used for researching condition of object naturally, and where the researcher will become a key instrument, analysis of data is inductively, the result of research is more emphasize the meaning than generalization. [19]

B. The Location and Time of Research

1. Location

This research will be conducted at English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan North Sumatera Indonesia.

2. Time

This research starts on maret to april this year

[19] Sugiyono. *Metode Penelitian Kuantitatif dan Kualiatatif dan R &D*, (Bandung: Alfabeta, 2009), p. 9.

C. The Source of Data

Source of research data will be taken from primary and secondary data. Primary data include test. Test means here the essay test that is taken from Fourth Semester 0f English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan. Secondary test include interview and document. First secondary data is interview, means getting interview with some students of Fourth Semester of English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan. Interview will held based on the question which have compiled before in list of interview. Second data is document, means study document of English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan that related to the research need.

D. The Technique data collections

The instruments of collecting was be used in this researtch are:

1. Test.

   essay is one of the techniques of collecting data by doing oral interview in individual meeting. Interview/ essay test is given for Fourth Semester Of English Education Study Program STAIN Padangsidimpuan, the questions are appropriated with the list of interview/essay test. Interview/essay test is done for getting data about the factors that influence the ability of Fourth Semester of English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan In Identfying Parts Of Speech.

2. Interview

   Interview test is given for Fourth Semester Of English Education Study Program STAIN Padangsidimpuan, the questions are appropriated with the list of interview/essay test. Interview/essay test is done for getting data about the factors that influence the ability of Fourth Semester of

English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan.

3. Document

Document study is held to find and learn documents that related to the need of research. Something likes a number of English teacher, number of students and all aspects that related in improving students ability in Identfying Parts Of Speech.

E. Tehnique Analysis Data

After collecting data, For an interview result, researcher will classify and analyze data from Fourth Semester of English English Education Department State Instituti for Islamic Studies (IAIN) Padangsidimpuan.

CHAPTER IV

RESULT OF RESEARCH

A. Objective Condition of Research

1. General Findings

Thiss research was conducted in IAIN Padsangsidimpuan which address is at Jl. H. T. Rizal Nurdin Km 45 Sihitang, Padangsidimpuan.

STAIN Padangsidimpuan was buit in 1968 in Padangsidimpuan. Noarth Sumatera. For the first time. The name of this Institute was IAIN Padangsidimpuan . then, IAIN was claimed to move to the capital of North Sumatera, Medan, So, IAIN Padangsidimpuan was changed to be STAIN Padangsidimpuan on March 2^{th}, 1997.[20]Than, STAIN Padangsidimpuan was changed to be Institute for Islamic Studies (IAIN) Padangsidimpuan on January 6^{th}, 2014 based on the rules of the president RI 2014 years No 52.[21]

IAIN Padangsidimpuan is one of the frides Institute and the need of society around Padangsidimpuan town, because IAIN Padangsidimpuan is the only Institute for Islamic Studies around the regency.

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[20]. Tim Penyusun, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN. 2010). P.1.

[21]. Wiki, From: *http://id/wikipedia.org/wiki/STAIN Padang-Sidempuan#Sejarah,* Acessed on April 23th, 2014.

2. Equipments and Fasilities

Equipments and and fasilities are factors which establish in the implementation education effort to echieve the college's objectives maximally. There are some equipments and fasilities in IAIN Padangsidimpuan. Generally, this Institute especially for TBI has some equipments and fasilities as follows:

Table 1: Facilities of IAIN Padangsidimpuan

Facilitas			
No	Object	Number	Condotion
1	Moscue	1	Good
2	Meeting Hall	1	Good
3	Library of Institute	1	Good
4	Languege Laboratory	1	Not Good enough
5	Computer Laboratory	1	Good
6	TBI Class Room	9	Good
7	TBI Office	1	Good

From the condition information of facilities above, the reseacher concluded that they were categorized well generally. Howevwr, the condition of the language laboratory was not good enouhg because the device such as earphone did not work well. This condition become problem due to the significant role of language laboratory to support the development studenth'

speaking skill, because listening comprehension cannot be separatet with speaking skill.

