



**THE STUDENTS' ABILITY IN IDENTIFYING WORD CLASSES  
AT GRADE VIII SMP N 1 RANTO BAEK MANDAILING NATAL**

**A THESIS**

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

**Written By:**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**



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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nur Lela Sari Pulungan**, entitled "**THE STUDENTS' ABILITY IN IDENTIFYING WORD CLASSES AT GRADE VIII SMP N 1 RANTO BAEK MANDAILING NATAL**". 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 IAIN Padangsidempuan.

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 IAIN Padangsidempuan. Thank you.

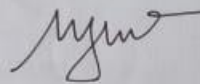
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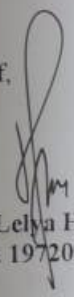
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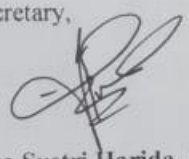
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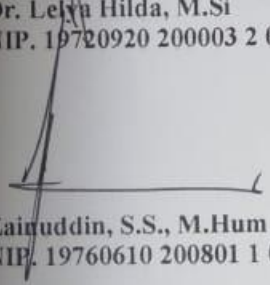
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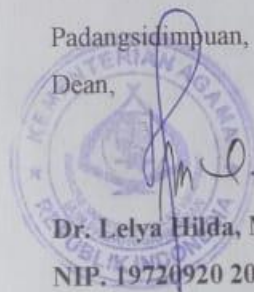
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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at grade VIII SMP N 1 Ranto Baek Mandailing Natal

### ABSTRAK

Penelitian ini mendiskusikan tentang kemampuan siswa dalam mengidentifikasi atau mengenali kelompok kata di kelas VIII SMP N 1 Ranto Baek Mandailing Natal. Penelitian ini sudah diambil berdasarkan fakta pada permasalahan seperti siswa malas dan tidak suka belajar bahasa Inggris dan beberapa dari mereka tidak fokus, ketiduran, dan bicara cden gan teman-teman mereka ketika sedang belajar bahasa Inggris, dan siswa tidak mempunyai banyak kosakata. Kemudian siswa kurang motivasi atau dorongan. Dalam penelitian ini, peneliti fokus dalam menemukan kemampuan siswa dalam mengidentifikasi kelompok kata. Oleh karena itu, peneliti merumuskan masalah pada pertanyaan yang khusus yang diikuti “bagaimana siswa dalam mengidentifikasi kelompok kata pada kelas VIII SMP N 1 Ranto Baek Mandailing Natal”.

Penelitian ini bermaksud untuk mengetahui gambaran dari kemampuan siswa dalam mengidentifikasi kelompok kata pada kelas VIII SMP N 1 Ranto Baek Mandailing Natal. Metode penelitian menggunakan kuantitatif deskriptif. Dimana 40 siswa sebagai sumber penelitian pada kelas VIII SMP N 1 Ranto Baek. Dalam mengumpulkan data, peneliti menggunakan tes sebagai alat penelitian, tes penelitian ini adalah tes pilihan ganda kemudian peneliti menganalisis data, menggunakan mean skor untuk menemukan kemampuan siswa dan rumus Z untuk menemukan pengujian hipotesa untuk mengetahui apakah hipotesa diterima atau ditolak.

Setelah data dihitung untuk menunjukkan deskripsi dari data ditemukan bahwa kemampuan siswa dalam mengidentifikasi kelompok kata di kelas VIII SMP N 1 Ranto Baek Mandailing Natal adalah 66.55 mean skor kedalam kategori yang cukup. Dalam pengujian hipotesa peneliti menemukan bahwa hipotesa ditolak. Itu bisa dibuktikan dari  $Z_{hitung} = -0.37 < Z_{tabel} = 3.26$  oleh level yang penting 0.05 atau 5%. Oleh karena itu, kemampuan siswa dalam mengidentifikasi kelompok kata pada kelas VIII SMP N 1 Ranto Baek Mndailing Natal adalah kategori cukup.

