



**THE STUDENTS' ABILITY IN IDENTIFYING
PART OF SPEECH AT GRADE XI MAS SYAIBUDDIN
MUSTAFA NAULI KEC. HULU SIHAPAS KAB. PADANG
LAWAS UTARA**

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan
Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for Degree of Education (S.Pd) in English Department

Written By

YULI RASMITA
Reg. No. 18 203 00082

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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2023**

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidimpuan, February 2023
a.n. **Yuli Rasmita**
To: **Dean**
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Assalamu'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yuli Rasmita** entitled “**The Students’ Ability in Identifying Part of Speech at Grade XI MAS Syahbuddin Mustafa Nauli Desa Aek Nauli Kec, Hulu Sihapas Kab, Padang Lawas Utara**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikumwarohmatullahwabarakatuh

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DECLARATION LETTER OF SELF THESIS COMPLETION

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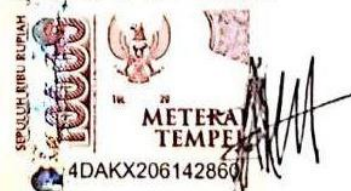
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Sihapas Kab, Padang Lawas Utara

ABSTRACT

This research focus on ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli. The research formulates the problem on specific question as follow "how is the ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli",

In this research there are five part of speech that has been discussed; they are noun, pronoun, verb, adjective and adverb. Then the objective in this research is "to describe the ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli".

The research methodology of this research is quantitative research. The object of this research is grade XI MAS Syahbuddin Mustafa Nauli which consist 58 as a sample. There was instrument in collecting data, the test 50 items and the time allocate for the test is 90 minutes. The researcher took all of the population as sample. Then the researcher analyzed the data, use mean score to find out ability of the students and researcher use Z formula to found the hypothesis testing and know whether the hypothesis is accepted or rejected.

After calculating the data the researcher found that the ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli was poor category become means score is 56. Then, from the hypothesis testing the researcher found that the hypothesis is accepted. It can be proved from $Z_{count} = 0.35 > Z_{table} = 0.3264$ by level significant 60%. Therefore, the ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli are poor category.

Keywords : Ability, Identifying, Part of Speech,

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ABSTRAK

Penelitian terfokus pada kemampuan siswa dalam mengidentifikasi parts of speech di kelas XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara. Penelitian ini merumuskan masalah pada pertanyaan khusus sebagai berikut “bagaimana kemampuan siswa dalam mengidentifikasi parts of speech at grade XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara”.

Dalam penelitian ini ada lima part of speech yang dibahas : mereka adalah kata benda, kata ganti, kata kerja, kata sifat dan kata keterangan. Desain penelitian ini adalah teks deskriptif. Maka tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengidentifikasi parts of speech at grade XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara

Penelitian ini menggunakan metode kuantitatif. Subjek penelitian ini adalah siswa kelas XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara yang berjumlah 58 orang sebagai sampel. Ada instrument dalam mengumpulkan data, test 50 items dan alokasi waktu untuk test adalah 90 menit. Penelitian ini mengambil semua populasi sebagai sampel. Kemudian peneliti menganalisis data, menggunakan skor rata-rata untuk mengetahui kemampuan siswa dan peneliti menggunakan rumus Z untuk menemukan apakah hipotesis diterima atau tidak.

Setelah menghitung data peneliti menemukan bahwa kemampuan siswa dalam mengidentifikasi parts of speech at grade XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara rata-rata skor 56 dan termasuk kategori rendah. Kemudian, dari pengujian hipotesis peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dari $Z_{hitung} = 0.35$ $Z_{tabel} = 0.03264$ dengan taraf nyata 60%. Dengan demikian kemampuan siswa dalam mengidentifikasi parts of speech at grade XI MAS Syahbuddin Mustafa Nauli kec. Hulu Sihapas Kab. Padang Lawas Utara termasuk kategori rendah.

Kata Kunci : kemampuan, mengidentifikasi, part of speech

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillahirrahmanirrahim

Firstly I would like to deliver my great thanks to the almighty Allah for bless and kindness so I can complete my research in order to fulfill the requirement of bachelor's degree in English Education. Then, sholawat and salam always be delivered to the prophet Muhammad SAW who has brought human from the darkness era into the brightness era.

I also want to express the sincere gratitude to all of individual who has given the contribution for me. Therefore, in this chance I would like to express the deepest gratitude to the following people :

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Nothing in the world is perfect; I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to level up this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, December 2022

Researcher

Yuli Rasmita
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Since communication is impossible without language, learning language is crucial. Language is a method of communication that can be used to develop social connections and spread knowledge. To communicate, everyone needs a tool. English is a universally recognized language that is spoken by many people worldwide. English is a crucial subject that students in Indonesia study. Up through the university level, it is taught in schools.

Four language abilities listening, speaking, reading, and writing must be mastered by students when studying the English language. Consists of two basic kinds of language behavior reading and listening that are divided into four major aspects. Speaking and writing are the two modes that make up productive competence, along with the use of non-verbal cues and signs. In turn, there are two more methods to organize the four categories of competency: as written competence and as oral competence (listening and speaking) (reading and writing).¹ Writing and reading are significant as means of acquiring all knowledge in the educational process, particularly in the classroom.

¹Nirmala Sari, *An Intruction to Linguistics* (Jakarta: debdikbud, 1998), p.11

Furthermore, it's critical for students to be fluent in English so they can communicate with people and learn how to structure sentences and use language in conversations. Many people around the world use English for social dating across a few different countries. Among the many countries that made use of English to link together a huge number of Americans is Indonesia. Then, up to university, the Indonesian government makes English a subject in every faculty. A smart technique to ensure that they contain the competence in every skill is to study a variety of English-language themes. English is spoken as a second or foreign language in some nations and as the native tongue in others. Students who study English at school are expected to comprehend its grammar and vocabulary in order to advance their proficiency in foreign languages. Word, structure, and grammatical vocabularies, among other things, are components of language that people usually experience and must master.

One of the key factors that affects the final result of writing is grammar. Grammar is significant for this reason as well as the fact that it is the system of language and the set of rules that allow us to talk about language. Grammar is only one of several challenges that the majority of Indonesian students encounter when studying English. To discuss sentence construction, one must first comprehend grammar. People learning a language should pay attention to the grammar since it will improve their performance in speaking, reading, and listening as well as in writing. It is obvious that grammar is a component of

language and that, in addition to unity, coherence, and mechanics, grammar is a crucial facet of written language.

The one skill that the students must grasp is vocabulary. Because vocabulary is a crucial part of studying other languages, English students who have learned vocabulary are expected to be able to convey their ideas, opinions, and thoughts both verbally and in writing. One of the linguistic abilities that is crucial to master is writing. The process of writing as well as the final output are impacted by a number of factors, including vocabulary, grammar, organization, spelling, and punctuation. They are capable of using proper language, spelling, punctuation, and diction. Writing text is essential to learning the English language for the reasons mentioned above. As a result, students who increase their vocabulary will succeed in all four language skills speaking, writing, reading and listening.

Therefore, the lecturer always makes students very interesting to learn English. And then, as a lecturer should be able to make the students want to study, as many students who lack of respect when teaching and learning process. During teaching and learning process, there will be time when the lecturer does not get response from the students at all, though the fact the students know and have willingness to give response. Therefore, this is the time for lecturer's role in action.

The four fundamental English skills listening, speaking, reading, and writing—must be mastered by all students. Since they are interconnected talents, it is impossible to separate them. The fact that many students struggle with communicating or imparting knowledge to a reader or audience of readers in written form demonstrates the reality of the topic under consideration.

A fundamental grasp of parts of speech is necessary while learning a language. They are present in both structure and grammar. A word's meaning and how it is employed in a sentence determine a word's part of speech.²It implies that every word in the English language may be classified into at least one of the just eight parts of speech. It is often referred to as one of the fundamental components of sentence construction. In a sentence, there are 8 parts of speech, each having a distinct function. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections are all examples of parts of speech. A sentence cannot be constructed or finished without the use of these components of speech.

