



**STUDENTS' ABILITY IN MASTERING NOUN PHRASE
AT GRADE XI STUDENTS OF SMA N 1 SAYUR MATINGGI**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a partial fulfillment of the requirement for the Graduate Degree of Education
(S.Pd) in English Program*

Written By :

**AKHIRIANI SIREGAR
Reg. No. 15 203 00085**

ENGLISH EDUCATIONAL DEPARTMENT

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

2019



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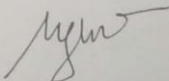
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LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Akhiriani Siregar
Item : 7 (seven) exemplars

Padangsidempuan, October 2019
To:
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Assalamu'alaikum Wr.Wb.

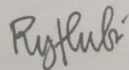
After reading, studying and giving advice for necessary revision on thesis belongs to **Akhiriani Siregar**, entitled "*Students Ability in Mastering Noun Phrase at grade XI Students SMA N 1 Sayur Matinggi*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

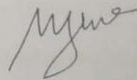
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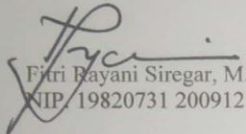


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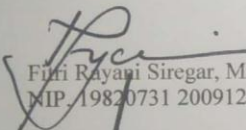
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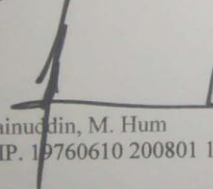
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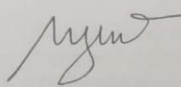

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Students SMA N 1 SayurMatinggi
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TITLE OF THESIS :STUDENTS'ABILITY IN MASTERING
NOUN PHRASE AT GRADE XI
STUDENTS SMA N 1 SAYUR
MATINGGI.

ABSTRACT

This research was taken based on fact of the problems for the students' ability in mastering noun phrase. The researcher discovered many problem such as students were weak in structure and grammar and also students were weak in vocabulary it causes they difficult to mastering noun phrase. Finally, the researcher interested to know the students ability in mastering noun phrase at grade XI Students SMA N 1 Sayur Matinggi. The objectives of the research were to describe the students ability in mastering noun phrase at grade XI Students SMA N 1 Sayur Matinggi .

In this research, researcher used quantitative approach in the type of the descriptive method. There were 40 students as sample of the research at grade XI Students SMA N 1 Sayur Matinggi. In collecting data, the researcher used multiple choice test as the instrument, the multiple choice test consist of 25 items. The researcher used normality Test and Z Test for analyzing data.

Based on the result of the research, researcher found that the students' ability in mastering noun phrase at grade XI Students SMA N 1 Sayur Matinggi was enough ability, the mean score was 60.5 . then, the hypothesis was accepted by using Z – Test, because $Z \text{ count} = 1.102 > Z \text{ table} = 0.37$.

Keywords :Students' ability and Noun phrase

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TITLE OF THESIS :STUDENTS'ABILITY IN MASTERING
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STUDENTS SMA N 1 SAYUR
MATINGGI.

ABSTRAK

Penelitian ini diambil berdasarkan fakta dari masalah siswa dalam menguasai frasa nomina. Peneliti menemukan banyak masalah seperti siswa lemah pada struktur dan tata bahasa dan juga siswa lemah dalam menguasai kata, ini menyebabkan siswa lemah dalam menguasai frasa nomina (noun phrase) . Akhirnya, peneliti tertarik untuk mengetahui kemampuan siswa dalam menguasai frasa nomina (noun phrase) di kelas XI siswa SMA N 1 Sayur Matinggi. Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam menguasai frasa nomina (noun phrase) di kelas XI siswa SMA N 1 Sayur Matinggi.

Didalam penelitian ini, peneliti menggunakan jenis penelitian kuantitatif dalam metode deskriptif .Peneliti mengambil 40 siswa sebagai sample di kelas XI SMA N 1 Sayur Matinggi. Pada pengumpulan data peneliti menggunakan tes berbentuk pilihan ganda sebagai instrument tes sebanyak 25 soal dan peneliti menggunakan uji normalitas dan uji Z dalam menganalisis data .Sesuai dengan hasil penelitian, peneliti menemukan bahwa kemampuan siswa dalam menguasai frasa nomina (noun phrase) di kelas XI SMA N 1 Sayur Matinggi adalah cukup dengan nilai rata-rata adalah 60.5 lalu dugaan peneliti diterima dengan menggunakan uji Z, karena $Z_{hitung} = 1.102 > Z_{tabel} = 0.37$

Kata kunci : Kemampuan siswa dan noun phrase

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Faculty and the Vices.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

AKHIRIANI SIREGAR
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CHAPTER I

INTRODUCTION

A. Background of problem

Language is a system of arbitrary vocal symbol is used for human communication, when a person needs to deliver his or her message to other people, she or he needs media or tool to deliver it. Language is a set of symbols being used mainly for communication. The symbols may be spoken or written. Language is an aspect of human behavior. In written form it is a long-term record of knowledge from one generation to the next while in spoken form it is a means of communication. Language is the key aspect of human intelligence. That is why learning language is very important to human being. All science depend upon it and also all education in human life is conducted through it. There are many language in this world. one of them is English.

English is an international language. This language is used as international language to correlate between the countries to another country and remember that good communication will make a good relation. It is called international language because many countries use English as the their language. In the other hand, English is also used because it is use for trade association and scientific terminologies. Some countries use English as first language and other use English as a foreign language.

In Indonesia, English is acknowledge as a foreign language. It become an obligation subject that must be learnt by students from junior high school

level up to university level. Students will learn language competence. In learning English, there are four main skills which the students should acquire. They are listening, speaking, reading, and writing as a basic language skill. Beside the four language skill, they should have a capability of grammar, vocabulary, and pronunciation, those are called language component of English.

Grammar is the systematical studied of language which provides information and necessary guidance to learn language. By mastering structure and grammar will help students in listening, speaking, reading and writing, because grammar is the systematical study of language which provides information and necessary guidance to learn a language.

Based on curriculum school, the general purpose of English study at XI grade of senior high school is to develop communicative competence in English both oral and written, communicative competence involves the mastery of English language skills, the students are expected to be able understand the meaning of oral communication. Besides, in speaking skill, the students are expected to be able to express their thought comprehensively. Moreover, in reading skill, they are expected to be able to understand many kinds of English text. Also, in writing skill, they expected to write their ideas meaningfully.

Noun phrase is a group of words that does the work of a noun.¹ Thenoun phrase is a string of words that all depend or focus in some way on a single noun. The word may be added before or after the noun. The noun is the head, or chief word, of the phrase and gives the starting point for analysis. Noun phrases can contain and be contained within other noun phrases.

The researcher can conclude the students have studied word classes especially noun phrase from junior high school up to senior high school. The purpose of noun phrase for students is to know their ability in learn noun phrase and add knowledge students. The difficulties of the students can be know from their unable to build their vocabularies noun phrase. Based on information from the English teacher in SMA Negeri 1 SayurMatinggiMrsLastiarma said that students still have difficulty in identify noun phrase because of they still weak in grammar and vocabulary². In fact, although students have studied structure and grammar and also vocabulary for approximately 5 years, researcher assume students are still weak in structure and grammar and also in vocabulary. it makes they difficult to learn noun phrase . From these assumption researcher wants to know why students still have difficulties in mastering noun phrase.

So, from above explanation the researcher are interested in making descriptive research by quantitative method which is the title of the research

¹Wren and Martin, *High School English Grammar & Composition* (New Delhi: Prasada Rao, 2000).

²Private interview, Teacher of SMA N 1 SayurMatinggi, Lastiarma (SayurMatinggi, 26 januari 2019, 10.00 A.m)

“ Students’ Ability in Mastering Noun Phrase at Grade XI Students of SMA Negeri 1 SayurMatinggi”

B. Formulation of the problem

In conducting the research, researcher describe formulation of the problems as follow :

1. How is the students ‘ ability in mastering noun phrase at grade XI students of SMA N 1 SayurMatinggi ?

C. Objectives of the Research

Based on formulation of the problems, the researcher made the aims of the research. So the aims of the research as follow:

1. To know the students ability in mastering noun phrase in at grade XI students of SMA N 1 SayurMatinggi

D. Limitation of Problem

This research focus on the students’ ability in mastering noun phrase at grade XI students of SMA Negeri 1 SayurMatinggi. The researcher limit the noun phrase formation they are Noun and noun, Adjective and noun, Noun and adverb.

E. Definition of Key Term

To avoid the misunderstanding in giving interpretation and to make a clear statement toward the title above, the researcher gives some confirmation as follow:

1. Students’ Ability

Ability is a being able: power to do (something physical or mental). It means ability power to accomplish something.

2. Noun phrase

Among the part of speech, Noun is widely use in sentence constructions, it may function as subject, object, or compliment in a sentence. Noun phrase is group of word (two or more) which is ended by a noun that becomes central idea. In this phrase, the headword was a noun.

F. Outlines of the thesis

The thesis consist of five chapters, they are : first chapter consists of background of the problem, formulation of the problem, aim of the research, and significances of the research. The content of this chapter was about the problem faced by students in mastering noun phrase, in this chapter found how to solving the problem.

The second chapter consists of theoretical description involve, first definition students ability. Definition student and definition of ability, second definition of noun and definition of phrase, kind of phrase, definition noun phrase, kind of noun phrase and example of noun phrase.

The third chapter consists of kind of research, place and time of the research, sources of data, instrument if collecting the data, and analysis of the data, the kind of research is quantitative approach, the instrument collecting data that used by researcher were test.

The fourth chapter consists of analysis discussion and result of the research consist description of ability in mastering noun phrase and difficulties of students in noun phrase. In this chapter about result of the research, the problem faced by students in mastering noun phrase and how to overcome the problem about it.

The fifth chapter consists of conclusion and suggestion. The conclusion include the result of the research, problem faced of students in mastering noun phrase and the efforts by English teacher to overcome the problem faced by students, the suggestion to headmaster, English teacher and reader

G. Significances of the Research

There are several benefits expected by researcher for students to know their ability in mastering noun phrase in descriptive text and also for the other research, this research may be can references for researcher who make similar research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Students' Ability
 - a. Definition of students' ability

Students' ability is ability that originate from within students in the form of skills or responsiveness in mastering a concept and being able to apply the concept in real life. For example the ability of a student in analyzing a problem based on the understanding they have or ability of a student in determining attitudes or being able to express well.

According to Stephen P. Robbins, " Ability is an individual's capacity to perform the various tasks in a job"¹. At last, we can say that ability is the quality or state of being able, power to perform whether physical, mental, moral intellectual, skill in doing, the sufficiency of strength, available resources etc. while based on Oxford Advanced Learner's Dictionary of current English, Ability is potential or capacity and power to do something physical or mental, its also defended as special nature power to do something well or talent.²Then, ability is physical, mental or legal to perform (he has

¹Stephen p. Robbins and Timonty A. Judge, *Fluid Electrolyte, and Acid-Base Disorders in Small Animal Practice* (United Kingdom: The Ohio State University, 2009).

²A.S Homby, *Oxford Advanced Learner's Dictionary of Current English* (USA: Oxford University Press, 2003), 2.

ability to accomplish whatever he sets his mind to)³. So. ability is talent or special nature power to do something well of the students SMA N 1 SayurMatinggi.