3. Situation of lecturers of English Education Department IAIN Padangsidimpuan

Teacher is one of factors suppots to get success in teaching andf learning pricess. Techer has significant role in creating ewll edicated person. Especially in English Education Study Program, the student is prepared to be a propessional English Teacher. The following table is the data oe English Education Departement IAIN Padangsidimpuan lectirer:[22]

Table 2 :English Lecturers

No	Lecturers	Graduation	Subject
1	Drs. Fitriadi Lubis, M.Pd	S-2 UNP	Scientific Writing
2	Rayendriani Pahmei Lbs, M.Ag	S-2 IAIN	Writing
3	Eka Sustri Harida, M.Pd	S-2 UNP	Reading
4	Zainuddin, M.Hum	S-2 USU	Speaking Introduction to Literatur
5	Fitri Rayani Siregar, M.Hum	S-2 UNIMED	ESP/Linguistics
6	Hamka, M.Hum	S-2 UNIMED	Linguistics/Pronunciation Practice

[22] *Keputusan Rektor IAIN Padangsidimpuan no 200 tahun 2014 tentqng Penetapan Nama-nama Dosen Fakultas Institut Agama Islam Negeri Padangsidimpuan.*

7	Eli Nondang Saragih, S.S.	S-1 USU	Traslation
8	Sojuangon Rambe, M.Pd	S-2 UNP	Teaching English As Foreign Language
9	Yusni Sinaga, M.Hum	S-2 UNIMED	Structure and Grammer

The above is a description of lecturers who teach in English Education Departement on Tarbiyah and Peadagogy Faculty at IAIN Padangsidimpuan. So, all of recturers in this year are 9 lecturers whichconsist of 4 men and 5 women. Actually, all lecturers have been qualified in teaching students because they have mostly post graduated degree. As like Government regulation, a lecturer must have post graduated degree, but as the matter of fact, there is still lecturer is English Education Study Program with the fist degree. Addicionally, some of the lecturers are assistance enough yet. This condition might descriace the effectiveness of teching and particularly in English Education Departement.

4. Condition of Students

In learning process, students are the factor who have a role as a target in education. The data of fourh semester academic year 2013/2014 students of English Education Departement as Follows:

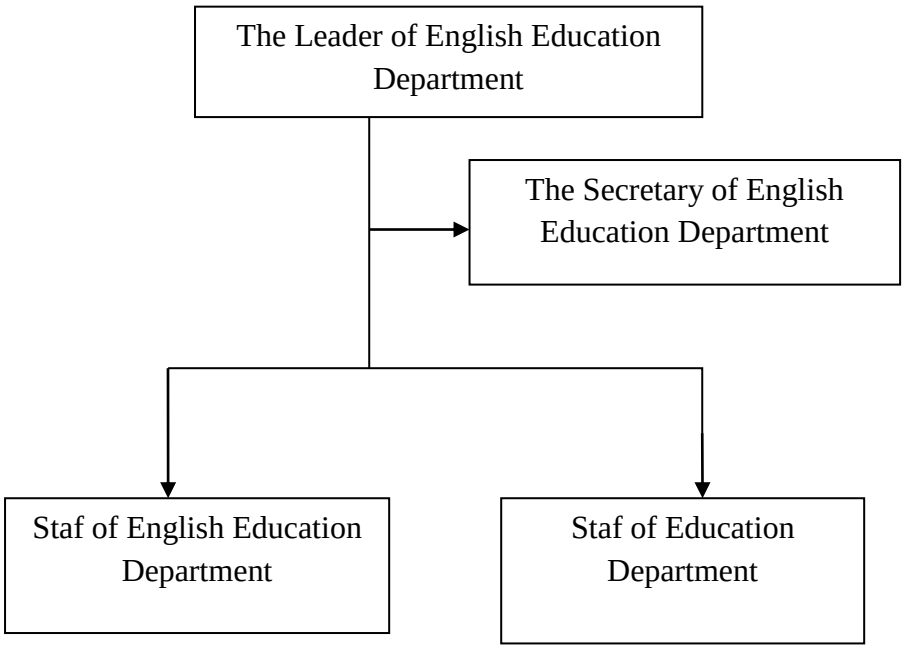
Table 3: Situation of Students[23]