Kata Kunci: *Kemampuan Siswa, Kelompok Kata.*

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### ABSTRACT

This research discusses about students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek. This research is taken based on fact of the problems such as students' are lazy and dislike study English and some of them are not focus, sleepy, and talking with their friends when studying English, and students do not have many vocabularies. Then students have lack motivations. In this research, the researcher focuses to find out the students' ability in identifying word classes. Therefore, the researcher formulates the problem on specific question as follow " how is the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal".

This research intends to know the description of students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal. The method of the research by using descriptive quantitative. There were 40 students as sample of the research at grade VIII SMP N 1 Ranto Baek. In collecting data, the researcher used test as instrument , the test of this research is a multiple choice test then the researcher analyze the data, use mean score to find out students' ability and Z formula is for finding the hypothesis testing to know whether the hypothesis is accepted or rejected.

After calculating the data to show the description of the data is find that the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal 66.55 mean score into categorized enough category. From the hypothesis testing the researcher found that the hypothesis is rejected. It can be proved from  $Z_{count} = -0.37 < Z_{table} = 3.26$  by level of significant 0.05 or 5%. Therefore, the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal are enough category.

Keywords: *Students' Ability, Word Classes.*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English is one of the language in the world, the existence of English states as an international language because there are many people used English by different countries. In Indonesia, the needed of English as foreign language has developed. It is an instrument to transfer modern knowledge, culture and to grow up international relation. Realizing how to important this language, our government had determined English as the first foreign language which thought in Indonesia. By English, the students are hoped to enrich their knowledge, so they are able to apply their knowledge in the life.

Many countries use English as second language in their countries. Mastering English is one of the ways to improve or expand the knowledge especially in making communication with other people. In learning English, we must master skills about English. Although there are differences of the language in the world. It is still a language that enables to integrate people understanding like English. Much English speaking person in the world can prove it. They use this language because of many reasons based on their needs.

Language such English also has component like other language. One of the component is grammar, it is performs two basic of human beings. First,

to enable the structure for naming and expressing the relationship between the concepts, and the second is two make better communicate with other. These two basic functions of language obviously close related to each other. English has part of the word and become a universal language because grammar is the standard of language use in everyday life whether in government, social and other formal institution.

In this globalization era, the language itself is growing rapidly especially in Indonesia. Language is involved to some extent in almost everything people do. Indonesian use language as their first language beside their own mother tongue or local dialect. Then they also have English language as the most used foreign language. It isn't used commonly in social interaction like other countries do. Even though, the government considers the importance of learning English, so they put it as one of subject in the curriculum.

In education system as of scientific rosources, such as books and articles are available in English. Nowadays, English has studied in schools, it has studied from elementary schools until senior high schools and up to university. From this fhenomenon appears that English is very important to study about writing, speaking, reading and listening.

Studying English as a foreign or second language in schools asserts people to understand its language and elements so that our foreign language ability will continue to grow. The elements which people often encounter and

have to comprehend from the language are word, vocabularies, structure, grammar, and etc. The word itself is a very basic point from learning English language of all.

Grammar is also important, and the students should master it. Grammar consists of guidance to make statement about how to use language skill factors in order to understand writing sentence. Indonesian people use English although it is not as good as native speaker . Indonesian people that often use English usually work in the company, embassy, students of university who take English section, pharmacy section, etc.

Grammar is considered as one of several difficulties that are faced by most Indonesia students in English learning process. To most people, the word grammar means the sort of thing they learned in English class, when they were taught about subject and predicates or word class. According to Penny Ur, Grammar is defined as the way a language manipulates and combines word (bits of word) in order to form longer units of meaning.<sup>1</sup> So it can be inferred that without correct grammar, it is impossible to combine words into sentence, and sentence into paragraph, because grammar is basic knowledge to learn English sentence structure.