According to Carrel, the eight different categories of nouns, adjectives, pronouns, verbs, adverbs, prepositions, conjunctions, and interjections make up the eight different components of speech. The eight fundamental sorts of words are nouns, adjectives, pronouns, verbs, prepositions, conjunctions, interjections, and adverbs, which may all be thought of as parts of speech.

²Joice Armstrong Carrel, *Writing and Grammar*, (New Jersey: prentice Hall, 2001), p.366

According to Carrel “Part of speech is the meaning of a word and the way it is used in a sentence”.³ Part is a component of something such as an object, activity, or period of time, or part is a function or course of action performed. Speech is the expression of or the ability of a person to express thought and feelings by articulating sounds and formal talk given to an audience.

It takes more than memorizing a bunch of rules and expanding your vocabulary to learn a language. Teaching kids about language should not be the focus of the teacher's efforts, he said that the eighth grade students still lack in understanding and using the part of speech. So the students in grade XI can be said to be proficient or able to use part of speech. But after the researcher observed at the school and asked the teacher, he said that the eighth grade students still lack in understanding and using the part of speech.

The researcher also asked some of the students in grade XI about the part of speech they really lack in understanding the part of speech. This is because there are obstacles in the teaching and learning process such as the lack of students who are still lost in vocabulary and the lack of asking students to learn English, especially part of speech.

The word's function in meaning and grammatical structure inside sentences can be determined by its part of speech. When employed in different

³Joice Armstrong Carrel, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001), p.366

contexts, a single word can serve as many parts of speech. One of the eight categories of English words that make up a part of speech is a verb, pronoun, adverb, adjective, noun, preposition, conjunction, or interjection.

Vocabulary is one aspect needed to be mastered by the students. By studying vocabularies, English collage students are predicted so as to specific their opinion, idea and concept written and orally, because vocabulary is an crucial issues in gaining knowledge of overseas language so that's why they have to be mastery vocabulary. Further, vocabulary is spilt into eights; particularly a part of speech they are nouns, pronoun, verbs, adjective, adverbs, preposition, conjunction, and interjection. The students who learned part of speech is still low. Its trouble make the students are not able to master some other skill.

When they get difficulties to identify part of speech. So, it makes the researcher interested to research this problem. Which the title: The Students` Ability in Identifying Part of Speech at Grade XI MAS Syhabuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara.

Based on the explanation above, the researcher wanted to make a research about "The Ability of the Students in Identifying Part of Speech at grade XI MAS Syhabuddin Mustafa Nauli

B. The Identification of the Problem

Based on the aforementioned context, the researcher determined that pupils have difficulties distinguishing parts of speech since their vocabulary is limited and their competence is still poor. Particularly: nouns, pronouns, verbs, adjectives, and adverbs.

The students also find it challenging to learn English because they are unwilling to put in the effort to learn and are too lazy to ask their teachers for explanations, which makes them passive learners.

C. The Limitation of the Problem

There are various issues that students face when learning English, as was noted in the identification of the problem above, but the issues that will be examined in this study are concentrated on the 5 (five) parts of speech, which are as follows: Nouns, pronouns, verbs, adjectives and adverbs

D. The Formulation of the Problem

From the above explanation, the research formulated the problems on the question: “How is the ability of the students in identifying part of speech at Grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara?”

E. The Purpose of the Research

The purpose of the problem in the research is “To describe the ability of the students` in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara.

F. The Significances of the Research

This study's importance is anticipated to help teachers teach parts of speech more effectively. Additionally, it is anticipated that it will help students' knowledge of part of speech.

1. The result of this study is useful for English teachers at senior high school level to get information about the ability of the students in identifying part of speech
2. It can be improved the ability of the students in learning English, especially in learning part of speech.
3. To encourage the rule of system in teaching and learning in MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara

G. The definition of the key terms

There are some terms that used in this research, they are:

1. Ability

Ability is the capacity or aptitude required for a task or the fact that a person is capable of doing a physical or mental task. or the ability to accomplish something competently, whether via innate talent or learned expertise. Ability is demonstrated when a person can track their learning and provide tangible proof of their advancement.

2. Identifying

In the definition of Identifying is show or proved who or what they are⁴.The writer means how the student`s knowing and using part of speech. Recognize them, be able to describe who or what they are, or feel as though you can relate to and empathize with their sentiments.

3. Part of speech

The words used to define a part of speech must be combined in the right sequence to fulfill its intended grammatical purpose. It indicates that the words combine to form the proper sequence according to English grammar.

So, the students' ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapa Kab. Padang Lawas Utara, means to know the students' ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara. And to know the problems on the question: "How is the ability of the students in identifying part of speech at Grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara"?

⁴Horby (2000)

H. Outline of the Thesis

The outline of the script include into five chapters, they were: The first chapter consists of; background of the problem, focus of problem, formulation of the problem, aim of the research, significance of the research, definition of the key term and outline of the thesis.

The second chapter consists of; the theoretical description`s involve: definition of students ability, kinds of ability, parts of speech, the kind of part of speech, the using of parts of speech, and related finding, the hypothesis

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

The fourth chapters consist of the result of the research. The result of the research consisted of the description of the data. The result of the research talking is about the analysis of data. This chapter consist of description of data and the discussion result of the research.

The fifth chapter is consist of the conclusion and suggestion. The conclusion include the result of the research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Theory

1. Students` Ability

Definition of students' ability, it comes from two words that have meaning each words. It was study by Hornby statement that said students ability comes from two words: students and ability, student's is a person usually over the age of 16, who studying at a university or collage. Person who observes or has a particular interest of something.

According to the description given above, the study comes to the conclusion that a student is any individual who attends elementary school, junior high school, senior high school, or university while learning. Following a course of study, like in school, is sometimes referred to as being a student.

Meanwhile the definition of Ability is a power, quality, or talent of a person to achieve or to do something, Hornby explained the ability is:

- 1) Capacity of power (to do something physical or mental)
- 2) Intelligence
- 3) Mental power talent.⁵

⁵ A.S Hornby, *Oxford advance learner`s Dictionary*, six edition (New York: Oxford University Press, 1995), p. 1187

So, students' ability is a power, quality or talent of a person to achieve or to do something. Ability means also skill to perform certain action both physical and mental both before and after receiving training.

2. Kinds of Ability

Ability is the capacity or expertise needed to carry out a physical or mental task. Then, there are two categories of skills the first is mental aptitude, and the second is athletic prowess.

According to Suryabrata, the ability has three kinds they are:

1) Perceptual ability

Perceptual ability is the capacity to maintain perception or observation while taking into account elements such as sensory sensitivity, attention span, and perception speed, among others.

2) Psychomotor ability

Strength, movement speed, precision, flexibility, and other components of psychomotor ability are among them.

3) Intellectual ability

Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors including: memory, recognition, evaluation, thinking, and so on.⁶

⁶Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2004), p. 163

Based on the explanation above, the researcher concludes that the ability in this research used intellectual ability, because to identifying part of speech, the students at XI grade MAS Syahbuddin Mustafa Nauli must be using mental activities- thinking, memories, study and also use their intelligence to identifying part of speech

3. Definition of Part of Speech

Part is a component of something such as an object, activity, or period of time, which combined with others component makes up the whole. In other words part is some but not all of a thing, of is used to say what consist of contains. Or part is a function or course of action performed.

Speech is the expression of or the ability of a person to express thoughts and feelings by articulating sounds and formal talk given to the audience.⁷ So, with the statement above, the writer means that parts of speech is one of the words category that is a word is assigned in accordance with its syntactic functions in English. And part of speech defines the meaning of word to know what the sentence is. As Carrel states: parts of speech is the meaning of a word and the way it is used in a sentence”.⁸It implies that every word in the English language may be classified into at least one of the just eight parts of speech. It is regarded

⁷AS Hornby. *Oxford Advance Learner`s Dictionary Of Current English* (USA: Oxford University press,1987) p. 2

⁸Joice Armstrong Carell, *Writing and Grammar*, (New Jersey: Prentice Hall,2001),p.366

as the fundamental element and a relatively modest unit of sentence construction. In other words, it is possible to say that the eight fundamental types of words are the parts of speech: noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection.