No	Class	Male	Female	Total
1	TBI-1	6	25	31
2	TBI-2	4	31	35
3	TBI-3	4	24	28
TOTAL		14	80	94

Based of the description of the table 3 above, all of the strudents are 94 students which consist of 14 male and 80 female in 2013/2014 academic year. The researcher found the there are much different numbers between male and female.

5. Structure Organization of English Education Departement in IAIN Padangsidimpuan.[24]

[23] *Data Base Pengadaan Data Perguruan Tinggi (PDPT) Tahun 2013 IAIN Padangsidimpuan.*
[24] *Data Base Strutur Organisasi Jurusan Tadris Bahasa Inggris.*



From the structure orgabization of English Education Department (TBI) above, the seseacher faund thet some of the lecturers had side assignment in administration. The researcher assumed that was not effective for lecturer to have another assignment besided lecturing.

The number of lecturer was also not enough for the number of students; they were only nine lecturers of English Education Departmen wich each discipline for teaching 94 studients.

B. Result of Research

1. Studenst's ability of Found Semester of English Department IAIN Padangsidimpuan In Identfying parts Of Speech

Based of test ability conducted by researcher at fourt semester students of English Department, the ability identifying part of speech was commonly low. The reseacher had done test in their classroom which consist of three classrooms the researcher found that there was difference of student's ability in identifying among those there classrooms.

At the test ability was conducted in Tadris Bahasa Inggris (TBI 1-3) on 23-28 may 2014, the researher aimed to test the students' ability in identifying. The researcher found that the students' can not identify the parh of speech as good as possible.

Table 4: Situation of Students

No	Class	Male	Female	Total
1	TBI-1	6	25	31
2	TBI-2	4	31	35
3	TBI-3	4	24	28
TOTAL		14	80	94

Based of the description of the table above, all of the strudents are 94 students which consist of 14 male and 80 female in 2013/2014 academic year.

The researcher found the there are much different numbers between male and female.

Table 5: Test Ability About Part of Speech

Number of Test	Students (correct)	Students (fault)	Amounth
1	63	31	94
2	81	13	94
3	91	3	94
4	61	33	94
5	68	26	94
6	43	51	94
7	45	49	94
8	56	38	94
9	52	41	94
10	72	22	94
11	64	30	94
12	52	42	94
13	49	47	94
14	80	14	94
15	81	13	94
16	75	19	94

Based of the description of the table above, all of the students are 94 students which consist of 14 male and 80 female in 2013/2014 academic year. The researcher found the there are much different numbers between male and female.

2. The difficulties of fourth Semester of English Departmen IAIN Padangsidimpuan In In Identfying parts Of Speech

One of the aims this researcher was to know the difficulties of fourth semester English Department IAIN Padangsidimpuan in identifying part of speech. The instrument that used to found those difficulties is interview. Researcher made and interview for 9 students of fouth semester 10 % from fourh semester amount (94 students) for 2013-2014 academic years.

The researcher interviewed students of TBI by asking cuestions what students difficulties in identifying part of speech and wath the causew of those difficuties.

Peneliti mewawancarai mahasiswa TBI dengan mengejukan pertanyaan apa kesulitan mahasiswa dalam mengidentifikasi dan apa penyebab dari kesulitan-kesulitan?

a. Fourh semester of TBI 1

The researcher interviewed fund semester of English Department, and researcher got the result like their answers as follows:

Identify the part of speech in the sentence, make into sentenses, and a explanation of the differences from one source to another source so as to meke confusion.

