THE INFLUENCE OF PARTS OF SPEECH MASTERY TOWARDS SENTENCES MASTERY AT MTs. NEGERI 2 PAL IV PIJORKOLING PADANGSIDIMPUAN

A THESIS

Submitted to the English Section Study Program of State College for Islamic Studies Padangsidimpuan, in Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

By:

FITRI PUADI RAMBE
Reg. No.: 07 340 0006

ENGLISH EDUCATION A STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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Assalamu 'alaikum wr.wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Fitri Puadi Rambe, yang berjudul"The Influence of Parts of Speech Mastery towards Sentences Mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

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Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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I did this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The Most Creator and Merciful who has given her the health, time and chance for finishing this thesis: "**The influence of parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan**". This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English Education Study Program at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

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Assalamu 'alaikum wr.wb.

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Padangsidimpuan, 7 Mei 2012

FITRI PUADI RAMBE
Reg. No.: 07 340 0006

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ABSTRACT

This research was taken base on the fact of the students' problems in parts of speech mastery and sentences mastery. The researcher identified many problems that there were many factors influence sentences mastery such as vocabulary, tenses, and parts of speech. Finally, the researcher interested to research the influence of parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

In this research, the researcher wanted to find out about how significant the influence of parts of speech mastery and sentences mastery. So, the population of research were 131 students and the sample of research were 33 students. As the instrument for collecting the data, the researcher used the test. The researcher used the product moment for analyzing data.

In this occasion, mean scores of parts of speech mastery = 7.75 and the mean scores of sentences mastery = 7.18. In which the product moment result r_{xy} = 0.68 more than r_{table} on significant level 5% = 0.344 and on significant level 1% = 0.442, so it was categorized high correlation.

Based on the result above, there is influence between parts of speech mastery and sentences mastery. It meant that the hypothesis of this research was received.

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ABSTRACT

This research was taken base on the fact of the students' problems in parts of speech mastery and sentences mastery. The researcher identified many problems that there were many factors influence sentences mastery such as vocabulary, tenses, and parts of speech. Finally, the researcher interested to research the influence of parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

In this research, the researcher wanted to find out about how significant the influence of parts of speech mastery and sentences mastery. So, the population of research were 131 students and the sample of research were 33 students. As the instrument for collecting the data, the researcher used the test. The researcher used the product moment for analyzing data.

In this occasion, mean scores of parts of speech mastery = 7.75 and the mean scores of sentences mastery = 7.18. In which the product moment result r_{xy} = 0.68 more than r_{table} on significant level 5% = 0.344 and on significant level 1% = 0.442, so it was categorized high correlation.

Based on the result above, there is influence between parts of speech mastery and sentences mastery. It meant that the hypothesis of this research was received.

CHAPTER I

INTRODUCTION

A. Background of the Problem

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

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

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

[1]Siti Jamilah. 2008. English in Indonesian Primary School. *Primary School bagian KURIKULUM/ CURRICULUM*, (Online), (http:///re-searhengines.com/siti.html, accessed on December 1, 2011)

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

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

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

B. Identification of the Problem.

In English grammar, students might know about parts of speech. There are eight parts of speech they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Then, after knowing parts of speech, students began

to make sentence. There are four kinds of sentences, they are simple sentence, compound sentence, complex sentence and compound complex sentence. The students ability as low in the field. The researcher asks the English teacher of MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan that there were many students did not understand about sentences.

C. Limitation of the Problem.

Based on the identification of the problem, the researcher did not discuss all the factors. The researcher discussed about parts of speech and sentences. The parts of speech were noun, pronoun, verb, adjective and adverb, then the sentences are simple sentences and compound sentences. This research was done in grade VIII at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

D. Formulation of the Problem.

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

1. What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan in mastery the parts of speech?
2. What was extend of the ability of grade VIII students at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan in mastery the sentences?

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

E. Aims of the Research.

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

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

F. Significances of the Research.

The significances of the research were:

1. As information to the teacher about the extend of the parts of speech mastery towards sentences mastery.
2. As information to headmaster to give motivation the teacher in English teaching especially about parts of speech and sentences.

3. As an information to the readers especially the English learners, this research was expected to be able to improve their knowledge in research and also to improved their knowledge in learning the parts of speech and sentences.

G. Definition of the Research.

To avoid vagueness and misunderstanding between the researcher and reader, the terminologies as follow:

1. Mastery is great knowledge about or understanding of a particular thing.[2]
2. Parts of speech is one of the classes into which words are divided according to their grammar, such as noun, verb, adjective, etc.[3]
3. Sentence is a full predication containing a subject plus a predicate with a finite verb.[4]

H. Outline of the Thesis

The systematic of this thesis is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one were about introduction, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the

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[2]A S. Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York, Oxford University Press, 2003) p. 822.

[3]*Ibid*., p. 962.

[4] Marcella Frank. *Modern English Exercise for Non-Native Speaker Part I* (New Jersey: Prentice-Hall, 1972) p. 24.

problem, aims of the research, use of the research, definition of operational variables, and outline of the thesis.

Chapter two were the theoretical description, which explain about parts of speech, sentences, review related finding, conceptual frame work, and hypothesis.

Chapter three discussed about research methodology consist of; place and time of the research, method of the research, population and sample, the instrument of collecting data, the techniques of collecting data, and also the techniques of analyzing data.

Chapter four were the description of data, testing hypothesis, discussion of the research, and the threats of the researcher.

Chapter five were the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Parts of Speech

"Parts of speech" is the basic types of words that English has. Parts of speech: basic class of words is given language that any word can be assigned based on meaning, form, or function in a sentence. The Parts of Speech are the classes into which words are divided according to their function in a sentence. According Wren & Martin, "words are divided into different kinds or classes, called Parts of Speech, according to their use: that is, according to the work they do in a sentence".[1] According to A S. Hornby "part of speech is one of the classes into which words are divided according to their grammar, such as noun, verb, adjective, etc".[2]

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

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

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[1]Wren & Martin. *High School English grammar & Composition* (NDV: Persada Rao, 1990) p. 3.

[2]A S. Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York, Oxford University Press, 2003) p. 962.

5. Adverb[3]

A word can be classified only as a part of speech when it is seen in context. However, words are often called a particular part of speech depending on how they are usually used. In English, it common for words to function as parts of speech other than their typical usage.

a. Noun

1) Definition of Noun

According to Jayanthi Daksina, "noun is the name of person, place, thing, an idea or quality of mind".[4] According to Betty Schrampfer Azar, "noun is used as the subject of a sentence and as the object of the verb".[5] Every sentence must have the subject because the noun refers to a person, a place or a thing, a quality or an activity.

Exp.:

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

2) Kinds of Noun

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

a) Proper noun,

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[3]Jayanthy Dakshina Murthy. *Contemporery English Grammar* (New York: Shivem Printers, 2003) p. 5.

[4]*Ibid.*

[5]Betty Schrampfer Azar. *Basic English Grammar* (New Jersey: Person Education Asia, 2001) p. 131.

b) Collective noun,
c) Common noun,
d) Concrete noun,
e) Abstract noun,
f) Countable noun,
g) Uncountable noun, and
h) Material noun.[6]

a) Proper Noun

According Wren and Martin, "a proper noun is the name of some particular person or place".[7] According to Collins Cobuild, "proper noun spelled with a capital letter and do not have a determiner in front of them".[8] Same like according to Wren & Martin, "proper noun is always written with a capital letter at the beginning".[9]

Proper nouns are sometimes used as Common Noun. It includes (a) personal names (Mr. John Smith), (b) Names of geographic units such as countries, cities, rivers, etc. (Medan), (c) Names of nationalities and religions (a Dutchman, Islamic), (d) Names of holiday (Thanksgiving Day), (e) Names of time units (Saturday, June).

b) Collective Noun

According to Jayanthy Dakshina Murthy, "a collective noun is the name of collection of things or person".[10]According to Wren & Martin, "a collective noun is the name of a number or collection of person or

[6]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 10.
[7]Wren & Martin. *Loc. Cit.*
[8]Collins Cobuild. *English Grammar* (London: HarperCollins, 1990) p. 17.
[9]*Ibid.*
[10]Jayanthi Dakshina Murthy. *Op. Cit.,* p. 10.

things taken together and spoken of as one whole".[11] A collective noun is group or collection of people, place, and things. It means that a collective noun is the noun refers to a group of people, animals or things.

Exp.:

1. The *class* is very clean.
2. They are my *team*.
3. A *herd* of cattle is passing.
4. A *crowd* of tourists are visiting a Wayang Museum.

c) Common Noun

According to Wren & Martin, "a common noun is a name given in common to every person or thing of the same class or kind".[12] It means that a common noun is a noun that names a general thing, not a specific thing.

Exp.:

1. *Teacher* is teaching English.
2. *Doctor* goes to the hospital.
3. The red book is on the *table.*
4. The black cat is in the *yard.*

[11]Wren & Martin. *Op. Cit.,* p. 5.
[12]*Ibid.*

d) Concrete Noun

According to Jayanthi Dakshina Murthy "a concrete noun is the name of a thing that can be touched or seen".[13] It means that a concrete noun is the names of a physical thing that can be seen, heard, smelled, tasted or touched.

Exp.:

1. The *room* is very cool.
2. The *girl* is my sister.
3. The *book* is mine.
4. The *car* is very expensive.

e) Abstract Noun

According to Jayanthy Dakshina Murthy, "abstract noun is the name of quality, action or state".[14] It means that abstract noun is something that can not see, hear, touch or taste. These can be emotions (happiness, grief) or states (peace, quiet).

Exp.:

1. This *life* is very nice.
2. She is still *childhood*.
3. He speaks the *truth*.
4. *Education* is very important.

[13]Jayanthi Dakshina Murthy. *Loc. Cit.*
[14]*Ibid.*

f) Countable Noun

According to Jayanthy Dakshina Murthy, "countable noun is the name of a thing that can be counted or divided into singular or plural".[15] It means that a countable noun is a noun that indicates something you could actually count. A countable noun has both a singular and a plural form.

Exp.:

1. I am a *student*.
2. The *pen* is mine.
3. She has *two books.*

g) Uncountable Noun

According to Jayanthy Dakshina Murthy, "the name of thing that cannot be counted or divided into singular or plural".[16] An uncountable noun is a noun that indicates something that cannot count.