2. Noun and Phrase

a. Definition of Noun

Noun is words that allow to name and label the persons, entities, objects, place, and concept that make up world.⁴This means noun is the important part to make a good sentences. The noun in English is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.⁵In addition, it may function as the chief or head words in many structure of modification.

b. Definition of phrase

Phrase is defined as a sequence of words that can function as a constituent in the structure of sentence.⁶ Phrase is an annexation of two or more words, which obtains a word as a central idea from annexation , these words make a new explanation of the meaning.⁷English has some prominently phrases⁸ they are, noun phrase, verb phrase, adjective phrase, adverbial phrase,

³A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussels, 2001).p.29

⁴Marcel Danesi, *Basic American Grammar and Usage* (New York: Baron's Educational Series, 2006).p.22

⁵Frank Marcella, *Modern English*, ed. Prentice Hall (USA, 1999).p. 30

⁶Itziar Laka, *A Brief Grammar of Euskara the Basque Language*, ed. Euskal Herriko Unibertsitatea (Spain, 2001).p.25

⁷Burton Robert, *Analyzing Sentence an Introduction to English Syntac*, ed. Longman Inc (London, 2000).p.31

⁸Sitiummatulmaghviroh, *Students Comprehension of Noun Phrase plus Adjective Phrase toward Students Skill*. (Salatiga : STAIN Salatiga) p.23

prepositional phrase, infinitive phrase, gerundive phrase and participle phrase.

a. Noun phrase (NP)

Noun phrase is group of word (two or more word) which ended by a noun that becomes central idea.⁹In this phrase, the headword was a noun.

Example : My mother give me **a mobile phone**.

The phone on the chair is mine.

My family like to eat brownies.

These cookies are so delicious

This house is old.

That book is expensive

b. Verb phrase (VP)

Verb phrase is an annexation of two or more words that can explain the other verb or can give new explanation. In this phrase, the verb became the headword.

Example : he is **writing**a letter.

He is **fishing** in the beach.

Alyacan **sing**

The police **looking into** the murder

The woman **looked over** the window

That noise will **drive us bananas**.

⁹Marcella, *Modern English*.36

c. Adjective phrase (AP)

Adjective phrase is group of word which consist of two or more words that have an adjective as a headword. The adjective give explain the subject.

Example : she was **more beautiful** today.

He is **very smart** in my class.

Don't judge someone **too fast**.

The examination was **terribly difficult**.

I don't **very healthy** right now.

d. Adverbial Phrase (Adv P)

Adverbial phrase is group of word that is organized by three or more word where the adverb as head word. Just like the other phrase that had a headword. The head word in this phrase was adverb.

Example : My mother is cooking **in the kitchen**.

My brother is swimming **on the beach**.

He drives **extremely slowly**.

Every waitress should clean tables **quickly enough**.

I'm on a flight **to bandung**.

e. Prepositional Phrase (Prep P)

Prepositional phrase is two or more words that are arranged in combination word with that preposition as a headword.

Example: I usually take a walk **in the afternoon**.

I always eat breakfast **in the morning** before I go to school

He is standing **in the light**.

I am **from new Zealand**

My friend is the girl **in a red dress**.

f. Infinitive phrase (infinitive P)

Infinitive phrase is phrase that the headword is an infinitive.

Example : **To save** some fruit in the refrigerator is good.

To make students success in their study is the teacher purpose.

To climb mountains is difficult.

To stay healthy is important for us.

To be obeyed was natural for him.

To be patient during the work is always good.

g. Gerundive Phrase (GP)

Gerundive phrase is phrase that the gerund as a head word.

Example : **Swimming in the beach** is not easy.

Walking around in the park every morning is my habit.

Listening to music makes me happy.

Playing futsal is one of my hobbies.

Dio has to **keep learning in** order to get good score.

Watching Cinema is my favourite.

Buying book for my niece.

h. Participle Phrase (Par P)

Participle phrase is phrase that organized by participle together with the other words (such as : preposition, adverb, adjective, noun)

Example The dress put **on the table** is for her.

I put cloth**in the cupboard**.

The athlete **carrying the ball** is miroslav

The math problem **solved by the class** is very difficult.

Learning math, she turned off the tv.

The man **carrying the flower** is my friend

The boy **eating the meatball** is my little brother.

i. Appositive phrase

An appositive phrase is a noun and pronoun that renames or identifies another noun or pronoun in some way. An appositive phrase consists of an appositive and its modifiers. An appositive phrase can be either essential (restrictive) or nonessential (nonrestrictive)

Example essential : Author **William Shakespeare** wrote over 30 during the course

Architect **Frank Lloyd Wright** designed many building

The newspaper **The New York Times** first appeared in the 1850 s

Example non essential: The lindy hop, **a dance style** became popular in the 1920 s

Sherlock holmes, **a character created by sir Arthur Conan Doyle**, continues to appear in Tv
 Rio de janeiro, **a city in Brazil** is famous for its
 carnival celebration.

j. Absolute phrase

Absolute phrase is also called a nominative phrase. It consists of noun or a pronoun, a participle and linked modifiers. It modifies (tells more about) the sentence. It looks like a clause but lacks true finite verb.

Example : she is looking very much happy, **her face expressing a shine of happiness.**

He **having books in his hand**, was going to college.

He **having anger in his eyes** met his enemy

3. Noun Phrase

a. Definition of Noun Phrase

Part of speech in English grammar consist of noun, adjective, verb, and adverb. The noun phrase is a quintessential part of every sentence, it is potentially infinite in length, and it can include any number of other phrases (e.g noun, adjective and adverb) within its structure.

Noun phrase are a crucial part of particular language. They convey much of the content in a sentence and are therefore vitally important when parsing. Noun and noun phrase are also particularly productive, and interpreting the new vocabulary that is constantly

introduced to the language is a difficult task. A noun phrase is defined as a phrase that consists of pronoun or noun with any number of associated modifiers, including adjective (small, red, lovely). adjective phrase, adjective clause, possessive adjective (my, his, her, their) adverb (very, extremely, usually), determiner (the, a, an), preposition phrase and other nouns in the possessive case.¹⁰ Noun or pronoun must be regarded as the “head” or most important element in the phrase.

Noun phrase consist of two word, noun and phrase. Noun identify the subject is referring to such as : name of place, person, thing, or idea. The subject can be expressed through the use of common noun, proper noun, or pronoun. A noun phrase that can serve as subject or object in a sentence. Noun phrase is phrases that can serve as subject or object in a sentence.¹¹ Noun phrase is group of word (two or more words) which is ended by a noun that because central idea. In this phrase, the headword is noun.

Example :

- a. Apple (Noun)
- b. Some apple (determiner and noun)
- c. Some red apples (determiner, adjective, and noun)
- d. All of the students (quantifier, determiner, noun
- e. All of the happy kids (quantifier, determiner, adjective, noun)

¹⁰Nguyen Ngoc Vu, *A Constrative Analysis of Noun Phrase in English and Vietnamese* (Vietnam: Ho Chi Minh University, 2010), 3.

¹¹Rudy Hariyono, *Complete English Grammar* (Surabaya: Gramedia Press, 2002), 182.

Example of complex noun phrase :

1. **All of the foods displayed in front of the store** look so appetizing.
2. **The talkative man who lives next door** has passed away.
3. **The clock hanging on the wall which is a birthday present from my uncle** are so heavy.
4. **The one to be blamed for all of the things that happened** is you.
5. **The beautiful dress hanging in your cabinet** are so expensive.

b. Component of noun phrase

After knowing definition of noun phrases that is any group of word, which consists of head and modifier. Head here consists of noun, pronoun, and sometime adjective. Whereas modifier consist of two modifier, they are pre- modifier and post- modifier. Pre-modifier includes noun, adjective, adjective phrase, participle – ed, and ing. Post modifier includes prepositional phrase, relative clause non finite clause (- ing clause, -ed clause and infinitive clause) and complementation. Noun phrase are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrase modifier, they are determiners, quantifiers and quantifiers phrase, adjective and adjective phrases,

noun and noun phrase, and position phrase and clause. ¹²There are not only pre- modifier and post- modifier but also there is determiner in forming noun phrase, for the specific explanation, we can see in the figure¹³below :

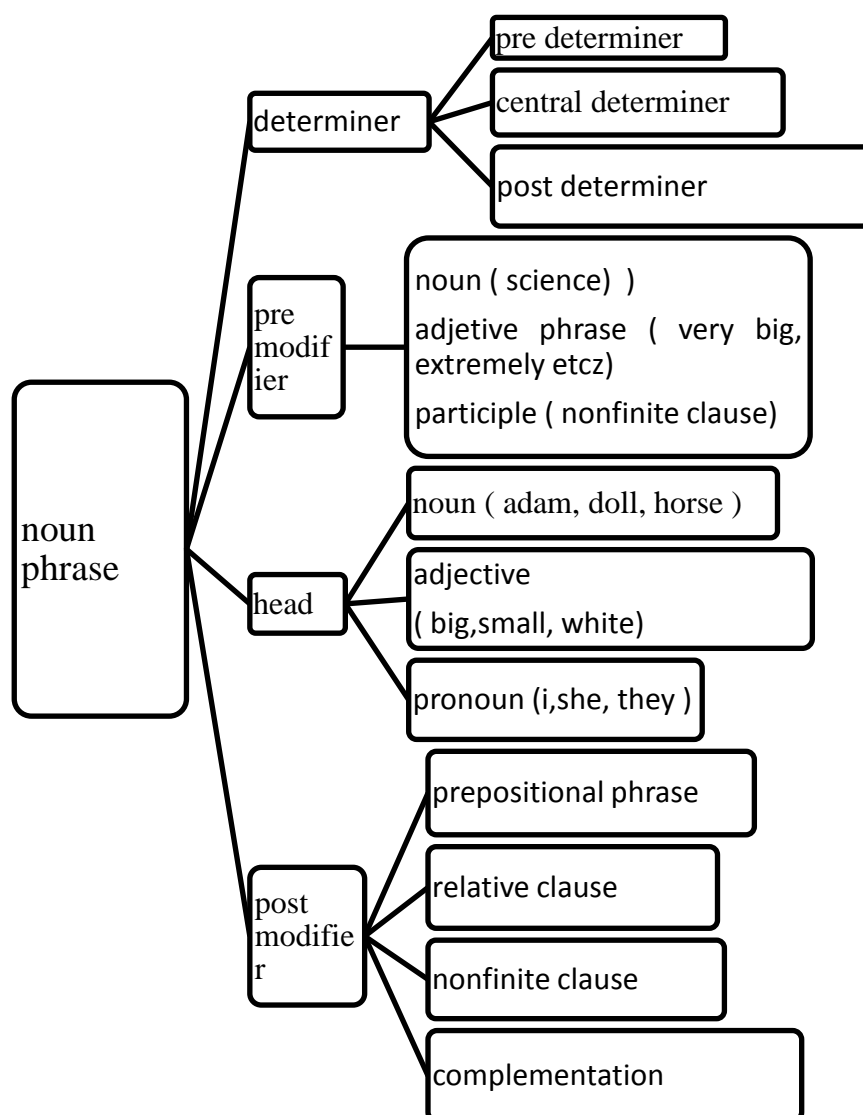


figure 1. Forming of Noun Phrase

¹² Brown & Miller, *Syntax, A Linguistic Introduction to Sentence Structure*, ed. (Hutchinson University Library, 1999.)p.260

¹³Miller.262

c. Arrangement of head and modifier

A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some etc) and other modifier. Modifier which precede the headword are called pre- modifier, and those which follow the head are called post- modifiers.¹⁴It can be describe as follow :

Table 1

Example of determiner

The kind of Determiner	Example of Determiner
Pre-determiner	
Multiplier	Double, twice, three, times
Fraction	One- third- two- fifth- three- quarters
Distributive	Both, all, half
Intensifier	Quite, rather, not really, indeed
Exclamative	What, such
Central determiner	
Article	A, an, the
Demonstrative	This, that, these, those
Possessive	My, your, his, her, our, their
Interrogative	Which, what
Post modifier	

¹⁴Leech & Svartvik, *A Grammar of Contemporary English*, ed. Longman (London, 2000),p.32

Number	One, two, second, fourth, next,
Quantifier	Each, every, any, some, few

The modifier + head pattern is the most common in English noun phrase. It consist of a noun or a pronoun as the head and one or more modifiers before the head. A pre- determiner in English can be an adjective, a noun, a verb in the –inh form, or a verb in the –ed form.

a. Determiner + Noun

The first modifier + head here is determiner + noun.¹⁵ Determiner consist of pre- determiner, central determiner and post determiner. Pre determiner includes quantifier (all, both, half) multiplier (double, twice), fraction (one- third, one fifth). Central determiner includes article which consists of definite article (the), indefinite article (a,an), pronoun which consists of deiceitic (that, those), personal (my, her), indefinite (any, some) interrogative (which, what), and negative (no), post modifier includes cardinal numbers (one, two, three), ordinal number (first, second) and quantifier (few, several and much). Example of determiner + noun :

¹⁵ecch G. Deuchar and R Hoogenroad, *English Grammar for Today* (london: The Macmilan Press, 2005).p. 47

Table 2
Determiner + Noun

Determiner	Noun
A	Doll
An	Apple
The	Teacher
This	Book
That	Coconut tree
those	sky

b. Adjective + Noun

Adjective typically denote some quality or property attributed to nouns, most commonly, there are used to narrow down, or specify.