Mengidentifikasi part of speech tersebut di dalam kalimat, mengaplikasikan kedalam kalimat, dan adanya perbedaan-perbedaan

dari satu sumber denga sumber yang lain sehingga membuat kebingungan.[25]

Make part to speech into sentence related to tanses, and the many species that use the pharase to use is not so operwhelmed.

Mengaplikasikan part to speech kedalam kalimat yang menghubungkan dengan tenses, dan banyaknya jenis sehingga menggunakannya kedalam kalimat sehingga tidak begitu terkuasai pemakaiannya.[26]

Delivery of material by the lecturer in question is less clear, or in other words, the lecturer concelned less mastered the material, and delivery methods are less fun, lecturers too monontonous so I was bored to learn.

Penyampaian materi oleh dosen yang bersangkutan kurang jelas atau dengan kata lain, dosen yang bersangkutan kurang menguasai materi, dan metode penyampaian materi kurang menyenangkan, dosen terlalu monoton sehingga saya merasa bosan mempelajarinya.[27]

b. Fourh semester of TBI 2

My difficulty in studying part of speech is my lach of vocabulary to master the English language so that the laying or pharasing makes me difficult to construct a sentence.

[25] Wawancara, Zaenuddin. Sem IV. Mei 2014.
[26] Wawancara, Anisyah. Mei 2014.
[27] Wawancara, Efrida. Mei 2014.

Kesulitan saya dalam mempelajari part of speech adalah minimnya saya menguasai kosa kata bahasa inggris sehingga dal;am peletakan atau penyusunan kata-kata membuat saya sulit dalam menyusun kalaimat.[28]

I'm hart to understand, distinguish, its lack of my interest in studying it so that makes me lazy to repeat at home or dikos and talk to other comrades.

Saya susah memahaminya, membedakannya, kurangnya minat saya dalam mempelajarinya sehingga mambuat saya malas mengulanginya di rumah atau di kos dan berdiskusi kepada kawan-kawan lainnya.[29]

That makes me difficult to master part of speech a memorizing formulas and steps from all parts of the part of speech.

Yang membuat saya sulit dalam mempelajari part of speech adalah menghafal rumus dan langkah-langkah dari semua bagian-bagian part of speech.[30]

c. Fourh semester of TBI 3

I have to say that the trouble for which I feel is the lack of specialized courses in discussing part of the speech or the subjects sat just there that the discussion focus only remember his younger.

[28] Wawancara, Sastra. Mei 2014.
[29] Wawancara, Puspita Sari. Mei 2014.
[30] Wawancara, Hartika. Mei 2014 .

Saya sampaikan bahwa kesulitan yang saya rasakan ialah adanya mata kuliah yang khusus dalam membahas masalah patr of the speech atau dalam saat mata kuliah hanya membahasnya fokus disitu sehingga mambuat saya mudah mengingatnya.[31]

The existence of the patr of the speech so recuires a deep understanding as will as to be more serious in the hang of it know him.

Adanya bagian-bagian part of speech tertentu jadi membutuhkan pemahaman yang mendalam serta harus lebih serius lagi dalam menguasainya atau memahaminya.[32]

Of all the myriad part, formula, how to and its lack of vocabulary that I have and also very difficult to me to change or forming words into sentences.

Dari begitu banyaknya bagian, rumus, cara penggunaannya serta kurangnya kosa kata yang sya miliki sehingga sulit sekali saya mengubah atau membentuk kata kedalam kalimat.[33]

Of the few resfondents above explanations related issues student difficulties in understanding or studying part of speech resesrchers described as follows:

1) Too my parts of speech that makes students confused in understanding.

[31] Wawancara, Huzainah. Mei 2014.
[32] Wawancara, Yanti Mida. Mei 2014.
[33] Wawancara, Sahron. Mei 2014.

2) Lecturer less mastered material before teaching material and to monotonous in teaching so as to make students tense.
3) Establishing a sentence of a few words and adapt them into tanses.
4) Expalanation of differences from one source to another source so as to make confusion.
5) Monorizing formulas or steps of speech from all parts of the existing.
6) Absence of courses that discuss intact all parts of the speech making it difficult to connect with each other.