Exp.:

1. Naja drinks a cup of *tea*.
2. He tells us the *truth*.
3. Aunt buys *suger.*

[15] *Ibid.*
[16] *Ibid.,* p. 11.

h) Material Noun

According to Jayanthy Dakshina Murthy, "material noun is the name of a material or substance out of which things are made".[17] It means that a material noun is a noun that substance the things are made.

Exp.:

1. *Money* gives us many comforts.
2. The *glass* is very good.
3. *Calcium* is good for health.
4. The child drank the *milk*.
5. *Iron* is very useful metal.

3) Kinds of Number

There are two kinds of number, they are singular and plural. The singular and plural are used to different the singular and the plural number.

According to Jayanthy Dakshina Murthy, "a singular number is a noun which denotes one person or thing".[18]

Exp.: Tree, box, man, boy, girl, cow, bird, pen, book.

[17] *Ibid.*
[18] *Ibid.,* p. 16.

According to Jayanthy Dakshina Murthy, "a plural noun which denotes more than one person or thing".[19]

Exp.: Trees, boxes, men, boys, girls, cows, pens, books.

There are some rules to determine singular and plural number, they are:

a) To make the plural form of most nouns add –s after the noun.
   Exp.:
   Singular : *One* pen.
   Plural : *Two* pens.
b) To make a plural of the word use consonant + suffix –y, change the –y to -i, and add –es after the noun.
   Exp.:
   Singular : Bab*y*.
   Plural : Bab*ies*.
c) To make a plural of the word use vowel + suffix –y, add –s after the noun.
   Exp.:
   Singular : Boy.
   Plural : Boy*s*.
d) To make a plural of the word use suffix –fe or –f, change –f to –v then add –es after the noun.
   Exp.:
   Singular : Wife.
   Plural : Wi*ves*.
e) To make a plural of word use suffix –sh, -ch, -ss, and -x, add –es after the noun.
   Exp.:
   Singular : Dish, match, class, box.
   Plural : Dish*es*, match*es*, class*es*, box*es*.
f) To make a plural of word use consonant + suffix –o, add –es after the noun.
   Exp.:
   Singular : Tomato.
   Plural : Tomato*es*.
g) To make a plural of word use vowel + -o, add –s after the noun.
   Exp.:

[19] *Ibid.*

Singular : Zoo.
Plural : Zoo*s*.[20]

b. Pronoun

1) Definition of Pronoun

Pronoun is often defined as a word which can be instead of a noun. Every people use pronoun very often, especially so that someone do not have to keep on repeating the noun. According to A S. Hornby in Oxford Dictionary, "pronoun is a word that is used instead of a noun or noun phrase".[21] According to Team of five, "pronoun is a word that used to replace or rename a noun".[22] It means that someone can take a noun out of a sentence and put a word in its place, then that word is pronoun.

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

2) Kinds of Pronoun

There are eleventh kinds of pronoun, they are:

a) Personal pronoun,
b) Reflexive pronoun,
c) Emphatic pronoun,

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[20]Betty Schrampfer Azar. *Op. Cit.,* p. 138.
[21]A S. Hornby. *Op. Cit.,* p. 1057.
[22]Team of Five. *Improving Reading Skill in English for University Students* (Jakarta: Prenada, 2009) p. 87.

d) Demonstrative pronoun,
e) Indefinite pronoun
f) Interrogative pronoun
g) Distributive pronoun,
h) Reciprocal pronoun,
i) Relative pronoun,
j) Relative compound pronoun, and
k) Possessive pronoun.[23]

a) Personal Pronoun

The personal pronoun is the place of a specific or named person or thing. According to Slamet Riyanto, "personal pronoun is a word that used to replace a person or thing".[24] The personal pronoun is always independent and refers to people or things.

Personal pronouns have different forms depending on if they act as subject or object. A subject is a word which does an action and usually comes before the verb, and an object is a word that receives an action and usually comes after the verb. The form of a personal pronoun also changes what person is referred to.

There are three classes of personal pronoun, they are:

(1) First person (1st person) is a pronoun used for the person speaking.
Exp.:
Singular : I and me.
Plural : We and us.
(2) Second person (2nd person) is a pronoun used for the person speaking.

[23]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 62.
[24]Slamet Riyanto. *et al*. *A Complete Grammar for TOEFL Preparation* (Yogyakarta: Pustaka Belajar, 2008) p. 42.

Exp.:

Singular : You.

Plural : You.

(3) Third person (3rd person) is the person or thing being spoken of.[25]

Exp.:

Singular : She, her, he, him, and it.

Plural : They and them.

b) Reflexive Pronoun

According to Jayanthy Dakshina Murthy, "a reflexive pronoun used with self or selves to reflect the action of the very on the subject".[26] According to Marcella Frank, "reflexive pronoun generally points back to the subject".[27] In other words, it has the same identify as the subject. The reflexive pronoun is the information by pointing back to a noun or another pronoun in the sentence. Reflexive pronoun is refers to a person or thing and at the same time that introduce a dependent clause.

Reflexive pronoun is a combination of –self with one of personal pronoun or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. The most common use of the reflexive pronoun is an object that reflects back to the subject. In order word, it has the same identify as the subject,

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[25]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 62.

[26]*Ibid.,* p. 64.

[27]Marcella Frank. *Modern English Exercise for Non-Native Speaker Part I* (New Jersey: Prentice-Hall, 1972) p. 24.

such as myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.

Exp.:

1. I saw *myself* in the mirror.
2. We hurt *ourselves.*
3. He blamed *himself* for the delay.!
4. You must help *yourselves*.
5. She trusts *herself.*

c) Emphatic Pronoun

According to Jayanthy Dakshina Murthy, "emphatic pronoun is a pronoun used for the sake of emphasis".[28] In other words, emphatic pronoun emphasis the subject of the sentence. Emphatic pronoun use –self is added to *my, your, him, her, it*, and –selves to *our, your, them*, they are myself, himself, yourself, herself, yourselves, itself, ourselves, themselves.

Exp.:

1. You *yourself* can explain it to me.
2. I *myself* showed you the way.
3. We *ourselves* talked to your mother.
4. She *herself* takes the money to BANK.

[28]Jayanthy Dakshina Murthy, *Loc. Cit.*

d) Demonstrative Pronoun

According to Slamet Riyandi et.al, "demonstrative pronoun is a word is used to point out something".[29] Demonstrative pronoun is representing a thing or things. The demonstrative pronouns are this, that (singular) and these, those (plural).

Exp.:

1. *This* is a new hand phone.
2. *That* is an old man.
3. *These* are new hand phone.
4. *Those* are old cars.

e) Indefinite Pronoun

According to Jayanthy Dakshina Murthy, "indefinite pronoun is a pronoun used to talk about a person or thing indefinitely".[30] Indefinite pronoun refers to something that is unspecified. Indefinite pronoun is pronoun that does not refers to any specific person or thing. The indefinite pronouns are one, something, someone, none, somebody, everybody, anyone, nobody, all, another, anything, nothing, few, both, everyone, some, many.

Exp.:

1. *Everybody* wants to see you.

[29]Slamet Riyandi. et al., *Op. Cit.,* p. 51.
[30]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 65.

2. *Something* can be done to help.
3. *Many* have died during the war.
4. Can *anyone* call her?
5. *One* of my sisters is very beautiful.
6. *Nobody* helped me.
7. *No one* ready help me.
8. *Someone* opened the door.
9. *All* of you can stay with us.

f) Interrogative Pronoun.

According to Wren & Martin, "an interrogative pronoun used to make a question".[31] It means that interrogative pronoun is used for asking questions. The interrogative pronouns are who, whose, which, and what in a sentence.

Exp.:

1. *Who* are you?
2. *What* can I do for you?
3. *Whose* are these books?
4. *Which* is older building in Padangsidimpuan?
5. *Whom* do you want to see?

[31]Wren & Martin. *Op. Cit.,* p. 61.

g) Distributive Pronoun

According to Jayanthy Dakshina Murthy, "a distributive pronoun is a pronoun used to talk about each and every person separately".[32] It means that a distributive pronoun is a pronoun that consider members of a group separately rather than collectivity. The distributive pronouns are each, either, both, everyone, every, neither, any, one, everybody, everything.

Exp.:

1. *Each* of us has a book.
2. *Everybody* in the house was hungry.
3. *Everything* was lost in the war.
4. *Either* of my two sisters is beautiful.
5. *Neither* of his parents is educated.
6. *None* of the girls is married.

h) Reciprocal Pronoun

According Jayanthy Dakshina Murthy, "reciprocal pronoun is a pronoun used to talk about mutual relationship".[33] A reciprocal pronoun is a pronoun that involves an exchange. Reciprocal pronoun is usually used independently. The reciprocal pronouns are each other and one another.

[32] Jayanthy Dakshina Murthy. *Op. Cit.,* p. 68.
[33] *Ibid.,* p. 69.

Exp.:

1. The two sisters loved *each other*.
2. They created *one another*.

i) Relative Pronoun

Relative pronoun is usually used in adjective clause. A relative pronoun introduces a clause, or part of a sentence that describes a noun relative pronoun is a sentence that begins a subordinate clause and relates the clause to a word in the main clause. According to Jayanthy Dakshina Murthy, "relative pronoun is a pronoun used to combine or relate a sentence or clause together".[34] It means that relative pronoun is used to relate a subordinate clause to the rest of the sentence. The relative pronouns are that, which, who, whom, whose, as, and but.

Exp.:

1. The girl *who* talked to you at the supermarket is my sister.
2. The women *whom* you met in the mosque were my mother.
3. Dian said *that* she would be working.
4. The man whose car was stolen called by police.
5. The Bilah river which flows though town is polluted.

[34]*Ibid.*

j) Relative Compound Pronoun

According to Jayanthy Dakshina Murthy, "relative compound pronoun is a pronoun which is compounded word ever".[35] A relative compound pronoun is a pronoun that formed by adding suffix –ever to some words, such as: who, which, and what. The relative compound pronouns are whoever, whenever, wherever, whatever, however.

Exp.:

1. I want my money back *whatever* problems you have.
2. He seemed to say *whatever* came to mind.
3. *Whoever* crosses this line first will win the race.
4. You take *whichever* is not in use.

k) Possessive pronoun

According to Jayanthy Dakshina Murthy, "possessive pronoun is a pronoun used to express possession or ownership".[36] It means that possessive pronoun is related to personal pronouns and express ownership.