Part of speech makes the correct order based on the English grammar and the function of each word. It is also states by Rangkuti said “parts of speech in made up of a combination of words in the correct order and function according to English grammar”.⁹ “part of speech is the sentence may be further divided according to the function each word has in the subject-predicate relationship”.¹⁰This indicates that the subject and predicate of a sentence are integrated. The combination of these sentences is always referred to as the parts of speech, with the subject consisting of a noun, a pronoun, and the predicate consisting of an adjective and a verb. Therefore, the section of the speech explains how a word combination might have both functional and meaning.

4. Kinds of parts of speech

There are 8 kinds of part of speech they are: noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection.

This research is focuses on 5 part of speech, they are: noun, pronoun, adverb, verb, and adjective.

⁹ Sofia Rangkuti, *English language structure*, (Jakarta:djambatan,2000) p.1

a. Noun

Noun is one of the most crucial components of communication is the noun. The way it is arranged in relation to the verb forms the foundation of each full phrase. A noun is a term that is used to describe everything that a person knows about, has, can see, hear, taste, or feel. Words for persons, objects, things that someone knows exist but cannot touch, and words for ideas or mental qualities of mind is defined as a nouns¹¹. Sharon Sherenson explained noun is the name of a person, place, or thing¹². Then Groffey and Rodney said noun is ta grammatically distinct category of words which includes those denoting all kind of physical objects, such as persons, animals, and animate objects¹³.

Example of noun:

Noun for person: Ahmad, Muhammad, Hasan, Khadijah,
Aminah

Noun for place: Mosque, School

Noun for things: Table, chair, window

Noun for ideas: Ideology, phenomenon.

¹¹ Jean Yates, *Practice Makes Perfect: English Vocabulary for Beginning ESL Learners*, (United States Amerika: Mc Grow Hill Caompanies, 2006), p.1.

¹² Sharon Shorenson, *Webster's New World Students Writing Handbook* (USA: Wiley Publishing, 2010), p. 404.

¹³ Groffey K. Pullum and Rodney Huddelstone, *A Students: Introduction English Grammar* (Cambridge: University Press, 2007), p. 83.

There are kinds of noun some of them are:

1) Common noun

Wren & Martin said, a common noun is a name given in common to every person or thing of the same class or kind.¹⁴

So, common nouns act as the opposite for proper nouns. Common nouns are names you don't bear or share alone. Other person or things can also be addressed with that name. Example is "boy". Even though someone is a boy, the word "boy" can be used for other boys also. The same ways for the word "girl", the name is not for her alone, other girls can use the name anytime and any day.

2) Proper noun is a noun that names a particular person, place, organization, or thing. Proper nouns begin with a capital letter.

Example:

- a) Personal name: Mr. *John*, Mrs. *Melly*
- b) Name of geographic unit such as countries, cities, rivers: *Holland*, *Jakarta*, *Paris*.
- c) Name of nationalities and religion: *Islamic*
- d) Name of times units: *Saturday*, *Monday*.

¹⁴ Wren & Martin, *High School English Grammar & Composition* (hundred and twenty seventh edition, 1990)

So, proper noun signify people, places, and things, the proper however is a type of noun that especially names noun and beginner with capital letter in writing.

- 3) Concrete noun is the name of a thing that can be touched or seen. According to Murthy, a concrete noun also is a word for a physical object that can be perceived by sense, it can see, touch, smell the object.

Example:

- a) My favorite food is pizza
- b) I have new bag
- c) The woman is my aunt

Therefore, tangible nouns are noun kinds that can be perceived via each of our five senses: sight, taste, smell, hearing, and touch.

- 4) Collective noun is the name of collection of thing or person. Example:
class, team, block, couple, family and nation
- 5) Abstract noun is the name of a quality, action or state considered apart from the object to which it belongs.¹⁵

¹⁵ Wren & Martin, *High School English Grammar & Composition* (hundred and twenty seventh edition, 1990), p. 6

Example: idea, honesty, love, imagination, goodness and kindness.

According to Frank, an abstract noun is a word for a concept-it is an idea that exists in our minds only (beauty, justice).¹⁶

- 6) Countable noun is the name of a thing that can be counted or divided into singular or plural.

Example:

- a) There is a pen on the table
- b) There are books in my bag
- c) There is a girl in the classroom

- 7) Uncountable nouns are always singular and are not used with a/ an. These nouns are often preceded by some, any, no, a little etc. Uncountable noun is the name of thing that cannot be counted or divided into singular and plural.¹⁷ Example: milk, rice, ice, meat, gold and butter.

Example:

- a) My brother is drinking of tea
- b) My mother is cooking rice in the kitchen
- c) Oxygen is very important for human

- 8) Singular noun

¹⁶Marcella Frank, *Modern English A Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p.6

¹⁷Jayanthi Dakshina Murty, *Contemporary English Grammar*, (New Delhi: Book Place 2003)

Singular noun mean noun which denotes one person thing is known as singular number.

Example: boy, girl, pen, song, students, cat, house, a computer, a phone, a baby.

9) Plural noun

Plural noun is a noun which denotes more than one person or thing is known as plural number. For the most nouns, “-s” is added to the end of the sentences to create the plural noun form. When the word ends in “-y”, the “-y” is dropped and “-ies” is added to the end of the word to create the plural form.

Example: boys, girls, pens, songs, students, cats, houses, computers, babies.

Therefore, the researchers get to the conclusion that a countable noun is the name of an object that can be numbered or split into single and plural. The names of objects that cannot be numbered or split into single and plural forms are known as uncountable nouns.

b. Pronouns

Pronouns is a word is used for three persons is known a pronoun. Example: I, we, she, he, it, they. Pronoun are divided in to eleven kinds, they are:

1. Personal pronoun is used for three person is known as personal pronoun. First person, (I, we), second person (you) third person (he, she, it and they)

Example:

- a) *They* cooked chicken at yesterday`s party
 - b) *I* love to play with my new pets
 - c) *She* went to school without having breakfast
 - d) Does *he* go to the gym for a workout daily or not?
 - e) Kids like to enjoy themselves with *him* so much
 - f) *It* is not *your* responsibility
 - g) Don`t *you* understand my words?
 - h) *We* bathe every day, even in the winters
 - i) *He* is going to Japan for higher studies
 - j) *His* father is not a lawyer
2. Reflexive pronoun is used with self or selves to reflect the action of the very on the subject is known as a reflexive pronoun. Myself, yourself, yourselves, ourselves, himself, herself, itself, and themselves. Emphatic pronoun is used for the sake of emphasis is known as emphatic pronoun. Example: myself, yourself, yourselves, ourselves, himself, herself, itself and themselves,

Example:

- a) She cut down her hair *herself* yesterday
- b) They arrange the entire facilities *themselves*
- c) The cat crosses the road *itself*
- d) I've told *myself* to stay away from these bad habits
- e) We can celebrate here *ourselves* without any disturbances
- f) He is going to drive this car *himself* today to go school
- g) Do not cut *yourself* with the knife you hold in your hands
- h) When the opportunity presented *itself*, he grabbed it
- i) You are so young to do *yourself*
- j) My family saves money by painting the walls *ourselves*
- k) Uncle John *himself* prepares his meals

3. Demonstrative pronoun is used to point out the person or thing we talk about is known as a demonstrative pronoun. Example: this, that, these, those. (*these* are my teacher`s books)

Example:

- a) *This* pen has a beautiful writing experience
- b) He wants *those* skating shoes for practice
- c) I'm so grateful for all *that* you've done
- d) I don't want to sleep with *these* people

4. Indefinite pronoun is used to talk about a person or thing indefinitely is known as indefinite pronoun. One, something, none, somebody, everybody, anyone, nobody, all, one other, anything, nothing, few, both, everyone, some, many, several, everything, other, any, no other and no, (one has to be careful about ones' not his' health)

Example:

- a) *Someone* believed in the immortality of the soul
- b) *Many* people say well. But they believe they are ill
- c) I became aware that *someone* was watching me
- d) Money is important, but it is not *everything*
- e) Knowing *everything* is the same as knowing nothing.
- f) It's better to have a little than *none* at all
- g) *Many* a person says well but believes ill

h) The story has gone viral, and *everyone* is aware of it

5. Interrogative pronoun is used to make a question is known as an interrogative pronoun.

Example: who, whose, which, whom and what. (who: it is used only for person in subjective case. Ex: who was the first Prima minister of India)

6. Distributive pronoun is used talk about each and every person separately is known as a distributive pronoun.

Example: each, either, none, both, everyone, every, any, one, everybody, and everything. (Each of us has a book)

7. Reciprocal pronoun is used to talk about mutual relationship is known as a reciprocal pronoun.

Example: each other, one another. (the two sister loved each other)

8. Relative pronoun is used combine or related sentences or clause together is known as a relative pronoun.

Example: who, which, as, what, but, whose, and that

9. Relative compound pronoun is compounded with the word ever is known as a relative compound pronoun.

Example: whoever, whenever, whichever, whatever and however,

10. Possessive pronoun is used to express possession or ownership is a known as a possessive pronoun. Example: mine, his, theirs, ours, yours, hers, and its.