3. The Factors thet Influence Studenst's ability of Found Semester of English Department IAIN Padangsidimpuan In Identfying parts Of Speech

In this discussion, the researcher afforded to reveal the real influence in which students got ing developing their ability. The researcher had conducted interview with students, to validate the data the researcher conducted deep interview with participants to minimize the data error. The researcher took three persons from each classroom to be interviewed about the factors thet influence student ability in identifying part of speech.

a. Fourh semester of TBI 1

I felt whwn a conducive learning atmosphere, the solid precise description, in words thet are easy to understand lecturer.

Yang sya rasakan ketika suasana belajar yang kondusif, penjelasan yang padat tepat, dengan kata-kata dosen yang mudah dimengerti.[34]

Supporthing books examine all parts of the speech.

Buku-buku penunjang yang mengkaji semua bagian-bagian part of speech.[35]

Many sources relating to the discussion, the existence of discussions on mangkaji part of the speech student fellow comrades.

Sumber yang banyak yang berkenaan dengan pembahasan, adanya diskusi-diskusi tentang mengkaji part of speech sesama kawan-kawan mahasiswa.[36]

b. Fourh semester of TBI 2

The most influential for me is that I have the vocabulary and small activities that we have, the discussion of the study part of speech.

Yang paling berpengaruh bagi saya adalah kosa kata yang saya serta kegiatan-kegiatan kecil yang kami miliki, diskusi terhadap kajian part of speech.[37]

The existence of the examplas given by the lecturer clearly as will as the tasks assignet to me so that made me even harder.

[34] Wawancara, Anisyah. Mei 2014.
[35] Wawancara, Zaenuddin. Mei 2014.
[36] Wawancara, Efrida Yanty. Mei 2014.
[37] Wawancara, Puspita Sari. Mei 2014.

Adanya contoh-contoh yang diberikan oleh doen dengan jelas serta adanya tugas-tugas yang dibebankan kepada saya sehingga membuat saya jadi lebih giat.[38]

My understanding of the grammatical structure studies so unbelievably affect me in mastering and undestanding the part of speech.

Pemahaman saya terhadap kajian-kajian struktur gmammer sehingga sangat mempengaruhi dan menguasai dan memahami part pf speech.[39]

c. Fourh semester of TBI 3

In this interview I tink is the most used effects for me in understanding part of speech is the method used by the lecturer so I am always happy to learn katika.

Dalam interviw ini menurut saya yang paling mempengaruhi bagi saya dalam memahami part of speech adalah metode yang dipakai oleh dosen sehingga saya selalu senang ketika belajar.[40]

Honestly I have say that influenced me to better understand the part of speech is after me understand my new memorized, rote formulas and these helped me was that fundamental.

[38] Wawancara, Hartika Hsb. Mei 2014.
[39] Wawancara, Sastra Winata. Mei 2014.
[40] Wwancara, Yanti Mida. Mei 2014.

Jujur saya sampaikan yang mempengaruhi saya untuk lebih faham terhadap part of speech adalah setelah saya faham baru saya hafal, hafalan rumus dan langkah-langkah inilah yang mendasar bagi saya.[41]

Well, Ithink the influence is supporting books, the facilities that we use when studying in the study room study part of speech.

Kalau menurut saya hal yang paling mempengaruhi adalah buku-buku penunjang, fasilitas yang kami gunakan ketika belajar diruangan dalam mempelajari kajian part of speech.[42]

From the explanation above interviewing result membuat reseacherts concluded that the influence students in mastering in understanding the part of speech as, atmosphere conducipe to learning, which is easy to understand explanation lekturer, supporting books relating to the part of speech, and the discussions of the study part of speech, equity ownwd vocabulary students, the tasks given to the students lecturer, and students understanding of grammar structures, and learning methods used by faculty, students memorizing the formulas and measures and definition part of speech.