Grammar has part tense and word classes. In word classes there are eight classification, they are: noun, pronoun, verb, adverb, adjective,

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<sup>1</sup>Penny Ur. *Grammar Practice Activities: A Practical Guide for Teachers*, (London: Cambridge University Press, 2002), P.4.

preposition, conjunction, and interjection. Here the researcher makes the research about four classification in word classes that is *noun, verb, Adverb and adjective*. Noun is the name of person, place, things and the others. Verb is the action that doing by the peoples, adverb is to describes a verb, an adjectives, or another adverb, and adjective is to describes a noun or pronoun.

Based on observation the researcher did at SMP N 1 Ranto Baek, most of the students think that studying English is bored and it is difficult to be understood.<sup>2</sup> Because from the seventh class they have studied English grammar especially word classes in noun, verb, adjective and adverb. But they still do not understand about that until now. So, it is proved from their test value is still low score.

So, based of the result of interviewed to English teacher, researcher got that the students are also lazy and dislike study English and some of them are not focus, sleepy, and talking with their friends when studying English. And then students do not have many vocabularies. Many vocabularies are one way to comprehend the sentences. Then, the students have lack motivation, if they have motivation from their parents, their friends, and the others maybe they can spirit to study.<sup>3</sup> After knowing their result ability, gives contribution for developing the students' ability in identifying word classes.

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<sup>2</sup>Nabila, *students at Grade of SMP N 1 Ranto Baek*, Private Interview, 2 December 2017.

<sup>3</sup>Wilda, *English Teacher of SMP N 1 Ranto Baek*, private Interview, 2 December 2017.

Based on the explain above, the researcher conducted the title of the research the students ability in identifying word classes at grade VIII SMP Negeri 1 Ranto Baek Mandailing Natal.

#### **B. The Focus of the Problem**

Based on the background of the problem above, there are many problems for students in learning English includes in grammar especially on word classes and the researcher focuses on four word classes, they are noun, verbs, adjectives, and adverbs.

#### **C. The Formulation of the Problem**

Based on the problem above, the researcher formulates the problems on the questions : “How is the students’ ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal”?

#### **D. The Purpose of the Research**

Based on the formulation of the problem above, the purpose of this research : “To describe students’ ability in identifying word classes at grade VIII SMP Negeri 1 Ranto Baek Mandailing Natal”.

#### **E. The Significances of Research**

The significance of this research is expected to be useful for the teacher to improve their teaching of word classes. It is also expected to be useful for the students in increasing their ability in identifying word classes. There significances of the research:

1. Theoritically

- a. the result of this study is useful for English teachers at junior high school level to get information about the students' ability in identifying word classes.
- b. It can be improved the students ability in learning English, especially in learning word classes.
- c. The other, the result of the research is hoped the other research who will conduct further research in some topic. This research can give them information about the students' ability in identifying word classes, and to other researcher who have same title to reserach.

2. Practically

- a. To English teacher of SMP N 1 Ranto Baek Mandailing Natal to know the solution of the problem and improve their teaching and learning especially in word classes.
- b. As an input for the reader especially the English learners that is research is expected to be able to improve their knowledge in learning the word classes.
- c. This research can give information about the student's ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal, in order to improve the quality of teaching.

## **F. The Definition of The Terminologies**

According to the topic this research “Students’ Ability In Identifying Word Classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal”. The researcher used some terminologies in it, the terminologies used in it regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

### **1. Students’ Ability**

Students is someone who is studying in a certain school, collage or university. In this case, the students refer to grade VIII SMP N 1 Ranto Baek Mandailing Natal. Ability needs mental and braveness to o something. In this case, the ability is the skill and quality to identifying word classes of students at grade VIII SMP N 1 Ranto Baek Mandailing Natal. It can be concluded that students’ ability is capacity, power and potential of the students to do something in physical and mental.

### **2. Identifying**

To recognize or be able to name someone or something, or to prove who or what someone or something and also Identifying is defined as making the same, recognizing, connecting or empathizing.

### **3. Word classes**

Word classes is a set of word, word class is similiar to the more traditional part of speech. Word class also is a group of words that have the same basic behavior for example noun, verb, adjective and adverb. It



means that word classes is a set of word can display the same formal categories.