Example:

- a) He was a frequent visitor to *her* home
- b) That's bread of *yours* needs to be shaved
- c) Money is a wise creature that's knows its way around
- d) Their house is right next to *ours*
- e) He`s a long- lost friend of *mine*
- f) Our team was victorious over *theirs*

11. Emphatic pronoun is used for the sake of emphasis is known as emphatic pronoun.

Example: myself, yourself, yourselves, ourselves, himself, herself, itself and themselves, (I *myself* showed you the way)

c. Verb

Every sentences must begin with a verb because it expresses acts or states of being. Verbs are the essential part of a sentence. Understanding the sentence's meaning depends heavily on it. For example: Devi Go to the market, go is the verb and it shows the action of the sentence. In the sentence Sarah is my close friend, there is no action but state of being expressed by the verb is.

The most difficult component of communication is the verb. The verb's many pairings with nouns form the several sentence types statement, inquiry, command, and exclamation. Like a noun, the verb possesses person and number grammatical traits that call for agreement with the subject. However, the verb also possesses a number of additional grammatical characteristics that are unique to it. These attributes are:

- a) Tense. Special verb ending or accompanying auxiliary verbs signal the time an event takes place.
- b) Voice. Special verb forms are arranged in certain positions with nouns to indicate what the grammatical subject of a sentence is performing an action.
- c) Mood. Special verb forms mark (a) commands and requests: (b) statement expressing wishes, unreal condition, or matters of urgency of importance.
- d) Aspect. Certain verbs form, may indicate whether an event is to be regarded as a single point on a time continuum.

Verbs are divided into ten kinds, they are:

- 1) Transitive verb. Example: ask, buy, hit, make,
- 2) Intransitive verb. Example: driven, come, bought, owes, gave

Example:

- a) He refused to *come* along with his dad
- b) He has *driven* the plane in an emergency

- c) He *bought* me two pizzas from the shop
 - d) She *sang* a song for him
 - e) She *owes* me for the entire week
 - f) I *gave* them a second chance to prove themselves
- 3) Regular verb. Example: accept, decide, live, walk
- 4) Irregular verb. Example: wakes, understand, take, can, tell, and write

Example:

- a) I *write* a letter to my friend
 - b) He *wakes* me up early in the morning
 - c) I can *understand* you feelings
 - d) You *take* all these fruits to your home
 - e) You *can* sit here
 - f) You guys *make* me crazy
 - g) If you want to *tell* me something, please tell me
- 5) Action verb. Example: eat, drink, jump, sing, climb up, buy, cook, crawl, close

Example:

- a) We *eat* healthy food
- b) Do not *jump* on the couch
- c) What do you like to *drink*?
- d) Can you *sing* this song for me?

- e) Can you please *buy* some snacks for me?
 - f) *Cook* in a very hot oven
 - g) *Close* the table before anyone gets hurt
 - h) Give me rope so I can *climb up*
 - i) A child learns to *crawl* before he learns to walk
- 6) Stative verb. Example: forgive, impress, sound
- 7) Finite verb. Example: transitive and intransitive verb, action and stative verb, linking verb.
- 8) Non-finite verb
- 9) Linking verb. Example: taste, feel, tired, seems, sounds and smells

Example:

- a) Mmm! This *tastes* food
 - b) I *feel* awful about forgetting her birthday
 - c) You look *tired*, you should go to bed
 - d) She *seems* very happy
 - e) That *sounds* a good idea
 - f) The cream *smells* funny
- 10) Causative verb. Example: get, have, let, make

Example:

- a) Next month I will *have* the mechanic examine my father`s car
- b) They *make* students obey the school rules

- c) The open window *let* the air escape
- d) Mark is so much in love with me, I can get him
to do anything I want

d. Adjective

A noun or pronoun is modified by an adjective when it is used to characterize it or to give it a more precise meaning. To add anything to a noun's meaning, an adjective is a word that is used alongside it. Adjectives can be categorized into the following groups: Adjective of quality, also known as a descriptive adjective, describes the nature or quality of a person or thing. Adjective of quantity also conveys the quantity or quality of a thing, while adjective of number, also known as a numeral adjective, conveys the quantity or quality of people or things, as well as the position of a person or thing. Example: he is an honest man, I am not angry with you.

Example:

- a) The beautiful sun was setting in the sky
- b) The new car is very fats
- c) He is a very kind person
- d) America is a big country
- e) I have a small cat
- f) Her house is very old
- g) The shirt is too tight
- h) I am very tired

- i) It`s very cold outside
- j) The room is very small
- k) The party was very fun
- l) I am not very happy today
- m) His speech was very boring
- n) The project is very difficult
- o) I am very thirsty
- p) She is very pretty
- q) The content was very loud
- r) The movie was very sad
- s) The book is very interesting
- t) The pen is very cheap

e. Adverb

A word that modifies a verb, an adjective, or another adverb is an adverb. For Example: the plant grew upward is an adverb because it modifies verb grew. In the sentences “he works very competently” is also a verb because it modifies the adverb very.¹⁸

1. Adverb of manner describes how you do an action. Fast, hard, slowly, softly, quickly.

¹⁸ Ranisa et. al., “Students’ Mastery in Identifying Adverbs at Grade VIII SMP N 2 Batangtoru Tapanuli Selatan,” *English Education: Jurnal Tadris Bahasa Inggris Vol. 06 No.2. 2018*, <<http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1271/1072>>

2. Adverb of place tells us where something happens. Adverbs of place usually placed after the main verb or after the clause that they modify. Down, here, behind, there, up, away.

Example:

- a) Put your volume *down* when you stand here
- b) What time do you think is over *there* now
- c) All that tarrying takes all the thanks *away*
- d) I heard the sounds of raucous laughter *upstairs*
- e) I've live *here* for about two years

3. Adverb of time these adverbs state time of occurrence of the action.

It may give a sharp or idea about the time of an action. Example: now, soon, early, today, yesterday.

4. Adverb of frequency is describes how often an action happens.

Example: always, never, often, mostly, many times, a long times, usually and sometimes.

Example:

- a) I *never* wait for them as they always make mistakes
- b) He *always* sleeps in the morning
- c) She *often* uses her cell phone a day
- d) He *mostly* talks about cars and technology
- e) He went to Canada *many times*

- f) Our principal *sometimes* forgets to pass the attendance
- g) I've been trying to do this for a *long time*
- h) Our father *usually* takes us out for dinner

5. Adverb of sentences is adverbs that limits or describe the meaning of an entire statement rather than just a single word or phrase. Example: often, never, generally, actually, very, enough, much, seldom, any, anywhere, too, early and direct

Example:

- a) He is *often* wandering the streets
- b) She *never* tells a lie
- c) He is *generally* late
- d) *Actually*, it was how my friends celebrated my birthday
- e) It is *very* fine today
- f) He is bold *enough* to face the enemy
- g) He is *much* changed now
- h) He *seldom* attend the classes
- i) I have not got *any* many
- j) I could not find him *anywhere*
- k) I am *too* tired to walk
- l) He explained his case *early*

m) I went *direct* to the college

6. Adverb of degree is tells us about intensity of something.

Adverbs of degree usually placed before the adjective, adverb, or verb that they modify, although there are some exceptions. Example: extremely, especially, just, huge, horribly, argument.