[41] Wawancara, Sahron Hidayat, Mei 2014.
[42] Wawancara, Huzainah. Mei 2014.

C. Discussion

After analizing the collection of data and studyngthe rel condition in the field the researcher found that the students ability in identifying part of speech and what are the deveculting and the factors that influence students ability IAIN Padangsidimpuan was very urgent to be resolved. Most of the students ability was so poor. It was caused by some difficulties that they faced. Those difficulties occurred due to internal and external factors.

Muhibbin Syah stated that the learning difficulties can be caused by 2 (two) factors, they are: the first, internal factors (factors from the child it self) involve; physiology factors such as healty; and psycological factors such as IQ (Intelegence Question0. The second, external factors (factors outside the chilt) involve; social factors such as the relationship wits the cild's parents; and not social factors such as the tools of learning, and learning condition.[43]

Muhibbin Syah menyatakan bahwa kesulitan belajar dapat disebabkan oleh 2 (dua) faktor, yaitu pertama: faktor inter (faktor dari anak itu sendiri), melibatkan: faktor fisiologi seperti healty; dan faktor-faktor psikologis sepertiIQ (Intelegence Question). Kedua faktor external (faktor di luar anak), melibarkan: faktor sosial seperti hubungan dengan orangtua anak, dan faktor no sosial seperti alat belaja, dan kondisi belajar.

From the explanation above interviewing result membuat reseacherts concluded that the influence students in mastering in understanding the part of

[43] Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Gravindo Persada, 2008), p. 182-184.

speech as, atmosphere conducipe to learning, which is easy to understand explanation lekturer, supporting books relating to the part of speech, and the discussions of the study part of speech, equity ownwd vocabulary students, the tasks given to the students lecturer, and students understanding of grammar structures, and learning methods used by faculty, semester study as follows:

1. Factors Intern

   As of the fourt semester students inter factors presence of saturation, feeling lazy, bored, thus causing no effective learning process with this condition because they were indifferent in the learning process following the part of speech.

2. External Factors

   Of external factors fouth semester students presence inactivity teachert or lecturers who truly wholehwartedly in teaching, the media rarely used, and educational facilities are are not so adequate.

   Dari hasil data penelitian, peneliti perlu mendiskusikan hasi penelitian tentang factor yang mempengaruhi mahasiswa dalam proses pembelajaran part of speech, sebagaiman dikemukakan oleh Muhibbin Syah diatas yaitu ada dua factor yang mendasar yang perlu untuk didiskusikan kepada mahasiswa semester IV yanitu factot inter dan factor extern, adapun hasil yang didiskusikan peneliti bersama mahadsiswa semester IV yaitu sebagai berikut:

   1. Faktor intern

Adapun dari faktor intern mahasiswa dari semester IV adanya kejenuhan, rasa malas, bosan sehingga menyebabkan proses pembelajaran tidak efektif karena mnereka dengan kondisi ini acuh tak acuh dalam mengikuti proses pembelajaran part of speech.

2. Faktor external

Dari faktor external mahasiswa semester IV adanya ketidak aktifan para pelajar atau dosen yang betul-betul sepenuh hati dalam mengajar, media jarang dipakai, dan fasilitas pendidikan yang belum begitu memadai.[44]

Sesuai dengan hasil diskusi diatas, melihat dari dua factor yaitu factor intern dan factor external, maka peneliti memberikan saran agar mahasiswa lebihaktif dan lebih semangat lagi serta kepada pengajar atau doser agar lebih serius mempersiapkan diri dan memnfatkan fasilitas sebaik mungkin.

D. The Weakness of Research

Reseacher would preted the weacness of this reseach such as below:

1. In conductingthis research, the researcher realized that there were so many thereats of the writing procedures. The researcher realized thet to conduct a qualitative research would take long time research. the result obtained might be less valid, due to the state of students who might not be to serious in

[44] Diskusi, Semester IV . Mei 2014.

aswering any question from the interview, Due to be the limitation of time a finance, this research was conducted in shoth time which made in far from perfection.