Exp.:

1. Singular : mine, yours, his, hers, its.
2. Plural : ours, yours, theirs.

[35] *Ibid.,* p. 70.
[36] *Ibid.,* p. 73.

c. Verb

1) Definition of Verb

Verb in a sentence is a predicate that tells something about a person or thing. Verb comes from The Latin Verbum means a word.[37]According to Jayanthy Dakshina Murthy, "verb is a word used to expresses action, condition or existence".[38] According to Wren & Martin, "verb is a word that tells asserts something about a person or thing".[39] And the verb is the grammatical "center" of the sentence.[40] It means verb is a word that expresses an action or a state of being.

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

2) Kinds of Verb

There are two kinds of verb, they are:

a. Lexical verb, and

b. Auxiliary verb.[41]

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[37]Wren & Martin. *Op. Cit.,* p. 63.
[38]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 6.
[39]Wren & Martin. *Loc. Cit*.
[40]Marcella Frank. *Op. Cit.,* p. 35.
[41]Marjolijn Verspoor and Kim Sauter. *English Sentence Analysis An Introductory Course*, (Amsterdam: John Benjamins Publishing Company, 2000) p. 48.

a. Lexical verb.

According to Marjolijn Verspoor and Kim Sautar, "the lexical verb, also called main verb, names the process taking place".[42] Lexical verb is the main verb of the sentence.

There are three of sub-types of lexical verb, they are:

1) Intransitive verb.
2) Copula verb, and
3) Transitive Verb.[43]

1) Intransitive Verb.

An intransitive verb is a verb has no an object. According to Wren and Martin, "Intransitive verb is a verb denotes an action which does not pass over an object, or which express a state or being".[44] Intransitive verbs are expressing the same case after and before them.

Exp. :

1. He *ran* a long distance.
2. We *talked* about the film.
3. They *wished* for happiness.

[42]*Ibid.*
[43]*Ibid.*
[44]Wren & Martin. *Loc. Cit.*

2) Copula Verb.

According Marjolijn Verspoor and Kim Sautar, "copula verbs are verbs that take a subject attributive, which says something about the subject in a sentence".[45] It means that copula verb is a verb that connects the subject to the complement.

Exp.:

1. John become a runner.
2. Budi become a teacher.
3. Citra become a winner in this competency.

3) Transitive Verb.

A transitive verb is a verb has an object. As according to Wren & Martin, "transitive verb is a verb that denotes an action which passes over from the doer or subject to an object".[46] According to Jayanthy Dakshina Murthy, "a transitive verb is a verb which has an object".[47] So, a transitive verb needs a direct object to complete its meaning. The meaning of a sentence with a transitive verb is not complete without a direct object.

Exp. :

1. The boys *kick* the football.
2. She *speaks* English well.

[45]Marjolijn Verspoor and Kim Sauter . *Op. Cit.,* p. 65.
[46]Wren & Martin. *Op. Cit*., p. 64.
[47]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 86.

3. Mother *bought* a car.
4. She *spoke* loudly.

Most transitive verb takes a single subject. But such transitive verb as give, ask, offer, promise, tell. Take two objects after them. An indirect object which denotes the person to whom something is given or for whom something is done and a direct object which usually the name of something.

Exp. :

1. His father *gave* me (indirect) a book (direct).
2. Brother *bought* me an English dictionary.
3. Budi *ask* me the English lesson.

b. Auxiliary Verb

According to Jayanthy Dakshina Murthy, "auxiliary verb is a verb which helps other verbs to form different tenses".[48] According to Wren & Martin, "auxiliary verb is a verb used to form the tense, mood, voice, etc. of other word".[49] Auxiliary verb is a verb that function helps the other verbs to make a complete structure grammar and auxiliary verb in a sentence is used together with the main verb of the sentence to express the action or state and the helping verb.

[48]Jayanthi Dakshina Murthy. *Op. Cit*., p. 128.
[49]Wren & Martin. *Op. Cit.,* p. 110.

Auxiliary verb is used together with the main verb of the sentence to express the action or state and the auxiliary verb is used based on the tense in the sentence**.** But, sometimes auxiliary verb do not use the main verb whether an auxiliary verb is used as a verb in a sentence.

There are three kinds of auxiliary verbs, they are:[50]

a) Primary auxiliaries are verbs used to form negatives, question, and tenses.
   Note : The verbs can be used as helping verb or as main verb.
   Exp. : Is, am, are, was, were, been, do, does, did, have, has, and had.
b) Modal auxiliaries are verbs used to express various moods and mental attitudes like hope, expectation, possibility, and futurity.
   Exp. : Can, could, may, might, will, would, shall, should, must, need, dare, ought to, use to.

d. Adjective

(1) Definition of Adjective

According to Jayanthy Dakshina Murthy, "adjective is a word used to express the quality, quantity, number, and point or thing".[51] According to Wren & Martin, "adjective is a word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quality".[52] The function of adjective in a sentence is as modifier a noun and a pronoun.[53]An adjective is a word that describes a

[50]Jayanthy Dakshina Murthy. *Loc. Cit.*
[51]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 33.
[52]Wren & Martin. *Op. Cit.,* p. 19.
[53]Marcella Frank. *Op. Cit.,* p. 117.

noun and pronoun. A word is an adjective if we can use it in front of a noun and pronoun.

(2) Kinds of Adjective

There are ten kinds of adjective, they are:

(a) Adjective of quality,
(b) Adjective of quantity,
(c) Adjective of number,
(d) Demonstrative adjective,
(e) Distributive adjective,
(f) Interrogative adjective,
(g) Possessive adjective,
(h) Emphasizing adjective,
(i) Exclamatory adjective, and
(j) Proper adjective.[54]

(a) Adjective of Quality

According to Jayanthy Dakshina Murthy, "adjective of quality used to talk about the quality of a person or thing".[55] According to Wren & Martin, "adjective of quality is used to show the kind or quality of a person or thing".[56] Adjective of quality answers of question "what kind of?". It means that the adjective of quality is used to show the kind or quality of person or thing.

Exp.:

1. The *foolish old* car tried to sing.
2. He is an *honest* man.

[54]Jayanthy Dakshina Murthy. *Loc. Cit.*
[55]*Ibid.*
[56]Wren & Martin. *Loc. Cit.*

3. Medan is a *large* city.

(b) Adjective of Quantity

Adjective of quantity is an adjective that show the quantity**.** According to Jayanthy Dakshina Murthy, "adjective of quantity is used to talk about the quantity of things".[57] According to Wren & Martin, "adjective of quantity is used to show how much of a thing is meant".[58] Adjective of quantity is used to talk how much of a thing is meant and it answers of the question "how much?".

Exp.:

1. Adi eats *some* fruits.
2. She is *wealthy* person.
3. Naja did not eat *any* rice.
4. Take *great* care of your health.
5. I eat *some* rice.

(c) Adjective of Number

According to Wren & Martin, "adjective of number is used to show how many person or things are meant".[59] According to Jayanthy Dakshina Murthy, "adjective used to talk about the number of things or person".[60] The adjective of number is used to show the number of

[57]Jayanthy Dakshina Murthy. *Loc. Cit.*
[58]Wren & Martin. *Op. Cit.,* p. 20.
[59]*Ibid.,* p. 21.
[60]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 34.

things or person and usually adjective of number is the answer of the question "how many."

Exp.:

1. Sunday is the *first* day of the week.
2. The hand has *five* fingers.
3. *Most* boys like cricket.
4. There are *several* mistakes in your exercise.
5. There are *no* pictures in this book.
6. Abdul won the *second* prize.

(d) Demonstrative Adjective

According to Wren & Martin, "demonstrative adjective is the point out which person or thing is meant".[61] Demonstrative adjective points out a particular person or thing. The using of the demonstrative is same with the demonstrative pronoun because they use this and that as a singular, then these and those as the plural that to point out person or thing. The demonstrative adjective answers of question "which".

Exp.:

1. *This* book is very interesting.
2. *These* mangoes are soul.
3. *That* girl is very beautiful.

[61]Wren & Martin. *Op. Cit.,* p. 21.

4. *Those* boys play.

(e) Distributive Adjective

According to Jayanthy Dakshina Murthy, "distributive adjective is used to refer to each and every person or thing separately".[62] A distributive adjective is an adjective expresses the distributive state of nouns. Distributive adjective refers to each person or thing. The using of distributive adjective and distributive pronoun is same because they use each, either, neither, any, none, both.

Exp.:

1. *Each* boy goes to the meeting.
2. *Every* Indonesian people must understand English.
3. *Neither* party has got majority in the recent election.

(f) Interrogative Adjective

According to wren & Martin, "interrogative adjective is used with nouns to ask question".[63] An Interrogative adjective is an adjective that asks a question. Interrogative adjective is used to make a question and the use of the interrogative is same with the interrogative pronoun because they use what?, which?, and whose?.

Exp.:

1. *What* language do you teach at collage?

[62]Jayanthy Dakshina Murthy. *Loc. Cit.*
[63]Wren & Martin. *Loc. Cit.*

2. *Which* places do you wish to visit?
3. *Whose* hand writing is this?
4. *What* do you want to buy?

(g) Possessive Adjective.

According to Jayanthy Dakshina Murthy, "possessive adjective is used to talk about ownership or possession".[64] Possessive adjective is an adjective that shows the ownership. Possessive adjective is used to show possession and used in a sentence before a noun to indicate possession.

Exp.:

1. *Her* father is a teacher.
2. *Your* father is a doctor.
3. All *their* daughters were married last year.
4. *My* mother is a teacher.

(h) Emphasizing Adjective

According to Jayanthy Dakshina Murthy, "emphasizing adjective is used to emphasizing a noun".[65] Emphasizing adjective usually use words own and very is a sentence because they show to emphasize a noun.

[64] Jayanthy Dakshina Murthy. *Loc. Cit.*
[65] *Ibid.,* p. 35.

Exp.:

1. I saw it with my *own* eyes.
2. Mind your *own* business.
3. That is *very* thing we want.
4. He is his *own* master.

(i) Exclamatory Adjective

According to Jayanthy Dakshina Murthy, "exclamatory adjective is the word what".[66] It means that an exclamatory adjective is a word that is used to express an exclamatio and in a sentence usually use *what.*

Exp.:

1. *What* a beauty!
2. *What* folly!
3. *What* an idea!
4. *What* a blessing!