Examples adjective + noun :

Table 3
Adjective + Noun

Adjective	Noun
Black	Shoes
Young	Man
Good	Music
Brave	Woman
Lazy	Boy
Clean	House
Smart	Student
Small	Foot
honest	Man

They give the sequences of adjective used in noun phrase as :
 adjective denoting nationality eg : England, Indonesia, Korean etc.
 adjective denoting substance, eg : wooden, adjective denoting color eg
 : red, green, blue etc. adjective denoting size : old, young, adjective
 denoting shape eg : circle, triangle ect, adjective denoting size eg :
 big, small, tiny ect,

c. Noun + Noun

Table 4

Noun + Noun

Noun	Noun
Gold	Ring
London	Park
English	Teacher
Book	Store
Hand	Bag
Text	Book

There are two kinds of the structure of this sort, those are the possessive construction,. This pattern consists of a noun headword which is preceded by a noun in an English noun phrase :

Table 5

Possessive construction

Possessive Construction	
M	H
Jhon's	House

My	Phone
Her	Bag
Your	dictionary
his	Mother
Their	Flowers

d. Adverb + Noun

An adverb may modify a noun headword. However it is relatively rare as the noun modifier when it appear in this role, it will come immediately after the noun which is head.¹⁶ for example :

Table 6

Adverb + Noun

Determiner	Noun	Adverb
The	Girl	Downstairs
A	Book	At library
An	Orange	In the icebox
The	Man	At home
Those	Book	On the table

e. Head + Modifier (H + M)

Head + modifier in the noun phrase pattern means that modifier here has a role as a post- modifier. The post- modifier of a noun phrase may be prepositional phrase, relative clause, and report other types of modifier, including adverb, adjective, noun phrase in

¹⁶Svartvik, *A Grammar of Contemporary English*.61

apposition, and other types of clause.¹⁷ In the structure of a noun phrase, the function of modifier may be realized by means of an adjective or adjective phrase, an adverb, a prepositional phrase, an infinitive clause, an -ed participle clause, a relative clause, a appositive clause and a clause introduced by temporal conjunction.

f. Noun + Prepositional Phrase

Another modifier occurring after a noun headword in an English noun phrase is the prepositional phrase, for example :

The best day of my life = D + Adj + N + Pp

A beautiful day in my life = D + Adj + N + Pp

g. Noun + Infinitive clause

Infinitive clauses can modify the noun headword in an English noun phrase. The infinitive in this clause is usually preceded by “to” for example :

A tool to cut the iron = D + N + Ifn clause

To have lunch together = Inf + Mod adverb

To visit the country with you = inf + D + N

d. The important of Noun phrase

According to Maghviroh on her thesis that knowledge about processing formation of phrase is important the foundation of each sentence are phrase composition. Students must understand about

¹⁷Svartvik.63

phrase to make a good sentence. ¹⁸Some example about noun phrase in the table¹⁹below :

- 1) Noun phrase is formed by adding some words in front of head word or keywords.

Table 7
Example Noun Phrase

Addition	Headword	Noun Phrase
An	Apple	An apple
My	Study	My study
Many	Similarities	Many similarities
The	Moon	The moon
This	Painting	This painting

- 2) The noun phrase can be formed by adding adjective, verb + ing, verb III and noun in front of the head word.

Table 8
Example Noun Phrase

Addition	Headword	Noun phrase
Good (adj)	House	good house
Closing (V+ing	Ceremony	Closing ceremony

¹⁸Siti Unatul Maghviroh, "Students' Comprehension of Noun Phrase plus Adjective Phrase toward Students Writing Skill" 2 (2014): 5, <https://scholar.goggle.co.id>.

¹⁹Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar* (london: Longman, 2002), 31.

Beautiful (adj)	Dance	A beautiful dance
Exchange(VIII)	Students	The exchange students
Smart (adj)	Boy	Smart boy
White	Book	White book
Small	Bag	Small bag
High	Score	High score
Fast	Food	Fast food

- 3) The noun phrase extended by adding group of preposition, verb+ing, verb III, verb with to infinitive in behind of the head word

For example :

Table 9
Example Noun Phrase

Addition	Headword	Noun phrase
In front of house (prop)	Woman	Woman in front of house
Done (Verb III) studying (Verb+ing)	Home work English	Home work to done studying English
Behind the scene	Film	Behind the scene film
In the school	Sister	Sister in the school

- 4) The noun phrase extended by adding adverb, adjective, numeral pronoun, or noun phrase in behind of head word.

Table 10

Example Noun Phrase

Addition	Headword	Noun phrase
There (adj)	Flowers	There flowers
Special (adj)	Something	Something special
Five (numeral pronoun	Page	Page five
The last prophet (NP in behind of headword)	Muhammad	Muhammad the last prophet
That	Sky	that sky

- 5) The noun phrase extended by adding adjectives sub-clause in behind of the headword. This sub clause at once becomes a part of noun phrase. This sub clause has subject-predicate and explains the noun before, so that's why called sub clause. Called by relative sub clause because if begins with relative pronoun such as which, who, that, whom, whose, why, where, and how

Table 11

Example Noun Phrase

Addition	Headword	Noun phrase
Which many	The house	The house whichmany

flowers		flowers
Where I was born	The place	The place where I was born
Who we meet	The lady	The lady who we meet
That I miss	The woman	The woman that I miss
Why I want	The reason	The reason why I want

- 6) The noun phrase formed by adding preposition in front of relative pronouns

Table 12
Example Noun Phrase

Preposition	Relative pronoun	Headword	Noun phrase
From	Which	The school	The school which they graduated
To	Whom	The person	The person to whom I was introduced
To	Which	The kids	The kids which I look for

Noun phrase can include any words, but particularly often include **determiners** and **other adjectives**, which usually appear before the noun. After the noun, a common addition is a prepositional phrase. Extended phrases and the sequence use can introduce ambiguity, which may or may not be desirable.

Example :

- a. Johnny Ramone was a **punk legend**
- b. He was hospitalized in a **medical center**
- c. The ramones was a **semi-rock band**
- d. Kiranhasto married a **beautiful girl** from his hometown
- e. Jeki is a **strong man** in this villange.

The bold phrases in the sentences above are called noun phrases

According to Lecch, on a book by title “ English Grammar for Today”.²⁰ Three main component of the phrase:

- a. The head around which the other component cluster.

For examples :

- 1) A noun, e.g : the doll, dear Margaret
- 2) A pronoun, e.g : herself, everyone in the street
- 3) An enumerator, e.g : the absurd
- 4) Genitive phrase, e.g : jhon’s

- b. The pre-modifiers, which comprise all the items placed before the headnotably adjectives and nouns

For examples:

- 1) Determiners, e.g : this morning, what a girl
- 2) Enumerator, e.g : two eggs, the third man
- 3) Adjectives, e.g : red shoes, older music
- 4) Noun , e.g : a garden fence, a gold ring

²⁰Deuchar and Hoogenroad, *English Grammar for Today*. P. 62

5) Genitive phrase, e.g : fred's whisky, some else's problem

5) Adverb,e.g : quite a noise

c. The post-modifier, comprising all the items placed after the head-notably prepositional phrases, non-finite clauses, and relative clauses

For example :

1) Preposition phrase, e.g : the best day of my life

2) Relative clauses, e.g : a quantity which admire

3) Adverb, e.g : the girl upstairs

4) Adjective, e.g : something nasty in the woodshed

So, head purpose to a small cluster between other component and pre- modifier placed before the noun phrase head on the complex noun phrase can be used in full or not, and post modifier which is placed after the head on the complex noun phrase and this length is not limited.

e. The function of Noun Phrase

Like a word, phrase can be classified by their external function and by their internal form. By “ form”, the structure of the phrase is made of word and other constituents. Typically, in a phrase composed of head and post modifier tend to be phrases or

clause.²¹ Noun phrase can be as subject, as object and as complement as explained in the following :

As Subject (S)

NP = S + P + C (The house + was + quite empty)

As Object (O)

NP = S + P + C (We +have bought + the house)

As Compliment

NP = S + P + C (This + must +the house)

Noun phrase including noun and pronouns performs eleven main grammatical function within sentences in the English Language. Noun phrase is traditionally defined as “ person, place, things, and ideas “. Noun phrase is defined as phrase that consist of a noun or pronoun and any number of constituent including adjective, determiner, preposition phrases, verb phrase, and adjective phrase clauses. The function of noun and noun phrase²² can be categorized into several sections such as :

1) Noun Phrase Head

A noun phrase consist of a noun including a pronoun plus any determiner, modifiers, and complements. For example : The big blue *ball* and *someone* to love.

2) Subject

²¹ Huddleston and Rodney, *Introduction to the Grammar of English* (New York: Cambridge University Press, 2002).p.28

²²Huddleston and Rodney.45

A subject is a word, phrase, or clause that problems actions of or act upon the verb. For example: The baby *cried*. Dogs and *cars* make excellent pets.

3) Subject compliment

A subject compliment is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The terms predicate nominative and predicative noun are also used for noun phrase that functions as subject complement. For example: My grandfather is *farmer*. Our favorite pets are dogs with short hair.

4) Direct object

A direct object is a word, phrase, or clause that follows a transitive verb and answer the question “who”? or “what”? receives the action of the verb. For example: The children eat *all the cookies*, the woman has always hated *mice* and *rats*.

5) Object complement

Object complement is defined as noun, pronoun, noun phrase, adjective, and adjective phrase the directly and modify the direct object. For example: we consider our puppy *our baby*. My aunt calls my uncle *sweet heart*.

6) Indirect object

An indirect object is word, phrase, or clause that indicate to or for whom or what the action of a intransitive verb is

performed. For example: My husband bought me *flowers*. The child drew *his mother* a picture.

7) Preposition complements

A preposition complement is a word, phrase, or clause that directly follows a preposition and completes the meaning of a prepositional phrase. For example: My husband bought flowers *for me*. The students studied during *their spring break*.

8) Noun phrase modifier

A noun modifier is a word, phrase, or clause that modifies or describes a noun, including a pronoun or noun phrase. For examples: *The child* actor won an award. We reserved *twenty hotel rooms*.

9) Determinates

Determinates provide information such as familiarity, location, quantity, and number. Possessive nouns, which are a noun, pronoun, or noun phrase, function as determinatives. Possessive nouns indicate possession of or some other relationship to another noun or noun phrase. For example: My brother's apartment is small. I found everyone's reports informative.

10) Appositive

An appositive is a word, phrase, or clause that modifies or explains another noun phrase. For example: my grandfather, the

farmer, bought more farm land. The teacher. My uncle, assign a lot of a work.