2. In conducting the interviews, the result obtained might be less valid, due to the state of students who might not be to serious in aswering any question from the interview. which is easy to understand explanation lekturer, supporting books relating to the part of speech, and the discussions of the study part of speech, equity ownwd vocabulary students, the tasks given to the students lecturer, In a sense, when they secretly observed by the researcher, the protentedto perfom better than usual.

And however, the researcherhad done the best in this research. The researcher was very aware of the theatts that exits in this paper, but whitc hard word, this paper could be vully reselved. There fore , to get a fix this paper, the researcher expected support from teachers. Friends and readers.

CHAPTER V

CONCLUSIONS SUGGESTIONS

E. The Conclusion

Based of the result of observation, interviews and study the document whict done by the reseacher abaut the students Ability in Identifying Part Of Speech English Department IAIN Padangsidimpuan from the few resfondents above explanations related issues students ability in identifying Part Of Speech reseachers described as follows:

1. Ability

   Based of the description of the table above, all of the strudents are 94 students which consist of 14 male and 80 female in 2013/2014 academic year. The researcher found the there are much different numbers between male and female. Ability of students IAIN Padangsidimpuan was good, that could be proved with 78.16% sample of researtch correct in aswering ability test.

2. Difficulties

   a. Factors Intern

      1) Too my parts of speech that makes students confused in understanding.
      2) Establishing a sentence of a few words and adapt them into tanses.
      3) Expalanation of differences from one source to another source so as to make confusion.

4) Monorizing formulas or steps of speech from all parts of the existing.

b. Factor Extern

1) Lecturer less mastered material before teaching material and to monotonous in teaching so as to make students tense.

2) Absence of courses that discuss intact all parts of the speech making it difficult to connect with each other.

3. Factors thet Influence Students Ability

From the explanation above interviewing result membuat reseacherts concluded that the influence students in mastering in understanding the part of speech as, atmosphere conducipe to learning, which is easy to understand explanation lekturer, supporting books relating to the part of speech, and the discussions of the study part of speech, equity ownwd vocabulary students, the tasks given to the students lecturer, and students understanding of grammar structures, and learning methods used by faculty, students memorizing the formulas and measures and definition part of speech.

F. The Suggestions

Based on the result of research, reseacher would give some suggestions to become advice and motivation as follows:

1. For Students Ability

   To keep the students ability in identifying fourth semester part of speech according to the reaserch result, the reseacher suggest to use this ability in the learning process at IAIN Padangsidimpuan, as well as for each, always learning in any subject relation to any subject in the English department.

2. For Students Difficulties

   Seeing the result of reseach that there are some difficulties in my stady of students part of speech, the reseacher hope that this difficulty in the learning process of evaliation used in IAIN Padangsidimpuan, so then these difficulties can be givena learning process part of speech particularly hereinafter.

3. For Factors that Influence Students Ability

   In accodance with above result, reseachers gain factors-factors that affect the students in the learning process part of speech. This in information to faculty, staff, and rector of how to better the learning process in IAIN Padangsidimpuan.

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APPENDIX

Appendix 1

Appendix 2

List of Interview Fourth Semester

English Department IAIN Padangsidimpuan

SOAL INTERVIEW

1. Sebutkan apa saja yang membuat anda sulit dalam meppelajari Part Of Speech?
2. Sebutkan hal apa saja yang mempengaruhi anda dalam mempelajari untuk memahami Part Of Speech?
3. Apa masukan anda supaya bagaimana untuk lebih baik dalam proses mempelajari Part Of Speech?