Based explanation above, the researcher concludes “Students’ Ability In Identifying Word Classes at Grade VIII SMP N 1 Ranto Baek Mandailing Natal”, is the detailed study or examination of the process of recognizing/ finding/ discovering of word classes in orther to know the skill or quality of grade VIII SMP N 1 Ranto Baek Mandailing Natal.

#### **G. The Outline of the Thesis**

The systematic of this research describe into five chapter. Each chapter consist of many sub chapters with detail as follow:

In chapter I, it consist of background of the problem, focus of the problem, formulation of the problem, objective of the research, the significance of the research, involve: teoritically and practicay, the defenition of the terminologies and outline of the thesis.

In chapter II, it is consist of the theoretical description, involve: defenition of students’ ability, types of ability, vocabulary, and word classes, kinds of word classes, involve: nouns, verbs, adjectives, and adverbs, related findings and hypothesis.

Chapter III consist methodology of the research, they are; First, place and time of the research. Second, research design. Third, the population and sample, instrument of collecting data, test validity, the techniques for collecting data, the technique of analysis data.

Chapter IV result of the research. The result of the research consists of the description of the data. The result of the research talks about the analysis of data. This chapter consist of description of data, hypothesis testing, discussion and the treats of research.

Chapter V consist of conclusions and suggestions from the researcher

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Students' Ability

Students' ability comes two word student and ability, student is a person usually over the age of 16, who studying at university or collage. Person who observes or has a particular interest of something.<sup>1</sup> Then, students also mean a person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.<sup>2</sup> Then according to victoria, students is a person who is studies or investigates or a person who is enrolled for study at school, collage, etc.<sup>3</sup> Based on definition above, the researcher concludes that the students is a person who is studying on the school, collage and university.

Ability is the power to do something physical or mental. Mariam says that "Ability is a quality or being able, especially in physical, mental or legal power to perform".<sup>4</sup> So, ability is quality in physical, mental or legal power to perform to do something. According to Victoria ability is capacity or power to do something physical and mental. That's means to

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<sup>1</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1187.

<sup>2</sup>\_\_\_\_\_, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 2000), p. 442.

<sup>3</sup>Victoria Neufelt and David B. Guralmik, *Webster's New World Collage Dictionary*, (USA: Macmillan, 1996), p. 1330.

<sup>4</sup>A. Mariam Webster, *Webster's collegiate thesaurus*, (USA: Massa Chusettes, 1976), p. 33.

do something consist of physical or mental achievement.<sup>5</sup> So can be determined as a skills, expertness or talent.

Based on definition above, the researcher concluded that the students ability is a power level of skill or intelligence of a person who is studying in a university or collage in performing something. Students' ability is a person who has a level of a skill or a intelligence in identifying works that person is studying at Junior High School up to a university or college. So, ability is the talent or special nature power to do something well of the students. Students ability is understanding or power of the students or the knowledge of the students and get good score in the class. Especially in identifying word classes.

## **B. Definition of Vocabulary**

Vocabulary is one of important aspect of language component besides grammar and structure. Then, vocabulary can be defined as the words must be known by English language learners. It is used for communicating in speaking (expressive vocabulary) and in listening (receptive vocabulary) effectively.<sup>6</sup> It means the meaning of word is not only one but there is some of meaning that associate with the word.

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<sup>5</sup>Victoria Neufelt & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Macmillan, 1995), p. 2.

<sup>6</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: London, 2000), p. 3.

Words are the basic building blocks of a language.<sup>7</sup> It is a basis of language that should be achieved by students in learning English language as foreign language. Students will use words to create sentences, paragraphs, and whole text. Vocabulary is the knowledge of meanings of words.

Next, according to Literacy Expert Beck “vocabulary means learning meanings of new words” and it can also mean “words that a reader recognizes in print”.<sup>8</sup> From the definition above, vocabulary is an important instrument to know the meaning of the words.