11) Adjunct adverbials

An adjunct adverbials is a word, phrase, or clause that modifies and entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For example: today they children woke up early. Yesterday the children slept in late.

According to johan“ students must understand about phrase to make a good sentence”.²³ Some examples about phrase were below:

- 1) Noun phrase in English is composed of potential parts. One of the parts is the head, which obligatory exists. The head of noun phrase accompanied by determiners (the, a, an, those, that, etc) and other modifiers which precede the head are called the pre-modifiers and those which follow the head are called the post-modifiers. According to Greenbaum and Nelson “ Modifiers are unit that are dependent on the main word can be omitted. Modifiers that come before the noun are pre-modifiers, and those that come after the noun are post-modifiers”.²⁴ as explained in the table below

²³ AGhani Johan, *Reading and Translation Pelajaran Membacadan Menerjemahkan Bahasa Inggris* (Yogyakarta: pustaka pelajar, 2004), 34–42.

²⁴Greenbaum and Nelson, *An Introduction to English Grammar*, 31.

For example :

Table 13

Example Noun Phrase

Addition	Headword	Noun phrase
Those (Determiner)	Books	Those books
New (pre-modifiers)	Books	New books
On astronomy (post-modifiers)	Books	Books on astronomy
Determiner + premodifier + noun + post-modifier		Those new books on astronomy

- 2) The noun phrase can be formed by adding adjective, verb+ ing, verb III, and noun in front of the head word. Adjective functioning as pre-modifiers mostly comes before the noun head. George and Julia stated: “adjectives are usually used before the nouns they modify”.²⁵for example: the noun phrase beautiful girl, the beautiful indicates the quality of the girl, so the meaning of that phrase is the girls who are beautiful. Verb + ing and verb III those called participles. Participles are the-ing, -ed, -en forms of verb. They may be used to modify. As a modifier participle occurs before the noun head, it indicates that

²⁵George E Wishon and Julia M Burks, *Lets Write English, Revised Edition* (New York: American Book Company, 1990), 107.

the noun describes doing the action. For example: the standing person, means the person who is standing. Other example can be seen below:

For example:

Table 14

Example Noun Phrase

Addition	Headword	Noun phrase
Good (Adj)	House	A good house
Closing (verb + ing)	Ceremony	Closing ceremony
Beautiful (adj)	Dance	A beautiful dance
Broken (Verb III)	class	Broken English

- 3) The noun phrase extended by adding group of preposition, verb-ing, verb III, verb with infinitive in behind of the head word.

For example:

Table 15

Example Noun Phrase

Addition	Headword	Noun phrase
In front of house (prep)	Woman	Woman in front of house
Don (verb III)	Home work	Home work to done
Studying(verb + ing)	English	Studying English

- 4) The noun phrase extended by adding adverb, adjective, numeral pronoun, or noun phrase in behind of head word.

For example :

Tabel 16

Example Noun Phrase

Addition	Headword	Noun phrase
There (adv)	Flowers	There flowers
Special (adj)	Something	Something special
Five(numeral	Page	Page five
pronoun)	Mohammad	Mohammad the last
The last prophet (NP		prophet
in behind of		
headword)		

From the examples above, it can that the expansion of an English noun phrase is quite possible to have a series of modifiers. Here is the example how the noun “girl” can be expanded into a large phrase with various kinds of modifiers before and after it.

The modifiers of noun phase not only can be realized by adjective, as the basic noun, participles, prepositional, but also by other modifiers such as noun, participles, prepositional phrase, or other noun phrase.

B. Review of Related Findings

Related to this research, some researches had been done as below:

The first, AlviauliaRahmah..²⁶she found the score category students ability noun phrase using descriptive text are good is (48%) , fair (44%), poor (4%), very poor (4%) . She means the students score category are generally in “ fair “ level.

The second, RafikaZuliSiregar..²⁷The conclusion could be conducted as follow, the students at XII SMA N 3 Padangsidimpuan able in identifying between gerund phrase and noun phrase in sentence,it can be seen from the mean score 72.43, it is categorized into high category.

The third is MiftakhulRohman..²⁸The conclusion could be conducted as follow, the ability of the student noun phrase using descriptive text is categorized into able, it can know from the total score of mastery of noun phrase is 5790 and mean score of them is 72. However, the total score of correlation between the mastery of noun phrase is 5930 and mean score of them is 74.

²⁶Alvi aulia Rahmah, “The Analysis of Students’ Ability in Using Noun Phrase in Writing Descriptive Text to the Third Grade of Smp Darunnajah Jawilan Serang,” 2017, 26.

²⁷Rafika Zulisiregar,analysis Of Students’ Ability In Identifying Gerund Phrases And Noun Phrase At SmaNegeri 3Ulu Barumon(*unpublished thesis*), (Padangsidimpuan: STAIN, 2012).

²⁸Miftahul Rohman, “The Correlation Between The Mastery Of Noun Phrase and The Writing Ability Of Descriptive Text Of the Tenth Grade Students Of Man2 Kudus in Academic Year 2011/2012,” 2012, 45.

The fourth is Deswina.²⁹ She found the score category of simple sentence mastery of the VI Semester students of English Department in STAIN Padangsidempuan is “good” it is mean score 74.75 from 88 students.

The fifth is RiandiArdika.³⁰ The conclusion of the research is the students in using noun phrase in descriptive was 52.5%. The category of interpretation could be categorized enough.

C. Hypothesis

Here, the hypothesis of the research is “ The Students’ Ability in Mastering Noun Phrase at Grade XI Students of SMA Negeri 1 Sayur Matinggi is enough ability.

²⁹ LeniDeswinaNasution, The Correlation Between Simple Sentence and Writing Discussion Text Mastery To The Sixth Semester Students of English Department at STAIN Padangsidempuan (Unpublished Thesis), (P.sidempuan, STAIN 2013)

³⁰RiandiArdika, Analysis Students in Using Noun Phrase in Descriptive text at grade XI SMK N 1 Padangsidempuan (*Unpublished thesis*, STAIN Padangsidempuan 2010) p.45

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

- a. This research has been conducted at SMA Negeri 1 Sayur Matinggi, especially at grade XI students, it is located on JL.Aek Garugur, Sayur Matinggi, Tapanuli Selatan
- b. This research proposal begin from November, 14th 2018 until October, 10th 2019

B. The research Design

The kind of the research is quantitative research and the method of research was descriptive method. According to L. R Gay & Peter Airasian that “ Quantitative method is based on the collect and analysis data by numeral, usually obtained from questionnaires, test, checklist and other formal paper. ¹In this research, the descriptive method is used to describe how the Students’ Ability in Mastering Noun Phrase in Descriptive Text at Grade XI Students of SMA Negeri 1 SayurMatinggi.

C. Population and Sample

- a. Population

The population of the research is all of the grade XI SMA N 1 SayurMatinggi. In this problem the researcher chose the grade XI

¹L. R & Peter Airasian, *Educational Research: Competebce for Analysis & Application* (USA: Prebtice-Hall, 2000), 8.

students of SMA N 1 SayurMatinggi. There are 5 classes and consist of 132 students.

Table 17

Population of the Research

	Class	Total
1	XI MIA 1	20
2	XI MIA 2	20
3	XI MIA 3	28
4	XI IS 1	33
5	XI IS 2	31
Total all of the students		132

b. Sample

In this research, the researcher decided to take grade of XI-MIA 1 and MIA 2 as a sample of the research, it is random sampling. Its means all of population consists 132students, they were divided into three classes. The researchers has been take two classes to got sample of this research XI-MIA 1 and XI MIA 2 to do the research.

Sample is taken by using random sampling. Random sampling is the process of selecting a sample in such a way that all individual in the defined population have an equal and independent chance of being selected for the sample. The researcher's reason uses

random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to be obtain a representative sample.

Then, the researcher used the trick to take the sample using a lottery technique of taking random sampling. All the population or all the grade XI class are folded, then the researcher shake them. After that, the researcher took 2 folded classes

Finally, the researcher choose two classes of grade XI, they are XI MIA 1 and XI MIA 2 consist 40 students.

Table 18
Sample of Research

Class	Total
XI MIA 1	20
XI MIA 2	20
Total	40

D. Technique of Collecting Data

In order answer the research problem has been formulated, researcher need the data and in order to get data need I instrument in this case, the form of the test, and the research applied test students' ability in mastering noun phrase.

Instrument is a tool that can be used by the researcher to collect data. In this research, the researcher had used a test. Test is based on the assumption that human have the differences in ability, personality, and

behavior and it can be measured by appropriate way.²In this research the researcher uses test in class. The test consist 30 items before validity .The researcher conclude that for test only 25 items were categorized valid and 5 were categorized invalid. Each question had given 4 score to get the students score in answering the question. If the students can answer all the question correctly, the score is 100. Thus, the maximum score of test is 100.

TABEL 19

Indicators of the research

No	Indicator	Item	Number	Score
1	Students are able to identify noun phrase (noun and noun)	8	1,2,3,4,5,6,7,8	32
2	Students are able to identify noun phrase (adjective and noun)	10	9,10,11,12,13,14,15,16,17,18	40
3	Students are able to identify noun phrase (Noun and adverb)	7	19.20,21,22,23,24,25	28
	Total	25	25	100

²IbnuHajar, *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan* (Jakarta: Raja Grafindo Persada, 1999), P. 8.

E. Validity and Reliability instrument

a. Validity

Anassudijono state that validity is a characteristic of the good test. To get the validity of an achievement test can be use two ways³. In this research, the researcher had used content and item validity to find out the validity of instrument. Where, the test consist 25 making a multiple choice.

To know the validity of the each question will be refer to listrbiserial with r , in 5%signjificant: 0,361 and 1% significant 0,463. So, if $r_{count} > r_{table}$ the test is classified valid.

To get validity of the test, the formula of r point biserial can be used as follow :

$$r_{pbl} = \frac{M_p - M_t \sqrt{p}}{SD_t \cdot q}$$

Where :

r_{pl} : coefficient item validity

M_p : mean score of the total score

SD_t : standart deviation of the total score

P :presentation of the right answer of the item tested validity

q : presentation of the wrong answer of the item tested validity.

³Anas Sudijono, ed., *Pengantar Evaluasi Pendidikan* (jakarta: PT. Raja Grapindo parsada, 2001),p.163

b. Reability test

Reability is the degree of accuracy or precision in the measurements made by a research instrument.⁴ get the reability of the test, Suharsimiarikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20⁵.

The formula

$$R11 = \left(\frac{n}{n-1} \right) \left(\frac{Sr^2 - \sum pq}{sr^2} \right)$$

Where :

R11 : Reability of the instrument

N : Total og question

Sr^2 : Variants Total

P : Proporsi Subject Who is right Answer (1)

N

Q : Proporsi Subject Who is Wrong Answer (1)

N

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable *r count > r table* using formulation KR-20 with *r table* 0.70.

F. Technique of Data Analysis

⁴Sudijono.p.181

⁵Suharsimi Arikunto, ed., *Prosedur Penelitian* (jakarta: PT Rineka Cipta, 2007).p.188

After collections their answer, the researcher analyzed the result of the test with mean score, and the average scores of students are interprets in descriptive data with the formula as follow :

$$M = \frac{\sum x}{n}$$

Note : M : Mean score (average)

$\sum x$: total of the result

L : limit

n : sum of respondents⁶

After the researcher got the data , it has been presented in frequency table as follow :

Table 20

The classification quality of the students' score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high

After the researcher found the mean score of all students, it has been presented to the criteria as follow:

⁶Anas Sudiojono, *Pengantar Statistic Pendidikan* (Jakarta: Pt. Raja GrapindoPersada, 1987), P. 88.