(j) Proper Adjective

According to Jayanthy Dakshina Murthy, "proper adjective is an adjective derived from a proper name".[67] A Proper adjective is derived from proper nouns.

Exp.:

[66] *Ibid.*
[67] *Ibid.*

1. *English* grammar is mine.
2. Many of my friends are *American*.
3. She has a friend an *Indian* army.
4. My mother can speak *French*.

e. Adverb

1. Definition of Adverb

Adverb is a word that describes a verb, adjective, or another adverb. According to A S. Hornby, "adverb is a word that adds more information about place, time, manner, cause, or degree to a verb adjective, a phrase or another adverb".[68] According to Wren & Martin, "adverb is a word used to add something to the meaning a verb, adjective, or another adverb".[69] According to Jayanthy Dakshina Murthy, "adverb is a word which modifies of a verb, an adjective or another adverb".[70] Adverb is a word that tells how, when, or where. An adverb modifies, or describes a verb, an adjective or another adverb.

Exp.:

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

[68]A S. Hornby. *Op. Cit.,* p. 20.
[69]Wren & Martin. *Op. Cit*., p. 4.
[70]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 180.

2. Kinds of Adverb

There are eight kinds of adverb, they are:

(a) Adverb of manner,
(b) Adverb of place,
(c) Adverb of time,
(d) Adverb of frequency,
(e) Adverb of certainty,
(f) Adverb of degree,
(g) Interrogative adverb, and
(h) Relative adverb.[71]

(a) Adverb of Manner

According to Jayanthy Dakshina Murthy, "adverb of manner is an adverb used to show how an action is done".[72] Adverb of manner provides information on how someone does something. Adverb of manner is used to show the manner or way in which something happens. Adverb of manner is placed after the verb or entire expression (at the end of the sentence) and the adverb of manner modify verb. Then, adverb of manner answers of question "how".

Exp.:

1. They lived *happily*.
2. This story is *well* written.
3. The boy works *hard*.
4. Fia walks *gracefully*.

[71] *Ibid.*
[72] *Ibid.*

(b) Adverb of Place.

According to Jayanthy Dakshina Murthy, "adverb of place is an adverb used to show where an action is done".[73] Adverb of place is used to tell about where something happens. It is usually placed after the main verb or after the object and adverb of place modify verb. Then, the adverb of place answers of question "where".

Exp.:

1. I decided to go *there*.
2. Please come *here.*
3. The boy followed me *everywhere.*
4. My brother is *out.*

(c) Adverb of Time

According to Jayanthy Dakshina Murthy, "adverb of time is an adverb used to show when an action is done".[74] Adverbs of time provide information on when something happens. Adverbs of time tell us when an action happened, for how long, and how often. Then, adverb of time modify verb.

Exp.:

1. I'm going to tidy my room *tomorrow.*
2. My mother lived in France *for a year*.

[73] *Ibid.*
[74] *Ibid.*

3. He *never* drinks milk.
4. I have heard this *before*.
5. He comes here *daily*.
6. We shall *now* begin to work.

(d) Adverb of Frequency

According to Jayanthy Dakshina Murthy, "adverb of frequency is an adverb used to show how often an action is done".[75] Adverb of frequency provides information on how often something happens. Adverb of frequency is placed before the main verb (not the auxiliary verb). The adverb answers of question 'how often'.

Exp.:

1. They *usually* get to work at eight o'clock.
2. I have told you *twice.*
3. Budi *often* makes mistakes.
4. Yusuf *seldom* comes here.
5. I *always* try to do the best.
6. The postmen called *again*.

(e) Adverb of Certainty

According to Jayanthy Dakshina Murthy, "adverb of certainty is an adverb used to show definiteness of the action".[76] Adverb of

[75] *Ibid.,* p. 181.
[76] *Ibid.*

certainty is used to show express how certain or sure we feel about an action or event.

Exp.:

1. I shall *certainly* help you.
2. *Surely,* I do not know about his problem.
3. Rudi is *obviously* very clever.
4. I will *definitely* be there tomorrow.

(f) Adverb of Degree

According to Jayanthy Dakshina Murthy, "adverb of degree is an adverb used to show how much or in what degree or to what extend an action is done".[77] Adverb of degree is used to show the degree or extent to which something happens.

Exp.:

1. She is *very* beautiful.
2. I am *fully* prepared.
3. He is good enough for my purpose.
4. You are *altogether* mistaken.
5. These mangoes are *almost* ripe.

[77] *Ibid.*

(g) Interrogative Adverb

According to Jayanthy Dakshina Murthy, "interrogative adverb is an adverb used to ask a question".[78] They are usually placed at the beginning of a question**.** The interrogative use words where, when, why, or how in a sentence.

Exp.:

1. *Where* did you go yesterday?
2. *When* do you come?
3. *How* long will you stay in Padangsidimpuan?
4. *Why* do you go to Rika's house?

(h) Relative Adverb

According to Jayanthy Dakshina Murthy, "a relative adverb is an adverb used to relate two clause or statements".[79] A relative adverb is an adverb relates two clauses in a sentence. The relative adverb use words where, when, or why in a sentence.

Exp.:

1. That's the restaurant *where* we met for the first time.
2. I remember the day *when* we first met.
3. Tell me (the reason) *why* you were late home.

[78] *Ibid.*
[79] *Ibid.*

3. Sentence

a. Defenition of Sentence

Sentence is a group of words that make a complete sense. A complete sentence usually uses a subject, and a predicate. According to Alice Oshima and Ann Hogue, "sentence is a group of words that is used to communicate the ideas in writing or in speech".[80] According to RW. Zandvoort and J. A. Van. Ek, "sentence is an oral or written communication which is made up one or more units".[81]

A sentence may consist of one or more words that can be subject and object. As Marcella Frank says, "a sentence is a full predication containing a subject plus a predicate with a finite verb".[82] Sentence is a complete independent unit consists of two main parts: a subject and a predicate. The subject is the word or words of person name, thing, or place that sentence about. The predicate makes a statement about the subject. The predicate is the portion of the sentence containing the verb. A predicate says something about the subject of the sentence. It consists of a verb and its modifiers or complements. Complement is a word that is used to complete the meaning of the verb. The verb is the most important part of the predicate.

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[80]Alice Oshima and Ann Hogue. *Writing Academic English* (USA: Wesley Publishing Company, 1983) p. 121.

[81]R. W. Zandvoort and J. A. Van Ek. *A Hand Book of English Grammar* (Singapore: Singapore Offset Printing, 1980) p. 195.

[82]Marcella Frank. *Op. Cit.,* p. 220.

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

Exp.:

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

b. Sentence Elements

As mentioned above, that sentence is a group of related words that has subject and predicate. It means that the sentence is not only the combination of some words but has the elements. According Jayanthy Dakshina Murthy, "every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb".[83] The subject usually at the beginning of each sentence and the predicate follow the subject.

The element of sentence not only subject and predicate but object and complement consist the element of verb. Object is used in a sentence when a verb in the predicate is a transitive verb, it must have an object to give complete meaning.[84] And complement is used in a sentence when the

[83]Jayanthy Dakshina Murthy. *Op. Cit.,* p. 240.
[84]*Ibid.,* p. 243.

predicate contains verbs to incomplete predication; it requires a word to complete a meaning.[85]

Exp.:

1) S + V

   Exp.: Diana cries.

2) S + V + O

   Exp.: Lenni eats an apple.

3) S + V + Adv

   Exp.: Sahrul goes there.

4) S + V + C

   Exp.: Naja is beautiful.

5) S + V + O + Adv.

   Exp.: Fika cooked cake yesterday.

6) S + V + Adv + Adv

   Exp.: Novi comes from Malang today.

c. Kinds of Sentence.

Basiccally, students can distinguish sentence into two kinds, they are: simple sentence, and compound sentence.[86]

[85] *Ibid.,* p. 244.
[86] Alice Oshima and Ann Hogue. *Op. Cit*., p. 122.

1) Simple Sentence.

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. The sentence has a subject as well as a predicate and both may have modifiers. As according to Wren & Martin, “simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb”.[87] The subject and predicate are often described as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). A subject and predicate, together, form a simple sentence. As used here, the term "simple" refers to the basic structure of a sentence. Simple sentences can be short or long, and can express simple or complex thoughts and may contain complex constructions, but the basic structure of the sentence is simple.

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

Exp.:

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

[87]Wren and Martin. *Op. Cit.,* p. 200.

2) **Compound Sentence.**

Compound sentences are made up of two or more simple sentences combined using a conjunction. They are made up of more than one independent clause joined together with a coordinating conjunction. According to Alice Oshima and Ann Hogue, "a compound sentence is made up of two or more independent clause connected by a coordinating conjunction such as, and, or, nor, but, for, so".[88] Each clause in a compound sentence must have a subject and a verb, is equal importance, and can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction.

Exp.:

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

[88]Alice Oshima and Ann Hogue. *Op. Cit.,* p. 123.

The researcher writed the example of sentence teaching in a paragraph at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

> Mr. Warsidi has a garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cut the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr. Warsidi often involves his children to take care together of the garden. So, they will understand how to take care their environment. Many people tell Mr. Warsidi how beautiful his garden is.[89]

H. Review of Related Findings

There were related finding about parts of speech, as follows:

1. In 2006, Humaira did the research in descriptive quantitative method. It described and interpreted the data on the ability the third year students' of English study program of FKIP-UNRI in selecting correct parts of speech to complete sentences. The title is "a study on the ability of the third year students' of English study program in selecting correct parts of speech to complete sentence". The conclusion of her script that adjective is most difficult kinds of parts of speech to select for the students. Probably, it is because the students have difficulty to recognize that characteristics of adjectives among the others.[90]

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[89]Antono Wardiman. *English in Focus for Grade Junior High School (SMP/MTs)* (Bogor: PT. Ghalia Indonesia Printing, 2008) p. 13.

[90]Humaira. A Study on the Ability of the Third Year Students' of English Study Program in Selecting Correct Parts of Speech to Complete Sentence, 2005/2006 Academic Year. (unpublished thesis). (Pekan Baru: UNRI, 2006).