Example:

- a) Some vegetables are *extremely* toxic
- b) I enjoy games in general, but *especially* badminton
- c) I *just* want to collapse on the couch
- d) The performance was a *huge* hit
- e) Some of his friends found the play to be *horribly* offensive
- f) I found his *argument* to be quite persuasive

7. Adverb of interrogative is they are toused to ask question. When?

Why? Where?

Example:

- a) When is the party?
- b) Where is your house?
- c) How are feeling today?

d) Why did he do that?

8. Adverb of relative is an adverb that introduces a clause qualifying an antecedent. When why and where.¹⁹

Example:

a) When it happened

b) Where it happened

c) Why it happened

B. Review of Related findings

Here some related findings that discussed about parts of speech. Some researcher had been done as below:

The first, research conducted by Kholijah.²⁰ This research was qualitative and quantitative. There were 25 students as her sample. This research concludes that the students ability in identifying noun in descriptive text at the X grade SMA N 8 Padangsidimpuan means score was 66.80% and categorized into enough category.

Second, research conducted by Ningrum.²¹ This research is a descriotive qualitative research. The sample of this research was high class

¹⁹A.J.Thomsan, *A Practical English Grammar*, (Hong Kong : Oxford University Press 1960). p.35-41

²⁰Kholijah, *An Analysis of Students` Ability in Identifying Noun in descriptive Text at Grade X SMA N 8 Padangsidimpuan*, (Unpublished Thesis, STAIN Padangsidimpuan, 2014), p. 55.

²¹ Ningrum, *Students` ability in writing Noun Phrase In Writing Descriptive text at Seventh Grade of SMP Bumi Sholawat Sidoarjo*, (A Thesis, UIN Sunan Ampel Surabaya 2015), ”

which consist of 22 students. The result of this study shows the students comprehension of noun phrase classified as good was 95.5%, the students comprehension of noun phrase classified as fair was 4.5%. From the result of the analysis, the researcher concluded that the students ability in writing noun phrase in writing descriptive text are good level generally.

Third, research conducted by Teguh. The research can classify level of ability the students. From a total of 50 students, 15 male students and 35 female students are the topic of this study. This study has been planned as a descriptive qualitative study. Tests are used in the study to get data from the students. West song is another tool the researcher utilizes to help him in drawing his conclusions from the study. English dictionaries, laptops, and speakers are a few examples of supporting equipment. The findings of this study indicate that pupils' ability to recognize speech parts is 56.54, or what we might call fair categories. The greatest error rate across the board in this study is about 46.42%. The second mistake that students make in this research is omission, which accounts for roughly 28.58% of them. The last mistake is an increase of nearly 25%.²²

Based on related findings above, the researcher want to research the title "The Ability of the Students in Identifying Part of Speech at Grade XI MAS syahbuddin Mustafa nauli Desa Aek Nauli Kec. Hulu Sihapas. Kab. Padang

²²Wardani Teguh, *The Students Ability in Identifying Part of Speech on The Song "my heart will go on"* at The Second Grade Students of MAN Gombong in The Academic Years of 2013/ 2014"

lawas Utara. But this research is different with the research above. It can be looked from place and time of research.

C. Hypothesis

The hypothesis is needed to show the research thinking and expectation of the research related to this research. The hypothesis of this research is as follow:
The Ability of the Students in Identifying Part of Speech at grade XI Mas Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara. is poor category”

CHAPTER III

METHOD RESEARCH

A. Place and schedule of the Research

The research conducted at grade XI Mas Syahbuddin Mustafa Nauli Desa Aek Nauli Kec. Hulu Sihapas Kab. Padang Lawas Utara. The researcher has done from November 2022 until 9 January 2023

B. Kinds of the Research

This research employed quantitative methods based on the data analysis. This approach is descriptive. Considering that descriptive research uses a method to explain and interpret its subject. It means that this research was described and interpreted of the ability of the students` in identifying part of speech in MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas. Kab. Padang lawas Utara. Base on the place.

C. Population and Sample

1. Population

The population is obviously necessary for the research to be conducted. Population is defined as all individuals involved in the study topic. The population was the whole of the students at grade XI of MAS Syahbuddin Mustafa Nauli. The population of the research consisted of 1 class with 58 students. It can be seen from the table below:

Table 1
Population of grade XI of MAS Syahbuddin Mustafa Nauli Desa Aek Nauli

No	Class	Total students
1	XI-PR	39 students
2	XI –LK	19 students
	TOTAL	58 students

2. Sample

The sample is a part of the population who want to study. In this research, the researcher used total sampling to take the sample. A total sample is 58 students in the class XI of MAS Syahbuddin Mustafa Nauli Desa Aek Nauli

D. The Instrument of Collecting Data

This research required the use of equipment, and in order to select the right ones, the researcher decided to utilize a test to gather data.

The knowledge, intellect, and talents of an individual or group are then measured via tests. In this study, a multiple-choice exam will be used. The exam consists of 50 items, and the total time allotted for data collection in this study is 90 minutes.

Table. 4

Indicator Part of Speech in multiple Choices

No	Aspect	Total	No item	Score/item
1	Noun	12	10,11,13,14,16,18, 19,29,30,34,17,41	2 x 12 = 24
2	Pronouns	10	1,20,21,28,36,44,47, 48,49,50	2 x 10 = 20
3	Verbs	11	4,5,37,22,23,24,26,31, 32,40,42	2 x 11 = 22
4	Adjective	10	3,6,8,9,12,15,25 27,33,38	2 x 10 = 20
5	Adverbs	7	2,7,39,43,35,45,46	2 x 7 = 14
	Total	50 items		100 point

E. Validity of the Instrument

The test for detecting parts of speech was a tool used to assess the reliability of the test that would be applied in this study. Referring to the test's content validity will help determine the test's validity as an instrument. The amount to which an instrument accurately captures the subject matter of interest is referred to as content validity, and the researcher considered this. A measure must sufficiently sample the topics and cognitive processes present in the content universe and being evaluated in order to have content validity. The purpose of the test is to measure how well the students can identify different parts of speech. The results of the analytical method

demonstrated that the test's content validity was confirmed. The researcher was validated the test by the checking the English teacher of XI grade students its self, Mrs. Meilinda Puspita Sari S.Pd.

The English teacher checked and rechecked whether the text to test is suitable to the students. The test also had been signed by the English teacher of XI MAS Syahbuddin Mustafa Nauli.

F. The Technique of the Data Analysis

Data analysis was activity that used after the data have been collected. After collecting the data, the researcher analyzes the data; the technique of data analysis presented in descriptive form. The data analysis the following procedures:

1. To calculate the percentage of the ability of the students in identifying part of speech such as verb, adverb, noun, pronoun, adjective,

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

Note: P = Percentage

F = Number of frequency

N = Total Number of respondents²³

2. The students score obtained from the result of test were categorized into five classifications.

²³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: ALFABETA, 2008).

G. Technique of collecting data

After collecting the data, the researcher has done analyze the data by quantitative data, it was presented in statistic formula. Data the were analyzed b statistical analysis with the some steps as follow:

1. Identifying and correcting the students' answer from the test
2. Using mean score, to analyzed the result.

The formula is: $p = \frac{f}{N} \times 100\%$

Note: p = percentage

F = number frequency

N = total number of respondents²⁴

Table 2
The classification of score test

No	Categorized	Classification
1	Very good	80-100
2	Good	66-79
3	Enough	56-65
4	Fair	40-55
5	Poor	30-39

²⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: ALFABETA, 2008).

Table 3
The Classification Quality the Students' Score

80%-100%	Very high. ²⁵
70%-79%	High
60%- 69%	Enough
50%- 59%	Low
00%- 49%	Very low

- a. If the value of mean score is 80% - 100%, it can be categorized into very high.
- b. If the value of mean score 70% - 79%, it can be categorized in to high.
- c. If the value of mean score 60% - 69%, it can be categorized enough.
- d. If the value of mean score 50% - 59%, it can be categorized low.
- e. If the value of mean score 00% - 49%, it can be categorized very low.