- a. If the value of mean score 0-20, it can be categorized into very low ability
- b. If the value of mean score 21-41, it can be categorized into low ability.
- c. If the value of mean score 41-60, it can be categorized into enough ability.
- d. If the value of mean score 61-80, it can be categorized into high ability.
- e. If the value of mean score 81-100, it can be categorized into very high ability.

Then, to test the hypothesis, researcher used the formula as follows:

$$Z\text{- Test} = \frac{x}{n} - p$$

$$x = \frac{\sqrt{p(1-p)}}{N}$$

The Z test can be applied to test the research by hypothesis in a treatment that use tiered criteria that each ting, level is limited in percentage form. However, as inferential statistic have predictable, estimating , and generalizing properties, requiring compliance with some of the requirements of measurement needs to be exceeded by one of the requirements for the normality of data distribution.

X : data that includes hypothesis categories

N : all of data

P : hypothesis proportion

When $Z_{count} > Z_{table}$ the hypothesis accepted.

CHAPTER IV

RESULT OF THE RESEARCH

A. The finding result of students in mastering noun phrase at grade XI students of SMAN 1 SayurMatinngi.

Test is a considered as a difficult activity because need focus for choose the best answer, and some students are difficult to use word order of noun phrase. Researcher had given test to get the data and consist of 25 items to 40 students. The researcher had given a test to students in the form of multiple choice. They are 8 items for noun and noun, 10 items for adjective and noun, and 8 items for noun and adverb. The students mostly understood about the use of noun phrase which can be inferred from the result of the test.

B. The students' result score in mastering noun phrase at grade XI Students SMA N 1 SayurMatinggi.

Here the result of the test which are done by the XI Students SMA N 1 SayurMatinggi. From the score found that was 5 students got 48 score.it means that 5 students it can be categorized into low ability.4 students got 52 score. 8 students got 56 score. 11 students got 60 score. It means that 23 students it can be categorized into enough ability. 4 students got 64 score. 1studentgot 68 score. 1 student got 72 score.3 students got 76 score. It means that 9 students it can be categorized into high ability. 2 students got 80 score and 1 student got 84 score. It means that 3 students it can be categorized into very high ability.(Appendix 8)

From the result of the students it could know that score of the students was between 48 up to 84. It means that the highest score got by students was 84, the lowest score 48. (Appendix 9)

To evaluate students ability in mastering noun phrase in SMA N 1 SayurMatinggi, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow :

Table 21
The Resume of Variable Score Noun Phrase

No	statistic	variable
1.	High score	84
2.	Low score	48
3.	Range	36
5.	interval	4
6	Mean score	60.5
7	Median	53.45
8	modus	59

From the table above, it was known the high score of variable of noun phrase had been searched by 40 students based on the total of sample research were high score 84 and low score 48. Mean score know by using

$$\text{formula} = \text{MX} = \frac{\sum FX}{N} = \frac{2420}{40} = 60,5$$

$$\text{Median score know by using formula} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) = 53.45$$

and modus know by using formula $= b + p \frac{(b_1)}{b_1+b_2} = 59$ (Appendix 9).

Based on the calculation means score was 60.5. So, application in noun phrase is enough. It is can be known from the table interpretation mean score in chapter III. To know revelation of data was done to grouped the variable score of mastering noun phrase which interval 4.

Table 22
Frequency distribution of noun phrase

Interval class	Frequency absolute	Frequency relative
48-52	9	22.5%
53-57	8	20%
58-62	11	27.5%
63-67	4	10%
68-72	2	5%
73-77	3	7.5%
78-82	2	5%
83-87	1	2.5%
i = 4	N = 40	100% = $\sum p$

Based on the table above, it was known that the variable revelation of mastering noun phrase show that students at 48-52 were 9 students (22.5%), interval 53-57 were 8 students (20%), interval 58-62 were 11 students (27.5%), interval 63-67 were 4 students (10%) , interval 68-72 were 2 students (5%), interval 73-77 were 3students (7.5%), interval 78-82 were 2 students (5%).

Interval 83-87 were 1 student (2.5%)

C. Hypothesis Testing

The hypothesis of research of research are "The students' ability in mastering noun phrase at grade XI SMA N 1 SayurMatinggi was enough". Based on the collected data, the data has been analyzed to prove hypothesis by using formula of normality test and Z-test, it can be seen follow:

$$\text{Normality} = X^2 \text{ count} = \left[\frac{fa-fe}{fe} \right]^2$$

$$= 0.94 + 0.008 + (-0.37) + (-0.68) + (-0.46) + 0.17 + 0.26 + 2.7$$

$$= 2.832$$

$$X^2 \text{ table} = 7.815$$

If $X^2 \text{ Count} < X^2 \text{ Table}$ = data is normal distribution (Appendix 10)

Calculation Z- test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$= 1.102$$

Calculation Z table

$$Z \text{ table} = (1/2 - a)$$

$$a = 0.05$$

$$Z = 1/2 (0.05)$$

$$Z = 0.5 - 0.05$$

$$Z = 0.45$$

$$Z = Z \text{ table}$$

$$0.45 = 0.37 \text{ (table normal distribution)}$$

Based on calculation it can be concluded that $Z \text{ count} = 1.102$ was more than $Z \text{ table} = 0.37$ ($Z_{\text{count}} = 1.102 > Z \text{ table} = 0.37$ by level 0.05). So, from the result above the researcher concludes that hypothesis accepted. (Appendix 11)

So, this the hypothesis of the research was “ the students’ ability in mastering noun phrase at grade XI SMA N 1 SayurMatinggi is enough ability”.

D. Discussion

The result of this research which the title “ Students’ability in mastering noun phrase at grade XI SMA N 1 SayurMatinggi” can be categorized into enough ability (60.5), even though they have some problems in using noun phrase but they can be do the test with categorized enough. They still confused to determineformation noun, adjective and adverb, and also they don’t know the meaning of the word it cause they still weak in grammar and also in vocabulary. Most of them is better in noun phrase formation “adjective and noun”and most of them is lowerin

noun phrase formation “ noun and noun “.Noun phrase is one of important word classes that should be master.

In addition, this finding support frank’ theory that noun is one of the most important parts of speech. ¹it is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition it also functions as the “head” and the position of noun phrase is typically as subject, object, and compliment .this category between with the researcher before that had been researcher the first, researcher has been done by lennideswitanasution²“ The Correlation Between Simple Sentence and Writing Discussion Text Mastery To The Sixth Semester of English Education Department at STAIN Padangsidimpuan.”. based on the data analysis that was described in the previous chapter, the researcher concluded is the score category of simple sentence mastery of the VI semester students of English department in STAIN Padangsidimpuan is “good”. It mean score 74.75 from 88 students.

The second , Rafikazulisiregar³ “ the analysis of students’ in identifying Gerund Phrase and Noun Phrase at SMA N 3 Padangsidimpuan “. The conclusion could be conducted as follow , the students at XII of SMA N 3 Padangsidimpuan able in identifying between

¹Frank Marcella, 30

²lenny deswina Nasution, “The Correlation between Simple Sentence and Writing Discussion Text Mastery to the Sixth Semester Students of English Department at STAIN Padangsidimpun” (IAIN Padangsidimpuan, 2013).

³rafika zuli Siregar, “The Analysis of Students’ Ability in Identifying Gerund Phrase and Noun Phrases at SMA N 3 Ulu Barumun” (STAIN Padangsidimpuan, 2013).

gerund phrase and noun phrase, it can be seen from the mean score 72.43. it is categorized into high category.

The third is MiftakhulRohman⁴. “ The correlation between the mastery of noun phrase and the writing ability of descriptive text of the tenth grade students of MAN 2 Kudus in Academic year 2011/2012”. The correlation could be conducted as follow, the ability of the students noun phrase using descriptive text is categorized into able. It can be know from the total score of mastery of noun phrase is 5790 and mean score of them is 74.

AlviauliaRahmah..⁵ “⁶”she found the score category students ability noun phrase using descriptive text are good is (48%) , fair (44%), poor (4%), very poor (4%) . She means the students score category are generally in “ fair “ level.

The fifth is RiandiArdika.⁷“ Analysis Students in Using Noun Phrase in Descriptive text at grade XI SMK N 1 Padangsidipuan” The conclusion of the research is the students in using noun phrase in descriptive was 52.5%. The category of interpretation could be categorized enough.

⁴Miftahul Rokhman, “Miftahul Rokhman, The Correlation Between The Mastery of Noun Phrase and The Writing Ability of Descriptive Text of the Tenth Grade Students of Man 2 Kusus in Academic Year 2011/2012” (UNP PADANG, 2012), [http://www.google.co.id/m?&q, .](http://www.google.co.id/m?&q,.)

⁵Alvi aulia Rahmah, “The Analysis of Students’ Ability in Using Noun Phrase in Writing Descriptive Text to the Third Grade of Smp Darunnajah Jawilan Serang,” 2017, 26.

⁶“The Analysis of Students’ Ability in Using Noun Phrase in Writing Descriptive Text to the Third Grade of Smp Darunnajah Jawilan Serang,.

⁷RiandiArdika, Analysis Students in Using Noun Phrase in Descriptive text at grade XI SMK N 1 Padangsidipuan (*Unpublished thesis*, STAIN Padangsidimpuan 2010) p.45

Based on theory that the using noun phrase in sentence was very important in studying English, noun Phrase in sentence is very important for students and it must be mastered by students because its one of their material at grade XI.

In this research, the researcher wanted to known students' ability in mastering noun phrase. The researcher conducted with a test. The research who conducted the test to determine the level of students' ability in mastering noun phrase. The test it that have been conducted by researcher.

After doing this research based on the test, the researcher hypothesis was proved by calculation by using Z test. Which the research had done. The result calculation were $Z_{count} = 1.102$ was more than $Z_{table} = 0.37$ ($Z_{count} = 1.102 > Z_{table} = 0.37$) by level significant 0.05. so, from the result of the researcher concluded that hypothesis accepted.

E. Threats of the Research

In this research, researcher believed that there were many threats of the researcher, it started from the title until the technique of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threat of time, because the students had activities. Beside the time was given to the students not enough. Then, the students did not do the test seriously. So, the researcher look they did not care about their answer. The researcher have much difficulties when do this research but researcher get help from the advisers, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. After analyzing and describing the data on the researcher concludes that : the students' ability in mastering noun phrase at Grade XI SMA N 1 Sayur Matinggi into enough ability. With the mean score is 60,5.
2. The problem faced of students in mastering noun is students were weak in structure and grammar and also in vocabulary it make students difficult in forming noun phrase.

B. Suggestions

After formulating the conclusions the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below :

1. To students of SMA N 1 Sayur Matinggi, especially to at grade XI class OF SMA N 1 Sayur Matinggi, to study hard and improve their ability in mastering noun phrase.
2. For English teacher should help and support students to be active in class and solve the problem of students in English.