2. In 2011, Dewi Yanti did the research in descriptive quantitative method to describe and interpret the data on the ability of eight grade students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Year in mastering English parts of speech. The title is "the ability of eight grade students of SMP Negeri 2 Padangsidimpuan in 2010-2011 academic years in mastering English parts of speech". The result of her script is: there were many students lost score; it meant that they were still having difficulties to master or to identify the English parts of speech correctly. The difficulties of the students can be known from their unable to identify the classification of words especially to classify adverbs and adjectives.[91]
3. In 2009, Latifah Hanum did the research about "the influence of the students' achievement in mastering the eight parts of speech to their skill in forming sentence of the grade IX at SMP Negeri 1 Panyabungan Selatan in 2008/2009 academic year". The result of her script is: the influence of student's achievement in mastering parts of speech to their skill informing sentences is sufficient.[92]

If the researcher mentioned above research about the ability in mastering parts of speech to forming sentences, the researcher wanted to find out about the

[91]Dewi Yanti. The Ability of Eight Grade Students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Year in Mastering English Parts of Speech, 2010/2011 Academic Year. (unpublished thesis). (Padangsidimpuan: UMTS, 2006).

[92]Latifah Hannum. The Influence of the Students' Achievement in Mastering the Eight Parts of Speech to Their Skill in Forming Sentence of the Grade IX at SMP Negeri 1 Panyabungan Selatan in 2008/2009 academic year, 2008/2009 Academic Year. (unpublished thesis). (Padangsidimpuan: UMTS, 2009).

influence between parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

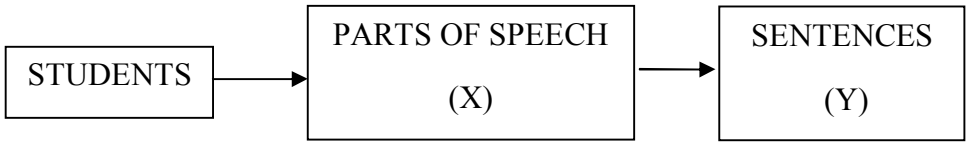
I. Conceptual Framework

Sentence is a group of words make a complete sense and has a subject and a predicate. It means that sentence is not only the combination of some words but has the element. The element can be subject (S), verb (V), object (Object), or complement (C). A sentence may be a statement, question, command, request or exclamation.

The Parts of Speech are the classes into which words are divided their function in a sentence and the classification of words how they are used in a sentence. Parts of speech are the important thing in mastery English because the parts of speech make the element of sentence. Parts of speech consist of noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

Every sentence has two main parts namely subject and predicate. A subject contains a noun or a pronoun and the predicate contains a verb. The subject usually at the beginning of each sentence and the predicate follows the subject. To arrange a sentence, students must know the rule of parts of speech in a sentence. For example: She reads a book. Students must know the element of the sentence because the subject and predicate are the parts of sentence, such as ‘She’ is a subject, and ‘reads’ as a predicate or the formula of the sentence is “S + V + ….”

In the sentence, the end of the verb uses affix-s because ‘She’ is the third person, so the end of verb uses affix-s to be ‘reads’. The other example “I am student”. Students must know the element of the sentence such as ‘I’ is a subject, ‘am’ is a predicate, ‘student’ is an object or the formula of the sentence is “S + to be (is, am, are) + ….” To be “am” in the sentence is used because in a sentence must have a predicate. To be of the subject ‘I’ is ‘am’. So, the other words that it is impossible students can make a sentence if they do not understand parts of speech well.



J. Hypothesis.

Based on limitation of the problem, the hypotheses of this research were:

1. There was an influence between parts of speech mastery towards sentences mastery. (H_a)
2. There was no influence between parts of speech mastery towards sentences mastery. (H_o)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was conducted at MTs. Negeri 2 Pal IV Pijorkoling, Jl. Lintas Sumatra km. 7 Pal IV Pijorkoling Padangsidimpuan Tenggara. Then, this research had been done in September 2011 up to April 2012.

B. Research Design

This research used correlation research. L.R. Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.[1]

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

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[1]L. R. Gay and Peter Airasian. *Educational Research* (New Jersey: Prentice Hall, 2000) p. 12.

C. Population and Sample

1) Population

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

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

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

2) Sample

The researcher used random sampling. Random sampling is the process of selecting a sample in such a way all in individuals in the defined population have an equal and independent chance of being selected for the sample.[2] The researcher took the representative of all class. Suharsimi Arikunto said that apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi, jika jumlah subjeknya dapat diambil antara 10% - 15% atau 20% - 25% atau lebih.[3] The

[2]L. R. and Peter Airasian. *Op. Cit.,* p. 123
[3]*Ibid.,* p. 112.

sample was taken by the researches grade VIII is 33 students (131 x 25% = 32,75= 33).

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

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

D. Instrument of Collecting Data

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Suharsimi Arikunto, "pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya."[4]

In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.[5] The instrument that was used by researcher was achievement test. The test was used by multiple choice forms that consist of four chosen, they were a, b, c, and d. Then, the

[4]Suharsimi Arikunto. *Manajemen Penelitian* (Jakarta: Rineka Cipta, 1995) p. 134.
[5]*Ibid.*

correct answer would get 1 score and the incorrect answer will get 0 score. Suharsimi Arikunto, "untuk kepentingan ini maka dilakukan penyekoran terhadap tes dengan skor 1 jawaban benar dan skor 0 bagi jawaban yang salah".[6]

Table 3
The indicators of the Test

No.	Indicators	Sub Indicators	Number	Items
1.	Noun	1. Material noun 2. Countable noun 3. Uncountable noun 4. Common noun	1 3 6 13	4
	Pronoun	1. Interrogative pronoun 2. Personal pronoun 3. Demonstrative pronoun 4. Possesive pronoun	10 17 18 19	4
	Verb	1. Auxiliary Verb 2. Transitive verb 3. Intransitive verb	4,15 8 11	4
	Adjective	1. Possesive adjective 2. Adjective of quantity 3. Adjective of noumber	12 14,20 16	4
	Adverb	1. Adverb of manner 2. Adverb of place 3. Adverb of time	2 5	4

[6]Suharsimi Arikunto. *Op. Cit*., p. 253.

		4. Adverb of degree	7 9	
2.	Simple sentence	1. S+V+O+Adv. 2. S+V+Adv. 3. S+V+O 4. S+V+C	1 2,9 3,4,6,7,8,10 5	10
	Compound sentence	1. S+V+O and S+V+O 2. S+V+Adv. and S+V+Adv. 3. S+V+Adv. and S+V+O 4. S+V+O and S+V+Adv.	11,13,16,17,19 12 14,15,18 20	10
Total			40	40

E. Techniques of Data Collection

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

F. Techniques of Data Analysis

Data were analyzed by statistic analysis with following steps:

a. To identify and total or corrected the answer the subject research from the test.

b. To use mean score to identify variable x and y:

$$\bar{x} = \frac{\sum fixi}{fi}$$

$$\bar{y} = \frac{\sum fiyi}{fi}$$

The The result should been appropriated with the interpretation to the index of means score. The interpretation of the result could been seen in the following table.[7]

Table 4
The Table Interpretation of means score

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

c. To know the correlation between variables x and y was calculated by applying product moment formula[8] as shown below:

[7]Muhibbin Syah. *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: Remaja Rosda Karya, 2000) p.153.

[8]Ridwan. *Belajar Mudah Penelitian Untuk Guru-Karyawan, dan Peneliti Pemula* (Bandung: Alfabeta, 2005) p. 138.

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\{N\sum x^2 - (\sum x)^2\}\{(N\sum y^2 - (\sum y)^2\}}$$

In which:

r_{xy} = The correlation between parts of speech mastery towards sentences mastery

N = The number of sample

$\sum x$ = Sum of parts of speech mastery

$\sum y$ = Sum of sentences mastery

$\sum xy$ = Total sum of x and y

d. To know the contribution of variable x to variable y was calculated by:

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The result should been appropriated with the interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table.

Table 5
The Table Interpretation of xy

The Value	Degree
Between 0,00-0,199	Very low correlation
Between 0,20- 0,399	Low correlation
Between 0,40-0,599	Significant correlation
Between 0,60-0,799	High correlation
Between 0,80-1,000	Very high correlation[9]

[9]Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008) p. 193.

CHAPTER IV

DATA ANALYSIS

A. Data Description

To understand this research easily, it was described based on variables. There were two variables in this research and was started from the variable of parts of speech mastery (X), the variable of sentences mastery (Y) and also was continued to the testing of hypothesis.

1. Parts of Speech Mastery

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

Table 6
The Resume of Variable Scores of Parts of Speech Mastery

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

From the table above, it was known that the high score of variable of parts of speech mastery had been searched by 33 students based on the total of sample research were high score 11 and low score 6, range 5, mean score 7.75, median 7.45 (the complete table on the appendix VI).