²⁵ Ahmad Nizar Rangkuti, *Statistic Penelitian pendidikan*, (medan: Perdana Mulya Sarana, 2014), p. 80.s

3. After the researcher get the data, it would enter in test hypothesis with the formula as follow:

Z - Test

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

Explanation:

X = data that includes hypothesis categories

N= all the data

P= hypothesis proportion. ²⁶

²⁶ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo persada, 1987), p.81

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This part deals with the result of the study based on some facts found in the Data. It's the ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Desa Aek Nauli Kec. Hulu Sihapas Kab Padang Lawas Utara.

Based on the on the research conducted on 16 November 2022 – 23 November 2022 in MAS Syahbuddin Mustafa Nauli, the researcher got the data needed to be analyzed in this chapter. The data for the first problem is according to student score of the test. The test consists of 50 Questions, the question is multiple choice to know the ability of students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Desa Aek Nauli Kec. Hulu Sihapas Kab. Padang lawas Utara

Table 4.1 Students' score

No	Name of students	Students' correct answer	Students score
1	AB	40	80
2	AAS	28	56
3	AS	25	50
4	AM	27	54
5	AJ	30	60
6	CM	30	60
7	DH	25	50
8	ER	32	64
9	ES	25	50
10	HS	34	68
11	HS	25	50
12	IY	26	52
13	LM	30	60
14	LZ	37	74
15	MH	30	60
16	MA	31	62
17	MP	30	60
18	NF	25	50
19	NP	24	48
20	NAS	28	56
21	NPA	26	52
22	NKI	24	48
23	NKS	26	52
24	SR	23	46

No	Name of Students	Students' Correct answer	Students score
25	YR	25	50
26	YS	24	48
27	YYS	30	60
28	YIM	27	54
29	SR	33	66
30	YS	27	54
31	AK	27	54
32	AA	25	50
33	AM	22	44
34	AR	28	56
35	AH	25	50
36	DS	27	54
37	FA	25	50
38	H	22	44
39	IM	28	56
40	IS	25	50
41	IS	24	48
42	JA	25	50
43	JK	34	68
44	MH	27	54
45	MH	25	50
46	MK	22	44
47	MP	27	54
48	O	35	70
49	RAS	28	56

No	Name of Students	Students' Correct answer	Students score
50	SH	24	48
51	SB	25	50
52	YI	26	52
53	Y	22	44
54	LD	24	48
55	AT	30	60
56	PH	25	50
57	KR	25	50
58	MI	25	50
	Total	1573	3248
	Mean score	27	56

Based on the table above, the writer gets scores from the test by giving 50 questions. They are 2 point for true answer of multiple choices. After scoring students test there are 1 student` with the highest score is 80 and the total of the students for the lowest score is 23.

Know students` ability in identifying part of speech, the writers makes classify of students` score with some categories they are:

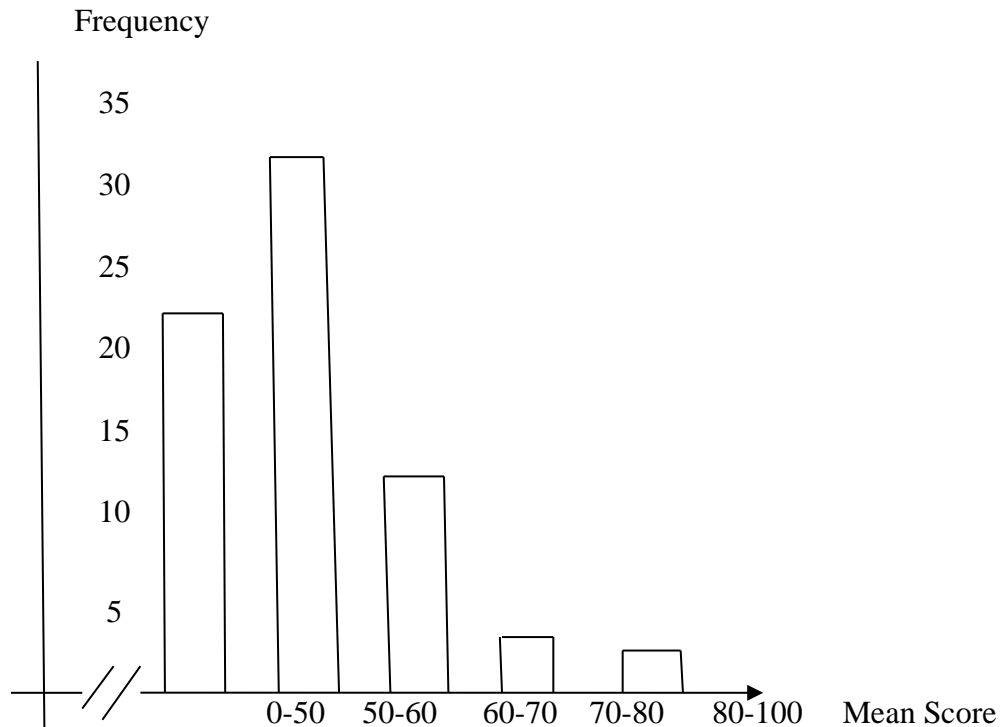
Table 4.2**The frequency distribution Students' Ability in Identifying Part of Speech**

No	Interval Class	Category	Frequency Absolute	Frequency Relative
1	80 – 100	Excellent	1	5 %
2	70 < 80	Good	2	2 %
3	60 < 70	Fair	1 2	13 %
4	50 < 60	Poor	3 3	60 %
5	0 < 50	Very poor	2 3	20 %
			7 1	

1. for excellent category that contains students ability in identifying part of speech at grade XI who have score 80 until 100, they are 2 % that means a half of students get score 80- 100.
2. 2 students or 5% for good category
3. 13%, 12 students get 60- 70 for fair category.
4. Then, poor category, they are 60% or a students have score from 50 until 60.

5. The last is very poor category, they are 23 students or only 20% students get score 0-50.

Based on the table above, it can be drawn at histogram as bellow:



Picture 1: The histogram the students' ability in identifying part of speech at grade XI

MAS Syahbuddin Mustafa Nauli

Based on the table above, it can be seen that students score classified into some categories. There are 4 categories of students score percentage. First, for excellent category that contains students ability in identifying part of speech at grade XI who have score 80 until 100, they are 2 % that means a half of students get score 80- 100. Second, 2 or 5% for good category, they have

percentage 13%, 12 students get 60- 70 for fair category. Then, poor category, they are 20% or a students have score from 50 until 60. The last is very poor category, they are 23 students or only 60% students get score 0-50. And the average of students score is 56

B. Hypothesis Testing

The hypothesis of the research are “The Students’ Ability in Identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapa Kab. Padang Lawas Utara was poor ability”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

$$Z = \frac{\frac{X}{N} - P}{\frac{\sqrt{P(P-1)}}{N}}$$

$$Z = \frac{\frac{29}{40} - 0.70}{\frac{\sqrt{0.70(1-0.70)}}{40}}$$

$$Z = \frac{0.725 - 0.70}{\frac{\sqrt{0.70(0.3)}}{40}}$$

$$Z = \frac{0.025}{\frac{\sqrt{0.21}}{40}}$$

$$Z = \frac{0.025}{0.007246}$$

$$Z = 0.35$$

Calculation Z_{table}

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$0.025 = 0.3264$$

Based on the calculation it can be concluded that $Z_{count} = 0.35$ was then $Z_{table} = 0.3264$ ($Z_{count} = 0.35 > Z_{table} = 0.3264$). So, from the result above the researcher concluded that the hypothesis is accepted by using Z-test. Because $Z_{count} = 0.35 > Z_{table} = 0.3264$.

The meaning in the level 60% the students ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapa Kab. Padang Lawas Utara have poor ability.

So, students ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapa Kab. Padang Lawas Utara was poor ability according to table 4.2. The classification quality of the students score. It was 56 category.