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CURRICULUM VITAE

A. Identity

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Religion : Islam
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B. Parents

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Mother's Name : Asbah Sihombing

C. Educational Background

1. Elementary School : SD Negeri 7 Padangsidempuan (2008)
2. Junior High School : MTS Negeri 1 psp (2011)
3. Senior High School : SMA Negeri 4 Psp (2014)
4. Institute : IAIN Padangsidempuan (2019)

APPENDIX 1

Instrument for test

Name :

Class :

Instruction : identifying sentence of the noun phrase in below by using NOUN + NOUN, ADJECTIVE + NOUN, NOUN + ADVERB correctly and answer by crossing (X) a, b, c, or d

1. Which sentence is noun phrase made noun + noun ?
 - a. Riki ramone was a punk legend
 - b. I have a new shoes
 - c. You are my beautiful friend
 - d. She is reading now
2. Which sentence is noun phrase made noun + noun ?
 - a. This room is so clean
 - b. This memory is full
 - c. Indonesia is my country
 - d. Wita is good girl
3. Which sentence is noun phrase made noun + noun ?
 - a. She is smart
 - b. My shoes are very expensive
 - c. Breakfast with my family
 - d. This is a rubber factory
4. Which sentence is noun phrase made noun + noun ?
 - a. Budi reading alqur'an loudly
 - b. Sleep in the bedroom
 - c. It is an smell flower
 - d. Dika is a doctor
5. Which sentence is noun phrase made noun + noun ?
 - a. Miss anita is my English teacher
 - b. I receive the letter from my father
 - c. He is a chicken farm
 - d. We will meet again tomorrow
6. Which sentence is noun phrase made noun + noun ?
 - a. I Think he always smile to me
 - b. I am out of duty now
 - c. We watch race car in the movie
 - d. My life is very sadly
7. Which sentence is noun phrase made noun + noun ?
 - a. Anggie buys sweet fruits
 - b. She has been here for two hours

- c. They always get huge fish
 - d. She bought handbag yesterday
8. Which sentence is noun phrase made noun + noun ?
- a. They are jail bird
 - b. My favorite film tonight
 - c. He was a white skin
 - d. You come and I go
9. Which sentence is noun phrase made adjective + noun ?
- a. The book is mine
 - b. They are diligent students
 - c. This is my mother and father
 - d. My sister read al-qur'an
10. Which sentence is noun phrase made adjective + noun ?
- a. She is a lazy girl
 - b. We are together here
 - c. This memory is full
 - d. I have a new book
11. Which sentence is noun phrase made adjective + noun ?
- a. Dina is a beautiful girl in her village
 - b. I slept yesterday
 - c. Wita go to the beach
 - d. He play piano
12. Which sentence is noun phrase made adjective + noun ?
- a. Wita always come to my house
 - b. My mother and I went to Jakarta
 - c. You should be better than yesterday
 - d. Ika is happy today
13. Which sentence is noun phrase made adjective + noun ?
- a. Hana has good motorcycle
 - b. We are always together
 - c. She often sleep in class
 - d. Don't go out !
14. Which sentence is noun phrase made adjective + noun ?
- a. Yesterday I ate fish fire
 - b. Rina is cooking now
 - c. He is the best headmaster in this city
 - d. You are my everything
15. Which sentence is noun phrase made adjective + noun ?
- a. It's a sweet cake
 - b. You are not the first
 - c. My uncle name is farid
 - d. Its rainy
16. Which sentence is noun phrase made adjective + noun ?
- a. Mika is my best friend

- b. My sister and I take a pict
 - c. Who is you ?
 - d. Kaula always smile
17. Which sentence is noun phrase made adjective + noun ?
- a. Where are you from ?
 - b. This actor is a brave man in this film
 - c. Its mine
 - d. Don't sit here !
18. Which sentence is noun phrase made adjective + noun ?
- a. Don't touch my book please !
 - b. You have a nice dress today
 - c. I usually wear this bag
 - d. They seldom go to market
19. Which sentence is noun phrase made adjective + adverb ?
- a. I take this book at home
 - b. She is a smart student
 - c. Its time to sleep
 - d. Don't be late
20. Which sentence is noun phrase made adjective + adverb ?
- a. Put your book fastly
 - b. Its sweet ice cream
 - c. Diva come to my dormitory
 - d. Why do you cry ?
21. Which sentence is noun phrase made adjective + adverb ?
- a. He is looking for a job in bali
 - b. He has a white skin
 - c. We were late because rain
 - d. My favorite shoes
22. Which sentence is noun phrase made adjective + adverb ?
- a. Why do you come late ?
 - b. I found this book in bookstore
 - c. We will go there
 - d. I am full
23. Which sentence is noun phrase made adjective + adverb ?
- a. Put this chair in class
 - b. Its yours
 - c. Thankyou
 - d. My uncle go to jerman for job
24. Which sentence is noun phrase made adjective + adverb ?
- a. Bring this cake slowy
 - b. My mother wear red veil
 - c. You have two sisters
 - d. Don't worry !

25. Which sentence is noun phrase made adverb + Noun ?

- a. Where are you go ?
- b. Do your home work carefully
- c. Time is off
- d. I always smile everyday

Validator

Researcher

LASTIARMA ,SPd

AKHIRIANI SIREGAR

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APPENDIX 2

Key Answer

1.A

2.C

3.D

4.B

5.C

6.C

7.D

8.A

9.B

10.A

11.A

12.C

13.A

14.C

15.A

16.A

17.B

18.B

19.A

20.A

21.A

22..B

23.A

24.A

25.B

APPENDIX 3

Validity test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	xt	xt	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	25	6	
2	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	7	
3	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	27	7
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	27	7	
5	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	25	6
6	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	25	6
7	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	26	6
8	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	26	6
9	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	24	5
10	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	25	6	
11	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	25	6
12	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	25	6	
13	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	23	5
14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	25	6
15	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	24	5
16	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	20	4
17	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	24	5	
18	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	23	5
19	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	0	1	21	4
20	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	24	5	
21	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	22	4	
22	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	24	5

23	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	23	5
24	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	22	4	
25	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	23	5	
26	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	23	5	
27	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	24	5	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	25	6
29	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	24	5	
30	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	24	5	
N=30	22	28	27	29	26	29	27	25	27	27	26	26	25	27	27	27	23	20	16	20	28	27	28	26	27	21	18	16	12	18	725	176	
P	0,7	0,9	0,9	0	0,9	0,1	0,9	0,8	0,9	0,9	0,9	0,9	0,8	0,9	0,9	0,9	0,8	0,7	0,5	0,7	0,9	0,9	0,9	0,9	0,9	0,7	0,6	0,5	0,4	0,6			
q	0,3	0,1	0,1	1	0,1	0,9	0,1	0,2	0,1	0,1	0,1	0,1	0,2	0,1	0,1	0,1	0,2	0,3	0,5	0,3	0,1	0,1	0,1	0,1	0,1	0,3	0,4	0,5	0,6	0,4			

APPENDIX 4

$$\text{Calculation of } r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\sqrt{p}}{q}$$

A. Calculation of test

1. Mean score from score total (Mt)

$$M_t = \frac{\sum xt}{N}$$

$$M_t = \frac{725}{30} = 24.16$$

2. Standart Deviation (SDt)

$$SD_t = \sqrt{\frac{\sum xt^2}{N} - \frac{(\sum xt)^2}{N}}$$

$$SD_t = \sqrt{\frac{17601}{30} - \frac{(725)^2}{30}}$$

$$SD_t = \sqrt{586.7 - 24.16^2}$$

$$SD_t = \sqrt{586.7 - 583.70}$$

$$SD_t = \sqrt{3} = 1.44$$

3. Mean score (Mp)

Item 1

$$M_{pl} = \frac{\text{Total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{25+27+27+27+25+25+26+24+25+23+25+24+20+23+21+24+22+22+23+23+25+24}{22}$$

$$M_{pl} = \frac{530}{22} = 24.09$$

Item 2

$$M_{pl} = \frac{\text{Total score of students' score that true item answer}}{n_2}$$

$$M_{pl} =$$

$$\frac{25+27+27+27+25+25+26+26+25+25+25+23+25+24+20+24+23+21+24+22+23+23+24+25+24+24}{28}$$

$$M_{pl} = \frac{678}{28} = 24.21$$

Item 3

$$M_{pl} = \frac{\text{Total score of students' score that true item answer}}{n_3}$$

Mpl =

$$\frac{25+27+27+27+25+25+26+24+25+25+23+25+24+20+24+23+21+24+24+23+22+23+23+24+25+24+24}{27}$$

$$Mpl = \frac{652}{27} = 24.14$$

Item 4

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n4}$$

Mpl =

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+24+20+24+19+21+24+22+24+23+22+23+23+24+25+24+24}{29}$$

$$Mpl = \frac{721}{29} = 24.86$$

Item 5

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n5}$$

$$Mpl = \frac{25+27+27+27+25+26+26+24+25+23+25+24+24+23+21+24+22+23+22+23+24+25+24+4}{26}$$

$$Mpl = \frac{631}{26} = 24.26$$

Item 6

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n6}$$

Mpl =

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+24+20+24+23+21+24+22+24+23+22+23+23+24+25+24+24}{22}$$

$$Mpl = \frac{702}{29} = 24.20$$

Item 7

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n7}$$

Mpl =

$$\frac{25+27+27+25+25+26+24+25+25+25+23+25+24+23+24+22+24+23+22+23+23+24+25+24+24}{27}$$

$$Mpl = \frac{651}{27} = 24.11$$

Item 8

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n8}$$

Mpl =

$$\frac{27+27+25+25+25+26+26+25+25+25+23+20+24+23+21+24+22+24+23+21+24+22+24+23+22+23+23+24+25+24}{25}$$

$$Mpl = \frac{574}{25} = 24.96$$

Item 9

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n9}$$

$$Mpl =$$

$$\frac{25+27+27+27+25+26+26+24+25+25+25+23+25+24+20+24+23+21+24+22+24+23+22+23+24+25+24}{27}$$

$$Mpl = \frac{653}{27} = 24.18$$

Item 10

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n10}$$

$$Mpl =$$

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+23+24+20+24+23+21+22+24+23+22+23+23+25+24}{27}$$

$$Mpl = \frac{652}{27} = 24.14$$

Item 11

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n1}$$

$$Mpl = \frac{25+27+27+27+25+25+26+24+25+23+25+24+20+23+21+24+22+22+23+23+25+24}{26}$$

$$Mpl = \frac{530}{22} = 24.09$$

Item 12

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n12}$$

$$Mpl =$$

$$\frac{25+27+27+27+25+25+26+24+25+25+25+23+25+24+20+24+23+24+24+23+23+24+25+24+24}{26}$$

$$Mpl = \frac{637}{26} = 24.5$$

Item 13

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n13}$$

$$Mpl =$$

$$\frac{25+27+27+27+25+25+26+26+25+25+25+25+24+20+23+21+24+22+23+23+23+24+25+24+24}{25}$$

$$Mpl = \frac{608}{25} = 24.3$$

Item 14

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n14}$$

Mpl =

$$\frac{25+27+27+27+25+25+26+26+24+25+25+23+25+24+20+23+21+24+22+24+23+22+23+24+25+24+24}{27}$$

$$Mpl = \frac{653}{27} = 24.18$$

Item 15

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n15}$$

Mpl =

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+20+24+23+21+22+24+23+22+23+24+25+24+24}{27}$$

$$Mpl = \frac{654}{27} = 24.22$$

Item 16

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n16}$$

Mpl =

$$\frac{25+27+27+27+25+26+26+24+25+25+25+23+25+24+24+23+21+24+22+23+22+23+23+24+25+24+24}{27}$$

$$Mpl = \frac{656}{27} = 24.29$$

Item 17

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n17}$$

$$Mpl = \frac{27+27+27+25+26+26+24+25+25+25+23+25+24+24+24+22+24+23+23+23+24+24}{23}$$

$$Mpl = \frac{564}{23} = 24.52$$

Item 18

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n18}$$

$$Mpl = \frac{25+27+27+25+26+26+24+25+25+25+24+24+21+24+23+23+25+24+24}{23}$$

$$Mpl = \frac{492}{20} = 24.6$$

Item 19

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n119}$$

$$Mpl = \frac{27+27+27+25+26+26+25+25+23+23+21+24+23+23+25+24+24}{16}$$

$$Mpl = \frac{391}{16} = 24.43$$

Item 20

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n20}$$

$$\text{Mpl} = \frac{27+27+27+25+25+26+24+25+25+24+24+23+24+24+23+23+25+23+23+25+24+24}{20}$$