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

Table 7
Frequency Distribution of Parts of Speech Mastery

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

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

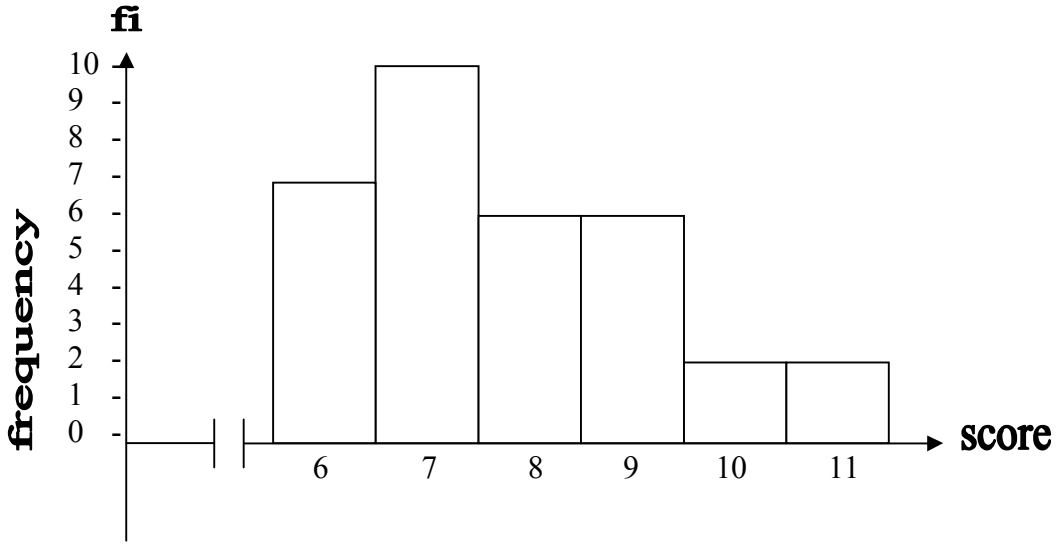

Figure 1: The histogram of parts of speech mastery students at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

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

2. Sentences Mastery

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

Table 8
The Resume of the Variable Scores of Sentences Mastery

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

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

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

Table 9
Frequency Distribution of Sentences Mastery

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

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

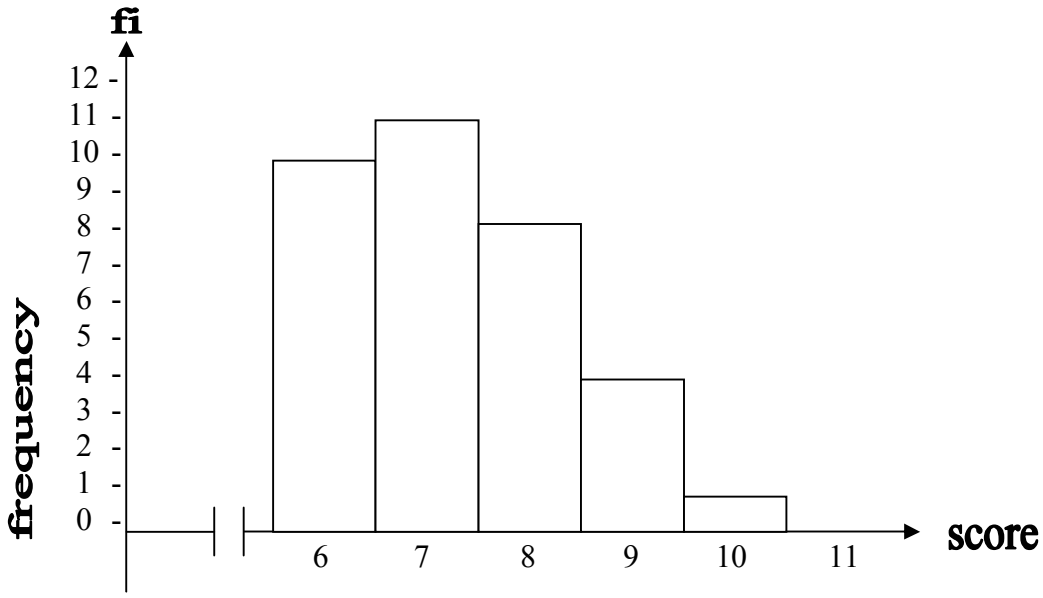

Figure 2: The histogram of sentences mastery students at grade VIII MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

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

B. Testing of Hypothesis

The hypothesis of this research was significant correlation to students' sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan. It was tested by using product moment correlation.

Analysis of data could be seen in appendix X. Based on the data, it was gotten each of score variables which were used to do calculation of product moment and the each of the variable scores as follows:

$\sum x$ = 256

$\sum y$ = 237

$\sum x^2$ = 2054

$\sum y^2$ = 1779

$\sum xy$ = 1888

By using the values above, the value of the calculated of correlation between variable x and y:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$= \frac{33.1888 - (256)(237)}{\sqrt{\{33.2054 - (256)^2\}\{33.1779 - (237)^2\}}}$$

$$= \frac{62304 - 60672}{\sqrt{\{67782 - (65536)\}\{58707 - (56169)\}}}$$

$$= \frac{1632}{\sqrt{\{2246\}\{2538\}}}$$

$$= \frac{1632}{\sqrt{5700348}}$$

$$= \frac{1632}{2387.5}$$

$$= 0.68$$

The hypothesis in this research were:

1. There was an influence between parts of speech mastery towards sentences mastery. (H_a)
2. There was no influence between parts of speech mastery towards sentences mastery. (H_o)

Based on the calculation of product moment that there were the correlation between parts of speech mastery and sentences mastery could be received. So, the H_a was received whereas H_o was rejected. The calculating of product moment by getting correlation coefficients $r_{xy} = 0.68$ was more than $r_{table} = 0.344$ on taraf 5% and taraf 1% = 0.442. So, there were high correlation between parts of speech mastery and sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan. It had been written in the table of coefficient correlation interpretation value r.

To look for the contribution of variable x to variable y as follows:

KP = The score of determine coefficient

r = The score of the coefficients correlation

KP = r^2 x 100%

$= (0.68)^2 \times 100\%$

$= 0.4624 \times 100\%$

$= 46.24\%$

Testing the significant, used the formulate t_{count}

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.68\sqrt{33-2}}{\sqrt{1-(0.68)^2}}$$

$$= \frac{0,68\sqrt{31}}{\sqrt{1-(0.4624)}}$$

$$= \frac{0.68(5.56)}{\sqrt{0.5376}}$$

$$= \frac{3.7804}{0.7332}$$

$= 5.156$

Based on the calculation above, $t_{count} > t_{table}$, namely t_{count} : 5.156 and t_{table} on taraf significant 5% = 2.75 and taraf significant 1% = 4.03. It meant that there were the influence between two variables that it was categorized to be "valid".

C. Discussion

Based on the theoretical description, parts of speech were the classes into which words were divided according to their function in a sentence. Especially students at grade VIII MTs. Negeri 2 PAL IV Pijorkoling Padangsidimpuan, they were expected to have ability to use parts of speech in a sentence as what had

compiled in syllabus material in MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan.

In this research, the researcher searched parts of speech mastery and sentences mastery. The researcher wanted to know students' parts of speech mastery towards sentences mastery at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan. Parts of speech would make the students were better to arrange a good sentence. While the sentences mastery would make the students understand to use the parts of speech in a sentence.

Based on the explanation to their English teacher at MTs. Negeri 2 Pal IV Pijorkoling Padangsidimpuan that their ability in sentence was low because they still confused to different the parts of speech in a sentence. But after the researcher gave the tests to the students, they could answered the tests although they had some difficulties in using parts of speech in a sentence, such as they still fell difficult to arrange parts of speech in a sentence, difficult to different the first person, second person and third person, difficult to different the adjective and the adverb in a sentence and difficult in divided the tense of the sentences. The researcher hypothesis proved by calculation by using product moment which the researcher had done. The result calculation r_{count} was more than r_{table}.

The researchers' hypothesis was related to some previous researchers' concluding about. The first was Humaira that the ability of the third year students' of English study program of FKIP-UNRI in selecting correct parts of speech to complete sentences. The title is A Study on The Ability of The Third Year

Students' of English Study Program in Selecting Correct Parts of Speech to Complete Sentence. The conclusion of her script that adjective was most difficult kinds of parts of speech to select for the students. Probably, it was because of the students have difficulty to recognize that characteristics of adjectives among the others.

The second was Dewi Yanti that the ability of eight grade students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Year in mastering English parts of speech. The title was The Ability of Eight Grade Students of SMP Negeri 2 Padangsidimpuan in 2010-2011 Academic Years in Mastering English Parts of Speech. The result of her script was: there were many students lost score; it meant that they were still having difficulties to master or to identify the English parts of speech correctly. The difficulties of the students can be known from their unable to identify the classification of words especially to classify adverbs and adjectives.

Next, Latifah Hanum did the research about "The Influence of the Students' Achievement in Mastering the Eight Parts of Speech to their Skill in forming Sentence of the grade IX at SMP Negeri 1 Panyabungan Selatan in 2008/2009 Academic Year". The result of her script was: the influence of student's achievement in mastering parts of speech to their skill informing sentences was sufficient.

For supporting that, it was proved by the hypothesis of this research that there was an influence between parts of speech mastery towards sentences mastery.

D. Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

On doing the test, there was the weakness of the time because the students had activities. Beside it, the time which was given to the students was not enough and the students did not do the test seriously.

In this research, there were so many problems, but the researcher attempted to do the best. So, some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

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

1. The ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidimpuan in mastery parts of speech was "good" by getting mean score were 7.75.
2. The ability of grade VIII students at MTs. Negeri 2 Pijorkoling Padangsidimpuan in mastery sentences was "good" by getting mean score were 7.18.
3. So, based on the result calculating was gotten the value of the correlation product moment r_{xy} between variable of parts of speech mastery and sentences mastery were 0.68. Next, the correlation level was done by locking r_{table} (rt) on taraf significant 5% was 0.344 on taraf significant 1% was 0.442. The hypothesis in this research was received namely $t_{count} > r_{table}$. So, the hypothesis of this research H_a was received and H_0 was rejected. It meant that there was an influence between parts of speech mastery and sentences mastery.

B. Suggestions

Having narrated her conclusions the researcher made her suggestions as follows:

1. The researcher on this occasion hoped that other researchers would conduct a research related to the topic of this study, further, especially to find out other influence on sentences mastery.
2. To the Leader of MTs. Negeri 2 Padangsidimpuan supported the English teachers to teach well.
3. The English teachers should been given a wide authority in the selection of teaching methodologies, teaching resources and materials.
4. To the students especially that were hoped to develop their ability in using parts of speech in a sentence.