C. Discussion

After analyzing the data, it was known that the ability of the students in identifying part of speech was categorized into poor category or 56 score, it was gotten from the result of the students means score in doing the test. This category was different with the researcher before that had been done by

Kholijah.²⁷ The kinds of this research is qualitative and quantitative approach. There were 25 students as her sample. This research concludes that the students ability in identifying noun in descriptive text at the X grade SMA N 8 Padangsidempuan means score was 66.80% and categorized into enough category.

Second, research conducted by Ningrum.²⁸ This research is a descriptive qualitative research. The sample of this research was high class which consist of 22 students. The result of this study shows the students comprehension of noun phrase classified as good was 95.5%, he students comprehension of noun phrase classified as fair was 4.5%. from the result of the analysis, the researcher concluded that the students ability in writing noun phrase in writing descriptive text are good level generally.

Third, Third, research conducted by Teguh. The research can classify level of ability the students . the subject in this research is 15 male students and 35 female students from total number of students that is 50 students. This research is designed as a descriptive qualitative research. The research uses test to collect the information from the students. The researcher also uses west song as instrument to support him in concluding the research. Some supporting

²⁷Kholijah, *An Analysis of Students` Ability in Identifying Noun in descriptive Text at Grade X SMA N 8 Padangsidempuan*, (Unpublished Thesis, STAIN Padangsidempuan, 2014), p. 55

²⁸ Ningrum, *Students' ability in writing Noun Phrase In Writing Descriptive text at Seventh Grade of SMP Bumi Sholawat Sidoarjo*, (A Thesis, UIN Sunan Ampel Surabaya 2015), ”

instruments are, laptop, speaker, and English dictionary. The result of this research that students ability in identifying part of Speech is 56.54 or we can called fair categories. The highest all of the errors occurred in this research is formation about 46.42%. And the second error that students get in this research is omission about 28.58%. And the last error is addition about 25%.²⁹

The discussion of ability of the students in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas Kab. Padang Lawas Utara will be presented as follows:

The finding data on the pervious subchapter shows that there are 1 students (2%) obtained excellent category the score are (80-100), 2 students` (5%) are in good category the score are between (70-80), 12 students` (13%) have fair category the score are between (60-70), 33 students` are in poor category or (20%) by the score (50-60), and 23 students (60%) with the score (0-50) its means very poor score. And with the total score 3248 from 58 students and the mean score is 56, it can be concluded that the XI MAS Syahbuddin Mustafa Nauli students ability in identifying part of speech is poor.

²⁹Wardani Teguh, *The Students Ability in Identifying Part of Speech on The Song ``my heart will go on`` at The Second Grade Students of MAN Gombong in The Academic Years of 2013/ 2014`*

Therefore, the researcher concluded that the students' ability in identifying part of speech done by 3 researchers was different and category among the 4 researchers above. It can be seen as follow:

Table 4.3

Result of previous research

No	Name of Research	Result of research in identifying part of speech	Category of means score.
1	Kholijah	66.80%	Enough
2	WardaniTeguh	56.54%	Poor
3	Dian Ayu Puspa Ningrum	95.5%	Good

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter focuses on the conclusion that was reached using the findings and analysis from the previous chapter as a foundation. Additionally, this chapter makes some suggestions.

A. Conclusion

The students' ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli is the level poor category becomes the means score is 3248 from 58 students, and then the hypothesis is 56 poor category. Then from the result of the hypothesis testing, the researcher found the hypothesis is accepted. It can be proved from $Z_{count} = 0.35 > Z_{table} = 0.3264$ b level significant 56%. Therefore, students' ability in identifying part of speech at grade XI MAS Syahbuddin Mustafa Nauli was poor category.

Based on the result of this research shows that the students in XI MAS Syahbuddin Mustafa Nauli about students ability in identifying part of speech can be categorized poor with the average of total score 56. Most of the students are in (2%) obtained excellent category the score are (80-100), 2 students` (5%) are in good category the score are between (70-80), 12 students` (13%) have fair category the score are between (60-70), 33 students` are in poor category or (20%) by the score (50-60), and 23 students (60%) with the score (0-50) its means very poor score.

B. Suggestion

The researcher wishes to provide a proposal atop the study's findings after drawing a conclusion. You may think of it like this:

1) For the students

The students should take learning English more seriously, work hard, and practice recognizing parts of speech more often. They can enroll in English classes, clubs, and clubs, and read additional books.

2) It is suggested to the English teachers, especially to the grade XI English teachers.

a) Assure the students that they comprehend the parts of speech well.

Students' comprehension of part of speech increases when they do the practice more frequently.

3) Due to the researcher's material, expertise, and experience limitations, this research's issue is still far from ideal, thus it is crucial for future researchers to do the most extensive research possible.

4) For the next research

The next research can continue getting research focus on part of speech for the higher level.

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CURRICULUM VITAE



A. Identity

Name : Yuli Rasmita
Reg. Number : 18 203 00082
Place/ Birth : Rianiate II, July 09th 1999
Sex : Female
Religion : Islam
Address : Muara Ampolu. Kec. Muara Batang Toru,
Kab. Tapanuli Selatan.

B. Parents

Father's Name : Lukman Siregar
Mother's Name : Kuwati

C. Educational Background

1. Elementary School : SD Negeri 103880 Rianiate II, 2012
2. Junior High School : MTS Negeri Batang Toru, 2015.
3. Senior High School : MA Syekh Ahmad Basyir Parsariran, 2018
4. University : IAIN Padangsidempuan, 2018- 2023

The instrument of the test

Day / Date :

Class :

Name :

Duration : 90 Minutes

A. Read the following sentences and choose the word in the bracket that belongs to the specified part of speech.

1). She is my sister

The word “she” is classified in to

- a.) Adjective
- b.) Verb
- c.) Noun
- d.) Pronoun

2). I’m not ready to get married this year

The word “year” is classified in to....

- a.) Adjective
- b.) Verb
- c.) Noun
- d.) Adverb

3). My father is angry

The word “angry” is classified in to...

- a.) Adverb
- b.) Verb
- c.) Adjective
- d.) Noun

4). I love reading al-Qur’an.

The word “ reading” is classified in to...

- a.) Noun
- b.) Verb
- c.) Adverb
- d.) Adjective

5) We should try new restaurant near my home, they said the food was good.

The word “try” is classified in to...

- a.) Adjective
- b.) Verb
- c.) Noun

- d.) Adverb
- 6) Do not try to approach her when she was mad
The word “mad” is classified in to...
- a.) Adjective
 - b.) Verb
 - c.) Pronoun
 - d.) Adverb
- 7) She can do it well.
The word “well” is classified in to...
- a.) Pronoun
 - b.) Verb
 - c.) Adjective
 - d.) Adverb
- 8) I never forget it.
The word “never” is classified in to...
- a.) Adjective
 - b.) Verb
 - c.) Noun
 - d.) Adverb
- 9) Indonesia is a big and beautiful country
The word “Indonesia” is classified in to...
- a.) Noun
 - b.) Verb
 - c.) Pronoun
 - d.) Adverb
- 10) John is the new manager.
The word “john” is classified in to...
- a.) Adjective
 - b.) Verb
 - c.) Pronoun
 - d.) Noun
- 11) He climbed up the ladder to get into the attic.
The word “ladder” is classified in to...
- a.) Adverb
 - b.) Noun
 - c.) Pronoun
 - d.) Adjective
- 12) She is sleepy
The word “sleepy” is classified in to...
- a.) Adverb
 - b.) Pronoun
 - c.) Noun
 - d.) Adjective

13) Matt is the new manager

The word “matt” is classified in to...

- a.) Adverb
- b.) Noun
- c.) Adjective
- d.) Pronoun

14) I was born in London

The word “London” is classified in to...

- a.) Adjective
- b.) Verb
- c.) Adverb
- d.) Noun

15) He is smart, but is he professional?

The word “smart” is classified in to...

- a.) Adjective
- b.) Verb
- c.) Adverb
- d.) Noun

16) Learning English is very important for students

The word “English” is classified in to

- a.) Noun
- b.) Verb
- c.) Adjective
- d.) Adverb

17) My mother buy a cheap book at the book store.