$$\text{Mpl} = \frac{494}{20} = 24.7$$

Item 21

$$\text{Mpl} = \frac{\text{Total score of students' score that true item answer}}{n21}$$

$$\text{Mpl} =$$

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+23+25+24+20+24+23+24+22+23+23+24+25+24+24}{28}$$

$$\text{Mpl} = \frac{681}{28} = 24.32$$

Item 22

$$\text{Mpl} = \frac{\text{Total score of students' score that true item answer}}{n22}$$

$$\text{Mpl} =$$

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+24+24+20+24+23+21+24+22+24+23+22+23+23+24+24+24}{27}$$

$$\text{Mpl} = \frac{651}{27} = 24.11$$

Item 23

$$\text{Mpl} = \frac{\text{Total score of students' score that true item answer}}{n23}$$

$$\text{Mpl} =$$

$$\frac{27+27+27+25+25+26+26+24+25+25+23+25+24+20+24+23+21+24+22+24+23+22+23+23+24+25+24+24}{28}$$

$$\text{Mpl} = \frac{675}{28} = 24.10$$

Item 24

$$\text{Mpl} = \frac{\text{Total score of students' score that true item answer}}{n24}$$

$$\text{Mpl} =$$

$$\frac{25+27+27+27+25+25+26+26+24+25+25+25+24+20+23+24+22+24+23+22+23+23+24+25+24+24}{26}$$

$$\text{Mpl} = \frac{634}{26} = 24.38$$

Item 25

$$\text{Mpl} = \frac{\text{Total score of students' score that true item answer}}{n25}$$

$$\text{Mpl} =$$

$$\frac{25+27+27+27+25+25+26+26+24+25+25+23+25+24+20+24+23+21+24+22+23+23+24+25+24+24}{27}$$

$$\text{Mpl} = \frac{656}{27} = 24.29$$

Item 26

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n26}$$

$$Mpl = \frac{27+27+27+25+25+26+26+25+23+25+20+22+24+22+23+24+24+24}{21}$$

$$Mpl = \frac{442}{21} = 24.04$$

Item 27

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n27}$$

$$Mpl = \frac{25+27+27+27+25+25+26+25+25+25+23+24+24+24+24+22+24+24}{18}$$

$$Mpl = \frac{394}{16} = 24.62$$

Item 28

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n28}$$

$$Mpl = \frac{25+27+27+25+26+24+25+25+25+25+24+23+24+22+23+24}{16}$$

$$Mpl = \frac{394}{16} = 24.62$$

Item 29

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n29}$$

$$Mpl = \frac{27+27+25+26+24+25+25+23+24+23+23+25}{12}$$

$$Mpl = \frac{297}{12} = 24.75$$

Item 30

$$Mpl = \frac{\text{Total score of students' score that true item answer}}{n30}$$

$$Mpl = \frac{25+27+25+26+24+25+25+25+23+25+24+21+24+22+24+23+23+25}{18}$$

$$Mpl = \frac{436}{18} = 24.22$$

4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\sqrt{p}}{q}$

Item 1

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.09 - 24.16}{1.44} \frac{\sqrt{0.7}}{0.3}$$

$$r_{pbi} = \frac{-0.07}{1.44} \sqrt{2.33}$$

$$r_{pbi} = 0.048 \times 1.52 = 0.729$$

item 2

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.21 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.05}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.048 \times 3 = 0.622$$

item 3

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.14 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.02}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.047 \times 3 = 0.534$$

item 4

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.86 - 24.16}{1.44} \frac{\sqrt{0.10}}{0.9}$$

$$r_{pbi} = \frac{0.7}{1.44} \sqrt{0.11}$$

$$r_{pbi} = 0.486 \times 0.33 = 0.684$$

item 5

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.26 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.1}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.069 \times 3 = 0.469$$

item 6

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.20 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.4}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.277 \times 3 = 0.831$$

item 7

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.11 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.05}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.034 \times 3 = 0.529$$

item 8

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.96 - 24.16}{1.44} \frac{\sqrt{0.8}}{0.2}$$

$$r_{pbi} = \frac{0.8}{1.44} \sqrt{98}$$

$$r_{pbi} = 0.555 \times 2 = 1.11$$

item 9

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.18 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.2}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.138 \times 3 = 0.414$$

item 10

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.14 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.02}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.138 \times 3 = 0.414$$

item 11

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.07 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.09}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.625 \times 3 = 1.875$$

item 12

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.5 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.34}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.236 \times 3 = 0.708$$

item 13

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.3 - 24.16}{1.44} \frac{\sqrt{0.8}}{0.2}$$

$$r_{pbi} = \frac{0.14}{1.44} \sqrt{2}$$

$$r_{pbi} = 0.972 \times 2 = 1.944$$

item 14

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.18 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.2}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.138 \times 3 = 0.414$$

item 15

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.22-24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.6}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.416 \times 3 = 1.248$$

item 16

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.29-24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.13}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.090 \times 3 = 0.691$$

Item 17

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.52-24.16}{1.44} \frac{\sqrt{0.8}}{0.2}$$

$$r_{pbi} = \frac{0.36}{1.44} \sqrt{4}$$

$$r_{pbi} = 0.25 \times 2 = 0.5$$

Item 18

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.6-24.16}{1.44} \frac{\sqrt{0.7}}{0.3}$$

$$r_{pbi} = \frac{0.44}{1.44} \sqrt{0.428}$$

$$r_{pbi} = 0.305 \times 0.654 = 0.534$$

item 19

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.43-24.16}{1.44} \frac{\sqrt{0.5}}{0.5}$$

$$r_{pbi} = \frac{0.27}{1.44} \sqrt{1}$$

$$r_{pbi} = 0.1875 \times 1 = 0.1875$$

item 20

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.7 - 24.16}{1.44} \frac{\sqrt{0.3}}{0.7}$$

$$r_{pbi} = \frac{0.54}{1.44} 0.428$$

$$r_{pbi} = 0.375 \times 0.654 = 0.245$$

item 21

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.32 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.16}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.21 \times 3 = 0.63$$

item 22

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.11 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.05}{1.44} \sqrt{9}$$

$$r_{pbi} = -0.0347 \times 3 = 0.392$$

item 23

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.10 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{-0.06}{1.44} \sqrt{9}$$

$$r_{pbi} = -0.0416 \times 3 = 0.547$$

item 24

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.38 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.22}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.153 \times 3 = 0.456$$

item 25

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.29 - 24.16}{1.44} \frac{\sqrt{0.9}}{0.1}$$

$$r_{pbi} = \frac{0.13}{1.44} \sqrt{9}$$

$$r_{pbi} = 0.232 \times 3 = 0.696$$

item 26

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.8 - 24.16}{1.44} \frac{\sqrt{0.7}}{0.3}$$

$$r_{pbi} = \frac{0.64}{1.44} \sqrt{0.428}$$

$$r_{pbi} = 0.444 \times 0.654 = 0.601$$

item 27

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.77 - 24.16}{1.44} \frac{\sqrt{0.6}}{0.4}$$

$$r_{pbi} = \frac{0.61}{1.44} \sqrt{1.5}$$

$$r_{pbi} = 0.423 \times 1.224 = 0.517$$

item 28

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.62 - 24.16}{1.44} \frac{\sqrt{0.5}}{0.5}$$

$$r_{pbi} = \frac{0.46}{1.44} \sqrt{1}$$

$$r_{pbi} = 0.319 \times 1 = -0.319$$

item 29

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.75 - 24.16}{1.44} \frac{\sqrt{0.4}}{0.6}$$

$$r_{pbi} = \frac{0.59}{1.44} \sqrt{0.667}$$

$$r_{pbi} = 0.409 \times 0.816 = 0.337$$

item 30

$$r_{pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$$

$$r_{pbi} = \frac{24.22 - 24.16}{1.44} \frac{\sqrt{0.6}}{0.4}$$

$$r_{pbi} = \frac{0.06}{1.44} \sqrt{1.5}$$

$$r_{pbi} = 0.041 \times 1.224 = 0.050$$

APPENDIX 5

TABLE VALIDITY OF TEST

NO	Mp	Mt	SDt	p	q	$R_{.pbi} = \frac{M_p - M_t}{SDt} \frac{\sqrt{p}}{q}$	R_{ton} 5% significant	interpretation
1	24.09	24.16	1.44	0.7	0.3	0.729	0.361	Valid
2	24.21	24.16	1.44	0.9	0.1	0.622	0.361	Valid
3	24.14	24.16	1.44	0.9	0.1	0.534	0.361	Valid
4	24.86	24.16	1.44	0.1	0.9	0.684	0.361	Valid
5	24.26	24.16	1.44	0.9	0.1	0.469	0.361	Valid
6	24.20	24.16	1.44	0.1	0.9	0.831	0.361	Valid
7	24.11	24.16	1.44	0.9	0.1	0.529	0.361	Valid
8	24.96	24.16	1.44	0.8	0.2	1.11	0.361	Valid
9	24.18	24.16	1.44	0.9	0.1	0.414	0.361	Valid
10	24.17	24.16	1.44	0.9	0.1	0.414	0.361	Valid
11	24.07	24.16	1.44	0.9	0.1	0.875	0.361	Valid
12	24.5	24.16	1.44	0.9	0.1	0.708	0.361	Valid
13	24.3	24.16	1.44	0.8	0.2	0.944	0.361	Valid
14	24.18	24.16	1.44	0.9	0.1	0.414	0.361	Valid
15	24.22	24.16	1.44	0.9	0.1	0.248	0.361	Valid
16	24.29	24.16	1.44	0.9	0.1	0.691	0.361	Valid
17	24.52	24.16	1.44	0.8	0.2	0.5	0.361	Valid
18	24.6	24.16	1.44	0.7	0.3	0.534	0.361	Valid
19	24.43	24.16	1.44	0.5	0.5	0.1875	0.361	Invalid
20	24.7	24.16	1.44	0.7	0.3	0.245	0.361	Invalid
21	24.32	24.16	1.44	0.9	0.1	0.61	0.361	Valid
22	24.11	24.16	1.44	0.9	0.1	0.392	0.361	Valid
23	24.10	24.16	1.44	0.9	0.1	0.547	0.361	Valid
24	24.38	24.16	1.44	0.9	0.1	0.456	0.361	Valid
25	24.29	24.16	1.44	0.9	0.1	0.696	0.361	Valid
26	24.04	24.16	1.44	0.7	0.3	0.601	0.361	Valid
27	24.77	24.16	1.44	0.6	0.4	0.517	0.361	Valid
28	24.62	24.16	1.44	0.5	0.5	0.319	0.361	Invalid
29	24.75	24.16	1.44	0.4	0.6	0.337	0.361	Invalid
30	24.22	24.16	1.44	0.6	0.4	0.050	0.361	Invalid

Reliability test

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	xt	xt2	
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	25	625	
1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	729	
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	27	729	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	27	729
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	25	625
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	25	625
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	26	676
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	26	676
1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	24	576
0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	25	625
1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	25	625
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	25	625	
1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	23	529
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	25	625
1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	24	576
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	20	400
0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	24	576	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	23	529
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	0	0	1	21	441
1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	24	576
1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	22	484
0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	24	576	
0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	23	529	
1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	22	484	
1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	23	529	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	23	529

0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	24	576	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	25	625
1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	24	576	
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	24	576	
22	28	27	29	26	29	27	25	27	27	26	26	25	27	27	27	23	20	16	20	28	27	28	26	27	21	18	16	12	18	725	###
0,7	0,9	0,9	0,1	0,9	0,1	0,9	0,8	0,9	0,9	0,9	0,9	0,8	0,9	0,9	0,9	0,8	0,7	0,5	0,7	0,9	0,9	0,9	0,9	0,9	0,7	0,6	0,5	0,4	0,6	$\sum x_t$	$\sum x_t$
0,3	0,1	0,1	0,9	0,1	0,9	0,1	0,2	0,1	0,1	0,1	0,1	0,2	0,1	0,1	0,1	0,2	0,3	0,5	0,3	0,1	0,1	0,1	0,1	0,1	0,3	0,4	0,5	0,6	0,4		
0,2	0,1	0,1	0,1	0,1	0,1	0,1	0,2	0,1	0,1	0,1	0,1	0,2	0,1	0,1	0,1	0,2	0,2	0,3	0,2	0,1	0,1	0,1	0,1	0,1	0,2	0,2	0,3	0,2	0,2	$\sum Pq=$ 3.83	

APPENDIX 7

Reliability test

To get reliability of the test, the researcher uses formula KR-20

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{st^2} \right)$$

$$N = 30$$

$$\sum xt = 725$$

$$\sum xt^2 = 17601$$

$$\sum pq = 3.83$$

$$St^2 = \sum xt^2 - \left(\frac{\sum xt}{N} \right)^2$$

$$= 17601 - \left(\frac{725}{30} \right)^2 = 17601 - 24.16^2 = 17601 - 538.70 = 17.017$$

$$St^2 = \frac{\sum xt^2}{N} = \frac{17.017}{30}$$

$$St^2 = 0.567$$

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{st^2} \right)$$

$$R_{11} = \left(\frac{30}{30-1} \right) \left(\frac{0.567 - 3.83}{0.567} \right) = \left(\frac{30}{29} \right) \left(\frac{-3.263}{0.567} \right)$$

$$= (1.034) (5.754)$$

$$= 5.94 (R_{11} > 0.70 = \text{reliable})$$

Test is reliable if R count > R table based on calculation above, the test have more than enough reliable.