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CURRICULUM VITAE

A. Identity

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Mother's name	: Dra. Erianis

B. Educational Background

1. Primary School : at SDN 112140 Rantauprapat (2001)
2. Junior High School : at MTs. Negeri Rantauprapat (2004)
3. Senior High School : at MAN Rantauprapat (2007)
4. Institute : at Educational English Department of Tarbiyah Faculty at STAIN Padangsidimpuan (2012)

APPENDIC III

TEST RESULT OF PARTS OF SPEECH MASTERY

No	Initial	Number of Items																				Total
		1	2	3	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AR	1	1	1	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	8
2	AD	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	0	1	1	7
3	AF	1	1	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	1	1	8
4	AG	0	0	0	0	0	1	1	0	1	0	1	1	0	0	0	1	0	0	1	1	8
5	AI	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	6
6	ARO	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	10
7	AS	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	7
8	AL	1	0	0	0	1	0	1	0	1	0	0	1	1	0	0	0	1	0	1	1	9
9	BM	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	6
10	DW	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	0	1	0	0	8
11	DA	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	1	0	0	9
12	EA	1	1	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	0	0	8
13	ES	1	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	0	0	1	9
14	IW	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	6
15	IS	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	7
16	JM	1	1	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	7
17	KA	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	7
18	MH	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	6
19	MS	0	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	1	7

20	N	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	0	7
21	NF	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	7
22	NL	0	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	8
23	NH	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	6
24	PM	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	9
25	P	0	0	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	1	0	0	9
26	RM	0	0	0	0	1	1	1	0	0	0	1	0	0	1	1	0	0	1	1	1	9
27	RS	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	1	0	1	0	0	6
28	SP	1	1	0	0	0	1	0	0	1	1	0	0	1	0	1	0	0	1	1	1	10
29	SS	0	0	0	1	1	1	0	0	1	1	0	0	0	1	0	1	0	0	1	1	7
30	SB	1	1	1	0	0	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	11
31	TM	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	6
32	YK	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	11
33	ZD	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	1	7
TOTAL																						256

APPENDIC IV

TEST RESULT OF SENTENCES MASTERY

No	Initial	Number of Items																				Total
		1	2	3	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AF	1	1	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	7
2	AD	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	6
3	AI	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1	7
4	AG	0	0	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	1	0	1	7
5	AI	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	0	7
6	AR	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	9
7	AS	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	0	1	7
8	AL	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	0	1	1	8
9	BM	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	6
10	DW	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	0	0	0	0	7
11	DA	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	7
12	EA	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	6
13	ES	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	8
14	IW	0	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	0	7
15	IS	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	8
16	JM	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	6
17	KA	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	6
18	MH	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0	1	0	1	7
19	MS	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	1	6
20	N	1	1	0	0	0	0	0	0	1	0	0	1	1	0	0	0	1	0	1	1	8

21	NF	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	0	0	0	0	7
22	NL	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	7
23	NH	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	6
24	PM	1	0	1	0	1	0	1	1	1	0	0	1	1	0	0	0	1	0	0	0	9
25	P	0	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	8
26	RM	0	0	0	0	1	1	1	0	0	1	0	1	0	0	1	0	1	1	0	0	8
27	RS	1	0	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	6
28	SP	1	1	0	0	0	0	0	0	1	1	0	0	1	0	1	0	0	1	0	1	8
29	SS	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	1	6
30	SB	1	1	1	0	0	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	11
31	TM	0	1	0	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	7
32	YK	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	9
33	ZD	0	1	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	6
TOTAL																						237

APPENDIC I

RESEARCH INSTRUMENT

Petunjuk Tes :

1. Bacalah soal dengan baik, kemudian jawablah soal terlebih dahulu yang anda anggap paling mudah.
2. Berilah tanda silang (X) pada jawaban yang anda anggap benar.
3. Jawablah soal sesuai dengan kemampuan anda dan jangan mencontoh jawaban orang lain.

A. Parts Of Speech

1. The child drinks … everyday.
   a. Fish
   b. Milk
   c. Rice
   d. Glass

2. I want to get 10 score English lesson.
   So, I must study ….
   a. Hard
   b. Hardly
   c. Slow
   d. Slowly

3. Yesrida has … pens.
   a. One
   b. Two
   c. Second
   d. First

4. She … many friends.
   a. Have
   b. Had
   c. Has
   d. Was

5. My mother buys some fruits in ….
   a. Office
   b. Supermarket
   c. Zoo
   d. Hospital

6. Naja drinks a cup of ….
   a. Tea
   b. Suger
   c. Money
   d. Ink

7. Azam : “When did you buy this book”.
   Lenni : “I bought this book … ”.
   a. Two days ago
   c. Two days letter

b. Today
d. Tomorrow

8. She … English well.
   a. Speak
   b. Spoke
   c. Speaks
   d. Spoken

9. She is … beautiful.
   a. Much
   b. Very
   c. Few
   d. A

10. Bintang : "…. did eat my apple on the table?"
    Diana : "I did"
    a. Who
    b. Where
    c. When
    d. What

11. I … to the theater yesterday.
    a. Walk
    b. Walkeded
    c. Walks
    d. Walked

12. Rini is a doctor.
    … patients are very much waiting her.
    a. My
    b. Her
    c. Mine
    d. Him

13. Cat sleeps on the ….
    a. TV
    b. Bathroom
    c. Chair
    d. Book

14. Elfi eats … fruits.
    a. Some
    b. A
    c. An
    d. One

15. I … a student.
    a. Is
    b. Do
    c. Are
    d. Am

16. The hand has … fingers.
    a. Two
    b. Three
    c. Five
    d. One

17. Nita goes to the school every day.
    Nita refers to …
    a. He
    c. It

b. She
d. You

18. … is a new hand phone.
    a. This
    c. These
    b. Those
    d. Here

19. Indra is a teacher.
    Erwin is his student.
    His refers to …
    a. Teacher
    c. Student
    b. Erwin
    d. Indra

20. Kiki reads … book.
    a. An
    c. Some
    b. Few
    d. A

B. Sentences

1. She - TV - Watched – Yesterday.
    a. Watched TV She yesterday.
    c. Yesterday watched TV She.
    b. She watched TV yesterday.
    d. TV watched She yesterday.

2. Very – son – is – his – handsome.
    a His son is very handsome.
    c. Very handsome is his son.
    b. Handsome is very his son.
    d. Is very his son handsome.

3. Writes – Bobi – a – letter.
    a. A letter writes Bobi
    c. Bobi a letter writes
    b. Writes Bobi a letter
    d. Bobi writes a letter

4. The – is – red – mine – book.
    a. The mine is red book.
    c. The red book is mine.
    b. The book is mine red.
    d. Book is the red mine.

5. Mariati – a – cruel – is – girl.
    a. Is girl cruel a Mariati.
    c. A cruel girl Mariati is.
    b. Mariati is a cruel girl.
    d. Girl is Mariati a cruel.

6. Student – is – her – Budi.
    a. Budi is her student.
    c. Is Budi student her.
    b. Student Budi is She.
    d. Budi her student is.

7. Rina – a – is – teacher.
   a. A teacher Rina is.
   b. Is teacher Rina is.
   c. Rina a teacher is.
   d. Rina is a teacher.

8. Nita – an – is – English teacher.
   a. English teacher is an Nita.
   b. An Nita is English teacher.
   c. Nita is an English teacher.
   d. Teacher English is an Nita.

9. Is – very – bad – the – boy.
   a. Is very bad the boy.
   b. The boy is very bad.
   c. Very bad is the boy.
   d. Bad very the boy is.

10. Tuti – my – cousin – is.
   a. Tuti is my cousin.
   b. Tuti my cousin is.
   c. My cousin Tuti is.
   d. Is cousin my Tuti.

11. I – my – and – teacher – is – Rudi – student – am – a.
   a. Am teacher I a and my student Rudi is.
   b. A teacher I am and Rudi is student my.
   c. I a teacher am Rudi my student is and.
   d. I am a teacher and Rudi is my student.

12. He – go – Jakarta – to – shall – or – Medan – he – shall – go – to.
   a. Medan he shall go to or Jakarta he shall go to.
   b. Go to Medan he shall or go to Jakarta he shall.
   c. He shall go to Meden or he shall go to Jakarta.
   d. Shall go he to Medan or go to Jakarta he shall.

13. Elfi – watches – the – house – the – and – Diana – cleans – clothes.
   a. House cleans the Elfi and clothes washes the Diana.
   b. Elfi cleans the house and Diana washes the clothes.
   c. The house Elfi cleans and the clothes Diana washes.
   d. Cleans the house Elfi and washes the clothes Diana.

14. Hurry – we – must – miss – bus – the – we – shall – or.
   a. We must hurry or we shall miss the bus.
   b. Hurry must we or shall we the bus miss.
   c. Must hurry we or the bus we shall miss.
   d. We must hurry or the bus we shall miss.

15. Hard – he – studied – failed – the – still – exams – but – he.
   a. He studied hard but failed the exams he still.
   b. He hard studied but he still failed the exams.

c. Hard he studied but still the exams failed he.
d. He studied hard but he still filed the exams.

16. Magazine – father – reads – cooks – mother – and – fish.
    a. Father read magazine and mother cooks fish.
    b. Magazine father reads and mother cooks fish.
    c. Father reads magazine and mother cooks fish.
    d. Reads magazine father and fish cooks mother.

17. TV – watch – I – my – cooks – rice – sister – and.
    a. I watch TV and sister my cooks rice.
    b. I watch TV and my sister cooks rice.
    c. TV I watch and sister my cooks rice.
    d. Watch TV I and sister cooks my rice.

18. Study – hard – she – must – she – shall – the – exam – fail – or.
    a. She must study hard or she shall fail the exam.
    b. Must study hard she or she fail shall the exam.
    c. She hard study must or she the exam shall fail.
    d. She must study hard or she the fail shall exam.

19. I – clothes – buy – books – or – I – buy.
    a. I buy books or buy I clothes.
    b. Books I buy or I buy clothes.
    c. Buy I books or buy I clothes.
    d. I buy books or I buy clothes.

20. Rizki – Beautiful – is – my – best – friend – and – very – she – is.
    a. Rizki friend my is and she is beautiful very.
    b.Rizki is friend my and she very beautiful is.
    c. Rizki is my friend and she is very beautiful.
    d. My friend Rizki is and she is very beautiful.