Where as Jack C. Richard and Willy A Renandya said, “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.<sup>9</sup> So, vocabulary is a component of language proficiency of the basis for how well learners speak, listen, read, and write. William states that “vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses”.<sup>10</sup> It means vocabulary is very important because it is an instrument for thinking about the meaning.

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<sup>7</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice Second Edition*, (United State of America: Longman Person Education, 2010), p. 305.

<sup>8</sup>Sandra K. Athans and Denise Ashe Devine, *Fun-tastic Activities for Differentiating Comprehension Instruction Grades 2-6*, (International Reading Association, 2010), p. 59.

<sup>9</sup>Jack C. Richard & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 225.

<sup>10</sup>William P. Bintz, *Teaching Vocabulary Across the Curriculum*, (Middle School Journal, 2011), p. 44.

As the result, from definition above, the researcher concludes vocabulary is a list or collection of words with a meaning. It must be learned by students because it is important for developing English skills and it determines the learners' success in using the language learned. Vocabulary also is someone's knowledge about the words with the meaning of a word itself that is used to master the skills in language such as speaking, listening, reading, and writing. So, vocabulary mastery is the complete knowledge and understanding of the total number of words present.

### **C. Definition of word classes**

Word class is a set of words, word class is similar to the more traditional part of speech. According to Lixin XIA, a word class is a set of words that display the same formal properties, especially their inflections and distribution. Word classes are equivalent to parts of speech.<sup>11</sup> Then according to Joice Armstrong Carell, part of speech is the meaning of a word and the way it is used in a sentence.<sup>12</sup> It means that every word in the English language can be assigned to at least one of only eight categories of part of speech. It is known as the basic part of sentence construction and as a small unit of sentence construction.

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<sup>11</sup>Lixin XIA, An Error Analysis of the Word Class A Case Study of Chinese College Students, Journal of Guangdong University of Foreign Studies, Guangzhou China, ISSN 1923-689X E-ISSN 1923-8703, Vol. 3, No. 3, 2013, <http://dx.doi.org/10.3991/ijet.v10i3.4563>, accessed on Saturday 17<sup>th</sup> of March 2018, On 08.30 am.

<sup>12</sup>Joice Armstrong Carell, *Writing and Grammar*, (New Jersey: Prentice-Hall, 2001), p. 366.

Word classes is a group of words which are similiar in function. We can think of words which relate to the same pattern as belonging to the same group or class.<sup>13</sup> Word are grouped into word classes according to how they combine with other words how they change their form. It group the words of language into word classes (also called part of speech).

Where as Lingga Hotben says, ”part of speech genius is a word class consisting of eight types of noun, pronoun, verbs, adverbs, prepositions, conjunctions, and interjections”.<sup>14</sup>In other word, it can be stated that part of speech is the kind or classes of words which that divided into eight basic kinds: noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

In every language has found groups of words share grammatical characteristic. These group are called “part of speech”. Term such as “adjective and “noun” are used to label forms in the language as the parts of speech or word classes.<sup>15</sup> Every person needs at least a minimal understanding of part of speech in order to be able to use such commonplace items as dictionaries, which classify words according to their part of speech.

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<sup>13</sup>Dave Willis, *Rules, Pattern, and Words Grammar and Lexis in English Teaching*, (Cambridge University Press, 2009), p. 41.

<sup>14</sup>Lingga Hotben D, *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blanc, 2003), p. 2.

<sup>15</sup>George Yule, *The Study of Language*, (New York: Cambridge University Press, 2010), p. 82.

The researcher can conclude that word class is classification of words based on their functional categories. Beside word classes is a set of word and also subdivisions of words built around the grammatical characteristics of the words and their use in sentences like noun, verb, adjective and adverb.