APPENDIX 8

No	Students' Name	Total score
1.	Tumbur Pasaribu	48
2.	Jolly Men	56
3.	Gusti Elisanti	52
4.	Muhammad Arifin	48
5.	Elvi Lubis	56
6.	Aisyah Yurianda	52
7.	Muhammad Roni Andika	48
8.	Sry Putri Sinaga	48
9.	Anita Lamria	52
10.	Theo Pranata	48
11.	Novrita Sarito	56
12.	Neha	60
13.	Rony Rizky	60
14.	Nur Sakinah	56
15.	Shifa	56
16.	Siti Nurhalijah	64
17.	Andersun	64
18.	Josua Napitupulu	76
19.	Nur Baiti	76
20.	Nora Sasmita	56
21.	Ayu Andira	68
22.	Wahyu Afandi	56
23.	Maharani	72
24.	Novella	60
25.	Sapri Naldi	60
26.	Feril Ananda	80
27.	Gresvo Yakop	76
28.	Takwin Lubis	60

29.	Wandoli Santra	60
30.	Nur Hafsa	64
31.	Johanes Maranata	60
32.	Ashari	64
33.	Ending Romaida	60
34.	Briston	80
35.	Angga Winarta	60
36.	Hiras Panggabean	60
37.	Ida rio sari	52
38.	Dodi prasetyo	84
39.	Ardi Syaputra	60
40.	Intan Sari	60
41.	Total	1820

APPENDIX 9

- Maximal and minimum score wee gotten by setting the variable from low score to high score

48	48	48	48	48	52	52	52
52	56	56	56	56	56	56	56
56	60	60	60	60	60	60	60
60	60	60	60	64	64	64	64
68	72	76	76	76	80	80	84

- High = 84

- Low = 48

- Range = high – low
 $= 84 - 48$
 $= 36$

- Total of the classes (BK) = $1 + 3.3 \text{ Log } (n)$
 $= 1 + 3.3 \log (40)$
 $= 1 + 3.3 (1.6020)$
 $= 1 + 5.2866$
 $= 6.2866$
 $= 7$

- Panjang kelas = $\frac{R}{b} = \frac{36}{7} = 5.1 = 5$

- Interval (i) = $\frac{\text{Range}}{\text{totalofclass}} = \frac{36}{10} = 3.6 = 4$

- Mean score = $Mx = \frac{\sum fx}{N}$

Interval	F	X	FX
48-52	9	50	450
53-57	8	55	440
58-62	11	60	660
63-67	4	65	260
68-72	2	70	140
73-77	3	75	225

78-82	2	80	160
83-87	1	85	85
Total	N= 40		2420 = $\sum FX$

$$MX = \frac{\sum FX}{N} = \frac{2420}{40} = 60.5$$

9. Median

$$Dik = N = 40$$

$$\frac{1}{2} N = 20$$

$$F = 11$$

$$F = 40 - 11 = 29$$

$$b = 58 - 0.5 = 57.5$$

$$p = 53 - 48 = 5$$

$$Med = b + p \left(\frac{\frac{1}{2} n - F}{f} \right)$$

$$57.5 + 5 \left(\frac{\frac{1}{2} 40 - 29}{11} \right)$$

$$57.5 + 5 \left(\frac{20 - 29}{11} \right)$$

$$57.5 + 5 (-0.81)$$

$$57.5 - 4.05$$

$$= 53.45$$

10. Modus = $b + p \frac{(b_1)}{b_1 + b_2}$

$$Dik = b = 58 - 0.5 = 57.5$$

$$p = 53 - 48 = 5$$

$$b_1 = 11 - 8 = 3$$

$$b_2 = 11 - 4 = 7$$

$$Mo = b + P \left(\frac{B_1}{B_1 + B_2} \right)$$

$$= 57.5 + 5 \left(\frac{3}{3+7} \right)$$

$$= 57.5 + 1.5$$

$$= 59$$

11. Standar Deviasi (SD)

$$SD = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD = \sqrt{\frac{149725}{40} - \left(\frac{2420}{40}\right)^2}$$

$$= \sqrt{\frac{\sum 2318469}{40} - \left(\frac{3548}{40}\right)^2}$$

$$= \sqrt{82.9}$$

$$= 9.10$$

APPENDIX 10

Normality

Interval	F	X	FX	X ²	FX ²
48-52	9	50	450	2500	22500
53-57	8	55	440	3025	24025
58-62	11	60	660	3600	39600
63-67	4	65	260	4225	16900
68-72	2	70	140	4900	9800
73-77	3	75	225	5625	16875
78-82	2	80	160	6400	12800
83-87	1	85	85	7225	7225
Total	N= 40		2420 = ∑FX		149725
Interval	BK	Batas daerah	Luas Z table	(Ei)	
	-1.42	0.4222			
48-52			0.114	4.56	
	-0.87	0.3078			
53-57			0.182	7.28	
	-0.32	0.1255			
58-62			0.706	28,24	
	0.21	0.832			
63-67			0.586	23.44	
	0.76	0.2454			
68-72			0.159	6.36	
	1.31	0.4049			
73-77			0.053	2.12	
	1.86	0.4586			
78-82			0.033	1.32	
	2.41	0.4920			
83-87			-0.0065	0.24	

	2.96	0.4985		
--	------	---------------	--	--

$$X = \frac{\sum XF}{\sum F} = \frac{2420}{40} = 60.5$$

Standar Deviasi (SD)

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD = \sqrt{\frac{149725}{40} - \left(\frac{2420}{40}\right)^2}$$

$$= \sqrt{\frac{\sum 2318469}{40} - \left(\frac{3548}{40}\right)^2}$$

$$= \sqrt{82.9}$$

$$= 9.10$$

Z SCORE

$$\text{Score 1} = \frac{47.5-60.5}{9.10} = -1,42$$

$$\text{Score 2} = \frac{52.5-60.5}{9.10} = -0.87$$

$$\text{Score 3} = \frac{57.5-60.5}{9.10} = -0.32$$

$$\text{Score 4} = \frac{62.5-60.5}{9.10} = -0.21$$

$$\text{Score 5} = \frac{67.5-60.5}{9.10} = 0.76$$

$$\text{Score 6} = \frac{72.5-60.5}{9.10} = 1.31$$

$$\text{Score 7} = \frac{77.5-60.5}{9.10} = 1,86$$

$$\text{Score 8} = \frac{82.5-60.5}{9.10} = 2.41$$

$$\text{Score 9} = \frac{87.5-60.5}{9.10} = 2.96$$

Ei = Luas Z table x n

$$0.114 \times 40 = 4.56$$

$$0.182 \times 40 = 7.28$$

$$0.706 \times 40 = 28.24$$

$$0.586 \times 40 = 23.44$$

$$0.159 \times 40 = 6.36$$

$$0.053 \times 40 = 2.12$$

$$0.033 \times 40 = 1.32$$

$$0.006 \times 40 = 0.24$$

$$X^2 \text{ count} = \left[\frac{fa-fe}{fe} \right]^2$$

$$= 0.94 + 0.008 + (-0.37) + (-0.68) + (-0.46) + 0.17 + 0.26 + 2.7$$

$$= 2.832$$

$$X^2 \text{ table} = 7.815$$

If $X^2 \text{ Count} < X^2 \text{ Table}$ = data is normal distribution

APPENDIX 11

Calculation Z- test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$Z = \frac{\frac{33}{40} - 0.75}{\sqrt{\frac{0.75(1-0.75)}{40}}}$$

$$= \frac{0.825 - 0.75}{\sqrt{\frac{0.75(0.25)}{40}}}$$

$$= \frac{0.825 - 0.75}{\sqrt{\frac{(0.1875)}{40}}}$$

$$= \frac{0.075}{\sqrt{0.0046875}}$$

$$= \frac{0.075}{0.06846}$$

$$= 1.102$$

Calculation Z table

$$Z \text{ table} = (1/2 - a)$$

$$a = 0.05$$

$$Z = 1/2 (0.05)$$

$$Z = 0.5 - 0.05$$

$$Z = 0.45$$

$Z = Z \text{ table}$

$0.45 = 0.37$ (table normal distribution)

Based on calculation it can be concluded that $Z \text{ count} = 1.102$ was more than $Z \text{ table} = 0.37$ ($Z_{\text{count}} = 1.102 > Z \text{ table} = 0.37$ by level 0.05. So, from the result above the researcher concludes that hypothesis accepted.









**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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14 November 2018

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Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Rayendriani Fahmei Lubis, M. Ag.** (Pembimbing I)
2. **Yusni Sinaga, M.Hum.** (Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Akhiriani siregar
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Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Students' Ability in Mastering Noun Phrase at Grade XI Students SMAN 1 Sayur Matinggi.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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Hal : Izin Penelitian
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27 September 2019

Yth. Kepala SMA N 1 Sayur Matinggi
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

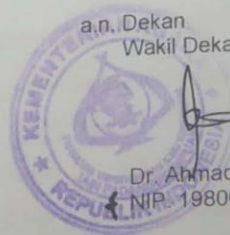
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Alamat : Padangsidempuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Mastering Noun Phrase at Grade XI Students of SMA N 1 Sayur Matinggi".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



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SURAT KETERANGAN TELAH SELESAI MELAKSANAKAN PENELITIAN/RISET

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Yang bertandatangan dibawah ini :

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Dengan ini menerangkan bahwa :

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Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Padangsidempuan
Tanggal : 27 September s/d 14 Oktober 2019

Benar sebagai mahasiswa Institut Agama Islam Negeri (IAIN), dan telah selesai Melaksnakan Riset / Penelitian di SMA Negeri 1 sayurminggi Kecamatan Sayurminggi Kabupaten Tapanuli Selatan Propinsi Sumatera Utara, Pada tanggal 27 Septeraber s/d 14 Oktober 2019 dengan Penelitian yang berjudul "STUDENTS' ABILITY IN MASTERING NOUN PHRASE AT GRADE XI STUDENTS OF SMAN 1 SAYURMATING ."

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sayur Matinggi, 14 Oktober 2019
Kepala Sekolah,

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