Appendix 3

Result of Ability Test

N0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
2	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1
3	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
4	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
5	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
6	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
7	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
8	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1
9	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
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17	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
18	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1
19	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
20	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
21	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
22	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
23	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
24	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1
25	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
26	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1
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30	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
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34	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0
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37	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
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39	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
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43	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
44	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	0
45	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0
46	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
47	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
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50	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0
51	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	0
52	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
53	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
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55	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	0
56	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1
57	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
58	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0
59	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
60	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
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64	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0
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67	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
68	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
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70	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
71	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
72	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1
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74	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
75	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0
76	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0
77	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1
78	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
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84	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1
85	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1
86	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1
87	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1
88	0	0	1	0	1	1	1	1	1	1	1	0	0	0	0	1
89	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
90	0	0	0	0	1	0	1	0	1	1	0	0	1	1	1	1
91	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
92	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
93	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
94	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1
BNR	63	81	91	61	68	43	45	56	53	72	64	52	49	80	81	75
SLH	31	13	3	33	26	51	49	38	41	22	30	42	47	14	13	19
TTL	94	94	94	94	94	94	94	94	94	94	94	94	94	94	94	94

Appendix 4

Result of Ability Test Based On Identifying Part Of Speech Maretial in IAIN Padangsidimpuan

Number of Test	Students(correct)	Students(fault)	Amount
1	63	31	94
2	81	13	94
3	91	3	94
4	61	33	94
5	68	26	94
6	43	51	94
7	45	49	94
8	56	38	94
9	52	41	94
10	72	22	94
11	64	30	94
12	52	42	94
13	49	47	94
14	80	14	94
15	81	13	94
16	75	19	94

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Hal : ***Mohon Bantuan Informasi Penyelesaian Skripsi.***

Padangsidimpuan, 23 Mei 2014

Kepada
Yth, Rektor IAIN Padangsidimpuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama	: **Marakali Harahap**
NIM	: 073400053
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan/TBI
Alamat	: Sihitang Asrama Haji

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Ability of the Fourth Semester of English Departemen IAIN Padangsidimpuan in Identifying Part of Speech".** Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
Dekan Fakultas Tarbiyah dan
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SURAT KETERANGAN

No : In.19/ E.5a/ PP.00.9/047 /2014

Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidimpuan dengan ini menerangkan bahwa Mahasiswa berikut:

Nama	: Marakali Harahap
NIM	: 07 340 0053
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: **" The Ability of the Fourth Semester of English Department IAIN Padangsidimpuan in Identifiying Part of Speech"**

benar telah melaksanakan penelitian pada Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidimpuan mulai tanggal 23 Mei s/d 28 Mei 2014

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 28 Mei 2014
Ketua Jurusan,

Rayendriani Fahmei Lubis, M.Ag
Nip: 19710510 200003 2 001

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I. Identity

Name	: Marakali Harahap
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Place and Birthday	: Hutaimbaru, 3^{th} January 1987
Sex	: Male
Religion	: Islam
Address	: Hutaimbaru kec. Halongonan Kab. PALUTA

II. Parents

Father's Name	: Agus Harahap
Mather's Name	: Sappit Daulay

III. Educational Beckground

1. Graduated from elementary scool in SD Negeri 142763 Hutaibaru I Padang Lawas Utara from 1993-1999
2. Graduated from Junior high scool in Islamic Boarding school of Darul Huffadh Kajura Bone Sulawesi Selatan Makassar from 1999-2003
3. Graduated from Senior high scool in Islamic Boarding school of Darul Huffadh Kajura Bone Sulawesi Selatan Makassar from 2003-2005
4. Be university student in State Institute for Islamic Studies IAIN Padangsidimpuan

IV. Students Association Beckground

1. Forum Studi Agama dan Filsafat FSAF Kota Padangsidimpuan, Sekretaris Umum periode 2010-2011
2. Ikatan Keluarga Darul Huffath Sumatera Utara, Ketua Umum periode 2012-2016
3. Senat Mahasiswa STAIN Padangsidimpuan, Ketua periode 2011-1012
4. HMPS TBI, Ketua Umum periode pertama 2009-2010
5. Himpunan mahasiswa Islam Cabang Padangsidimpuan, Ketua periode 2011-2012
6. HMI Badan Koordinasi Sumatera Utara, Wakil Sekretaris Jendral periode 2013-2015