The word “cheap” is classified in to...

- a.) Adjective
- b.) Noun
- c.) Pronoun
- d.) Adverb

18).Tara cooked chicken soup, but that was not delicious.

The word “chicken” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Adverb

19). Smith and Warned chicken soup on the store

The word “chicken soup” is classified in to...

- a) Noun
- b) Pronoun
- c) Adjective
- d) Adverb

20). Java Island is a beauty island where there are some many holiday destinations on there.

The word “java island” is classified in to...

- a) Verb
- b) Pronoun
- c) Noun
- d) Adverb

21). Smith is bringing his old car to service center

The word “his” is classified in to...

- a) Pronoun
- b) Noun
- c) Verb
- d) Adverb

22). I like running

The word “running” is classified in to...

- a) Noun
- b) Adjective
- c) Adverb
- d) Verb

23). I feel fresh after taking a rest

The word “taking” is classified in to...

- a) Adverb
- b) Verb
- c) Adjective
- d) Noun

24). My mother can't believe that I can lift 50 kgs of rice

The word “believe” is classified in to...

- a) Adverb
- b) Pronoun
- c) Adjective
- d) Verb

25). He is smart, but is he professional?

The word “smart” is classified in to...

- a) Adjective
- b) Verb
- c) Pronoun
- d) Adverb

26). Don't try to approach him when he is angry.

The word “approach” is classified in to...

- a) Adjective
- b) Verb
- c) Adverb
- d) Noun

27). It is nice to meet you since we haven't met each other for two months

The word “nice” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Pronoun

28). We got a room with very beautiful view here but it is very expensive.

The word “we” is classified in to...

- a) Adjective
- b) Pronoun
- c) Adverb
- d) Verb

29). Dita is an amazing English teacher at school.

The word “dita” is classified in to...

- a) Adjective
- b) Verb
- c) Pronoun
- d) Noun

30). After taking a bath, let's go to the campus.

The word “taking” is classified in to...

- a) Adjective
- b) Verb

- c) Noun
- d) Pronoun

31). Where did you sleep last night?

The word “sleep” is classified in to...

- a) Adverb
- b) Verb
- c) Adjective
- d) Noun

32). What did he tell you about me?

The word “tell” is classified in to...

- a) Adjective
- b) Noun
- c) Verb
- d) Adverb

33). I bought an expensive book at the mall.

The word “expensive” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Adverb

34). I am not read to get married this month

The word “month” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Adverb

35). If we finish our work quickly. We can go to the movies.

The word “quickly” is classified in to...

- a) Adjective
- b) Verb
- c) Pronoun
- d) Adverb

36). What did she ask you to do?

The word “she” is classified in to...

- a) Pronoun
- b) Verb
- c) Adverb
- d) Adjective

37). Jones and Bob are playing video games

The word “playing” is classified in to...

- a) Adverb
- b) Noun
- c) Pronoun
- d) Verb

38). I bought an expensive shoes at the mall.

The word “expensive” is classified in to...

- a) Pronoun
- b) Noun
- c) Adjective
- d) Adverb

39). She drives very carefully because she has a traumatic car accident.

The word “carefully” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Adverb

40). I don't believe him because he has lied to me for many times.

The word “believe” is classified in to...

- a) Adjective
- b) Verb
- c) Noun
- d) Pronoun

41). If we run this program well, we can get extra bonus from our boss.

The word “well” is specified in to...

- a) Adverb
- b) Verb
- c) Adjective
- d) Noun

42). On January, I take a holiday to the great wall of Bali

The word “take” is classified in to...

- a) Verb
- b) Adverb
- c) Noun
- d) Adjective

43). If my father can do those jobs well, my family can get a huge amount of money this month.

The word “well” is classified in to...

- a) Noun
- b) Pronoun
- c) Verb
- d) Adverb

44). This book is mine. Yours is on the table.

The word “yours” is classified in to...

- a) Verb
- b) Adverb
- c) Pronoun
- d) Adjective

45). She dances beautifully tonight

The word “beautifully” is classified in to...

- a) Noun
- b) Adverb
- c) Verb
- d) Pronoun

46).you speak English well, I am proud of you.

The word “well” is classified in to...

- a) Adverb
- b) Verb
- c) Noun
- d) Adjective

47). It`s time to step out of your comfort zone.

The word “it`s” is classified in to...

- a) Adverb
- b) Noun
- c) Pronoun

d) Adjective

48). I tell her the amazing story.

The word “her” is classified in to...

- a) Pronoun
- b) Verb
- c) Adjective
- d) Adverb

49). I can't spend the night with you

The word “I” is classified in to...

- a) Noun
- b) Pronoun
- c) Verb
- d) Adverb

50). We have already reminded them to come early

The word “we” is classified in to...

- a) Pronoun
- b) Adjective
- c) Adverb
- d) Verb

Padangsidimpuan, November 2022
Validator

Meilinda Puspita Sari, S.Pd

VALIDATION LETTER

I am the one who signed this letter

Name : Meilinda Puspita Sari, S.Pd.

Job : English Lecturer in MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara.

Has provided interview guide sheet on students' learning autonomy in writing mastery for completeness of the research entitled:

“The Students’ Ability In Identifying Part of Speech at Grade XI MAS Syahbuddin Mustafa Nauli Kec. Hulu Sihapas Kab. Padang Lawas Utara”

Arranged by:

Name : Yuli Rasmita

NIM : 18 203 00082

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Write the test belongs to students' subject.
2. Please use simple question.
3. Write the question sistematically.

With hope, the input and assessment that given can used to complete in obtaining the quality of guidelines for good interview.

Padangsidimpuan, February2023

Validator

Meilinda Puspita Sari, S.Pd

DOCUMENTATION



Students answer the question given by the researcher



Students answer the question given by the researcher in class XI L





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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26 April 2022

Nomor : B/404 /In.14/E.1/PP.009/04/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr.Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Yusni Sinaga, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:


Nama : Yuli Rasmita
NIM : 18 203 00082
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Ability of the Student's in Identifying Part of Speech in Descriptive Text at Grade XI MAS Syahbuddin Mustafa Nauli

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

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

Mengetahui

art. Dekan
Wakil Dekan Bidang Akademik


Dr. Lis Yulianti Syafrida, S.Psi., M.A
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Ketua Program Studi TBI


Fitri Rayani Siregar, M.Hum.
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Nomor : B3629 /Un.28/E.1/TL.00/11/2022

Padangsidempuan, 16 November 2022

Lampiran :

Prihal : Izin Riset Skripsi

Yth. Kepala MAS Syahbuddin Mustafa Nauli Desa Aek Nauli

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yuli Rasmita

NIM : 1820300082

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Muara Ampolu, Kec. Muara Batang Toru Kab. Tapsel

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Ability of the Students In Identifying Part of Speaking at Grade XI MAS Syahbuddin Mustafa Nauli Desa Aek Nauli Kec. Hulu Sikapas Kab. Padang Lawas Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lili Yulianti Syafrida Siregar, S.Psi, MA
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MADRASAH ALIYAH SWASTA
SYAHBUDDIN MUSTAFA NAULI
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SURAT KETERANGAN

Nomor : 07/SK/SMN/MAS/XI/2022

Sehubungan dengan surat Direktur Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Program Sarjana Nomor : B3629/Un.28/E.1/TL.00/11/2022 tanggal 16 November 2022 sejak perihal Izin Riset Skripsi, maka dengan ini Kepala MAS Syahbuddin Mustafa Nauli menerangkan bahwa :

Atas Nama : **YULI RASMITA**
NIM : 1820300082
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di MAS Syahbuddin Mustafa Nauli untuk penyusunan tesis yang berjudul : "The Ability Of The Students In Identifying Part Of Speech At Grade XI MAS Syahbuddin Mustafa Nauli Kabupaten Padang Lawas Utara.

Aek Nauli, 23 November 2022

Kepala Madrasah Aliyah Syahbuddin Mustafa
Nauli



Fatimah Abdiyatsyah Siregar, M.Pd