APPENDIC II

THE KEY OF THE TESTS

A. Parts of Speech

1. B	11. D
2. A	12. B
3. B	13. C
4. C	14. A
5. B	15. D
6. A	16. C
7. A	17. B
8. C	18. A
9. B	19. D
10. A	20. D

B. Sentences

1. B	11. D
2. A	12. C
3. D	13. B
4. C	14. A
5. B	15. D
6. A	16. C
7. D	17. B
8. C	18. A
9. B	19. D
10. A	20. C

APPENDIC V

TEST RESULT OF PARTS OF SPEECH MASTERY AND SENTENCES MASTERY

NO	INITIAL	PARTS OF SPEECH MASTERY	SENTENCES MASTERY
1	AR	8	7
2	AD	7	6
3	AF	8	7
4	AG	8	7
5	AI	6	7
6	ARO	10	9
7	AS	7	7
8	AL	9	8
9	BM	6	6
10	DW	8	7
11	DA	9	7
12	EA	8	6
13	ES	9	8
14	IW	6	7
15	IS	7	8
16	JM	7	6
17	KA	7	6

18	MH	6	7
19	MS	7	6
20	N	7	8
21	NF	7	7
22	NL	8	7
23	NH	6	6
24	PM	9	9
25	P	9	8
26	RM	9	8
27	RS	6	6
28	SP	10	8
29	SS	7	6
30	SB	11	11
31	TM	6	7
32	YK	11	9
33	ZD	7	6
TOTAL		256	237

APPENDIC VI

Variable X

Parts of Speech Mastery

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

6	6	6	6	6	6
6	7	7	7	7	7
7	7	7	7	7	8
8	8	8	8	8	9
9	9	9	9	9	10
10	11	11			

2. High score = 11
3. Low score = 6
4. Range = high score – low score = 11 – 6 = 5
5. The total of classes (BK) = 1 + 3,3 log n
   = 1 + 3,3 log (33)
   = 1 + 3,3 (1,518)
   = 1 + 5,0094
   = 6,0094
   = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{5}{6} = 0{,}8 = 1$$

7. Mean Score (x) $= \frac{\sum fixi}{fi}$

Interval	Fi	Fixi
6	7	42
7	10	70
8	6	48
9	6	54
10	2	20
11	2	22
i = 1	**33**	**256**

$$x = \frac{\sum fixi}{fi} = \frac{256}{33}$$

$$= 7{,}75$$

8. Median

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

$$\frac{1}{2}n = \frac{1}{2}33 = 16{,}5$$

b $= \frac{6+7}{2} = 6{,}5$

p $= 1$

F $= 7$

f $= 10$

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

$= 6{,}5 + 1\left(\frac{16{,}5 - 7}{10}\right)$

$= 6{,}5 + 1\left(\frac{9{,}5}{10}\right)$

Me $= 6{,}5 + 1\ (0{,}95)$

$= 6{,}5 + 0{,}95$

$= 7{,}45$

APPENDIC VII

Variable Y

Sentences Mastery

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

6	6	6	6	6	6
6	6	6	6	7	7
7	7	7	7	7	7
7	7	7	7	8	8
8	8	8	8	8	9
9	9	10			

2. High score = 10
3. Low score = 6
4. Range = high score – low score = 10 – 6 = 4
5. The total of classes (BK) $= 1 + 3{,}3 \log n$

$= 1 + 3{,}3 \log (33)$

$= 1 + 3{,}3 (1{,}518)$

$= 1 + 5{,}0094$

$= 6{,}049 = 6$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{4}{6} = 0{,}6 = 1$$

7. Mean Score (x) $= \frac{\sum fiyi}{fi}$

Interval	Fi	Fiyi
6	10	60
7	12	84
8	7	56
9	3	27
10	1	10
11	-	-
i = 1	**33**	**237**

$$y = \frac{\sum fiyi}{\sum fi} = \frac{237}{33}$$

$$= 7{,}18$$

8. Median

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

$$\frac{1}{2}n = \frac{1}{2}33 = 16{,}5$$

b $= \frac{6+7}{2} = 6{,}5$

p $= 1$

F $= 10$

f $= 12$

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

$= 6{,}5 + 1\left(\frac{16{,}5 - 10}{12}\right)$

$= 6{,}5 + 1\left(\frac{6{,}5}{12}\right)$

$= 6{,}5 + \left(\frac{6{,}5}{12}\right)$

$= 6{,}5 + 0{,}54$

$= 7{,}04$

APPENDIC VIII

Table

Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	96	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181

15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105
20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,433	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372			
23	0,413	0,526	48	0,284	0,368	900	0,065	0,086
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081

APPENDIC IX

TABLE

NILAI "T" UNTUK TARAF SIGNIFIKAN 5% DAN 1 %

df/db	5%	1%	df/db	5%	1%
1	12,71	63,66	24	2,06	2,80
2	4,30	9,92	25	2,06	2,79
3	3,18	5,84	26	2,06	2,78
4	2,78	4,60	27	2,05	2,77
5	2,75	4,03	28	2,05	2,76
6	2,45	3,71	29	2,04	2,76
7	2,36	3,50	30	2,04	2,75
8	2,31	3,36	35	2,03	2,72
9	2,26	3,25	40	2,02	2,72
10	2,23	3,17	45	2,02	2,69
11	2,20	3,11	50	2,01	2,68
12	2,18	3,06	60	2,00	2,65
13	2,16	3,01	70	2,00	2,65
14	2,14	2,98	80	1,99	2,64
15	2,13	2,95	90	1,99	2,63

16	2,12	2,92	100	1,98	2,63
17	2,11	2,90	125	1,98	2,62
18	2,10	2,88	150	1,98	2,61
19	2,09	2,86	200	1,97	2,60
20	2,09	2,84	300	1,97	2,59
21	2,08	2,83	400	1,97	2,59
22	2,07	2,82	500	1,96	2,59
23	2,07	2,81	1000	196	2,58

APPENDIC X

THE EACH OF SCORES PARTS OF SPEECH MASTERY

AND SENTENCES MASTERY

No.	X	Y	X^2	Y^2	X.Y
1.	8	7	64	49	56
2.	7	6	49	36	42
3.	8	7	64	49	56
4.	8	7	64	49	56
5.	6	7	36	49	42
6.	10	9	100	81	90
7.	7	7	49	49	49
8.	9	8	81	64	72
9.	6	6	36	36	36
10.	8	7	64	49	56
11.	9	7	81	49	63
12.	8	6	64	36	48
13.	9	8	81	64	72
14.	6	7	36	49	42
15.	7	8	49	64	56
16.	7	6	49	36	42
17.	7	6	49	36	42
18.	6	7	36	49	42

19.	7	6	49	36	42
20.	7	8	49	64	56
21.	7	7	49	49	49
22.	8	7	64	47	56
23.	6	6	36	36	36
24.	9	9	81	81	81
25.	9	8	81	64	72
26.	9	8	81	64	72
27.	6	6	36	36	36
28.	10	8	100	64	80
29.	7	6	49	36	42
36.	11	11	121	121	121
31.	6	7	36	49	42
32.	11	9	121	81	99
33.	7	6	49	36	42
Total	$\sum X = 256$	$\sum Y = 237$	$\sum X^2 = 2054$	$\sum Y^2 = 1779$	$\sum X.Y = 1888$

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or : Sti. 14/UBS/P 21 /2011
: Pengesahan Judul Skripsi

Padangsidimpuan, 12 Maret 2011
Kepada Yth;
Bapak/Ibu: 1.Drs.Fitriadi Lubis,M.Pd
2.Zainuddin,S.S,M.Hum

di-
Padangsidimpuan

Assalamu'alaikum Wr.wb.
Dengan hormat,disampaikan kepada bapak/ibu

Nama	:	FITRI PUADI RAMBE
Nim	:	07.340.008
Jur/Prodi	:	TARBIYAH / TBI-1
Sem/ Thn Akademik	:	VIII(Delapan) 2010/2011
Judul Skripsi	:	THE INFLUENCE OF PARTS OF SPEECH MASTERY TOWARDS SENTENCE MASTERY AT MTs NEGERI 2 PAL IV PIJORKOLING PADANGSIDIMPUAN

Berdasarkan Musyawarah Jurusan Tarbiyah, judul tersebut dapat diterima sebagai judul skripsi, untuk itu diharapkan kepada Bapak / Ibu Pembimbing mahasiswa tersebut dalam penulisan proposal dan sekaligus penyempurnaan judul bila diperlukan.

Demikian disampaikan dan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

FITRIADI LUBIS,M.Pd

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

ZAINUDDIN,S.S.,M.Hum

KEMENTERIAN AGAMA
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Padangsidimpuan, 6 Pebruari 2012

Nomor :Sti.14/II.B4/PP.00.9/222/2012
Lamp. : -
Hal : ***Mohon Bantuan Informasi***
Penyelesaian Skripsi.

Kepada Yth,
Kepala M.Ts. Negeri 2 Pal IV Pijorkoling
Padangsidimpuan
di-
Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Fitri Puadi Rambe
Nomor Induk Mahasiswa	: 07. 340 008
Jurusan/prog.Studi	: Tarbiyah/TBI
Alamat	: Perumahan Indah Lestari Jl. Abu Khurairah No 52 A

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Influence Of Parts Of Speech Mastery Towards Sentence Mastery At M.Ts Negeri 2 Pal IV Pijorkoling Padangsidimpuan".**

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

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

a.n. Ketua
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004

Tembusan :
Bina Skripsi

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2
Jalan H. T. Rizal Nurdin KM. 6,5 Gg. Pendidikan
PADANGSIDIMPUAN

Nomor : MTs.02.20/PP.00.9/084 /2012 Padangsidimpuan, 5 April 2012
Lamp : -
Hal : **Penelitian Pendidikan**

Kepada :
Yth. Ketua Sekolah Tinggi Agama Islam Negeri
(STAIN) Padangsidimpuan
di –
Padangsidimpuan

Dengan Hormat,

Menindak lanjuti Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan Nomor. Sti. 14/B.2/PP.00.9/57/2012 tanggal 6 Februari 2012 perihal seperti di pokok surat, bersama ini kami beritahukan kepada Bapak Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan bahwa :

Nama	: Fitri Puadi Rambe
NIM	: 07.340 008
Jurusan/Program Studi	: Tarbiyah / TBI
Alamat	: Perumnas Indah Lestari Jl. Abu Khurairah No 52 A

Telah selesai melaksanakan Penelitian yang dilaksanakan tanggal 28 Februari 2012 sampai dengan 28 Maret 2012 di Madrasah Tsanawiyah Negeri 2 Padangsidimpuan yang berjudul :

" The Influence of Parts of Speech Mastery towards Sentences Mastery at Mts. Negeri 2 Pal IV Pijorkoling Padangsidimpuan "

Demikian diberitahukan, atas perhatiannya diucapkan terima kasih.

Kepala

KEMENTERIAN AGAMA MTsN MADRASAH TSANAWIYAH NEGERI 2 PADANGSIDIMPUAN

Drs. H.M.Basyri Nst
NIP. 195910091986031005