### 1. Kinds of word classes

Term used to classify words based on their functional categories include noun, verb, adjective and adverb. In addition to these major classes, there are pronoun, preposition, conjunction, and interjection.<sup>16</sup> So, the classification will be explained below:

#### a. Noun

It means the name of person or thing. According to Barbara the word nouns comes from latin “nomen” meaning name.<sup>17</sup> Noun is used to identify a person or thing.<sup>18</sup> So, the word of nouns have latin “nomen” meaning name. Further, according to George Yule, nouns are words used to refer to people (boy), objects (backpack), creatures, places (school), qualities (roughness), phenomena (earth quake) and abstract

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<sup>16</sup>Evelyn Hatch and Cheryl Brown, *vocabulary, semantics, and language education*, (New York: Cambridge University Press, 1995), p. 218.

<sup>17</sup>Barbara Dykas, *Grammar for Everyone*, (Australia: Acer Press, 2007), p. 33.

<sup>18</sup>Collins Cobuild, *English Grammar*, (The University of Birmingham: Harper Collins Publishers, 1990), p. 5.



ideas (love) as if they were all “things”.<sup>19</sup> So, noun is the name of things.

According to Jayanthi Dakshin Murthy, noun is a word used to name a person, place, or thing, an idea or quality of mind is defined as a noun.<sup>20</sup> It means noun is the name of something like person, thing ,others. Then, J. Lyon said that all part of speech have a sematic core that is language independent. The most core like nouns which calls first order are names of people and physical objects, and entities that exist in time and space.<sup>21</sup>

Then, Marcella Frank says “the noun is one most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence, a noun is the head word of the grammatical structure in which it functions”.<sup>22</sup> From the defenition above, noun is the name of person, place, things and idea or quality of mind and noun is also a word used to identify any class of people based on the functions.

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<sup>19</sup>George Yule, *The Study of Language*, (New York: Cambridge University Press, 2010), p. 82.

<sup>20</sup>Jayanthi Dakshin Murthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p. 5.

<sup>21</sup>J. Lyon, *Semantics*, vol. 2, (Cambridge: University Press, 1997), p. 219.

<sup>22</sup>Marcella Frank, *Modern English Part I Part of Speech*, (New Jersey: Prentice-Hall, inc, 1972), p. 2.

From definitions above, the reseacher concluded that nouns are words to explain of the name or refers to person, place, thing, phenomena, as if the they all things based on the function.

### 1) **Kinds of Noun**

Noun is a kind of minor class of word classes. To identify noun, the students are expected to understand the kinds of noun. Kinds of nouns will be explained below:

#### a) Common noun

Common noun is the name given to common to every person or thing of the same class or kind. So, common noun are words that refer to people, place, things, or ideas. A common noun identifies a things.<sup>23</sup>

Example:girl, bridge, man, women, town, water.

Another example: she lends the *book* from library.

#### b) Proper noun

Proper noun is the name of some particular person or place. A proper nouns begins with a capital letter in writter at the beginning.<sup>24</sup>

Example: Mr. John, Jakarta, Islamic.

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<sup>23</sup> Jayanthi Dakhsina Murthy, *Ibid.*, p. 10.

<sup>24</sup> Marcella Frank, *Ibid.*, p. 6

## c) Collective Noun

Collective noun is the name of collective of thing or person.<sup>25</sup>

Example: parlement, division, family, group. In sentence: his father one of the most people in *parlement*, Ani and Lisa is my *family*.

## d) Abstrack Noun

Abstrack noun is a word for a concept. It is ideas that exist in our mind only. It usually the name of quality or state, action or state considered apart from the object.

Example: wisdom, happiness, freedom. In the sentence: *wisdom* is useful for a leader. *Happiness* is important in our lifee. Indonesia gets their *freedom* on 17<sup>th</sup> August 1945.

## e) Concrete Noun

Concrete nounis the name of thing that can be touched or seen. Concrete noun also is a word for a

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<sup>25</sup> Jayanthi Dakhsina Murthy, *Ibid.*, p. 10.

physical object that can be perceived by sense, it can see, touch, smell the object.<sup>26</sup>

Example: pizza, bag, woman. In sentence: my favorite food is *pizza*, I have new *bag*, The *woman* is my sister.

So, the researcher conclude that common noun are words used to name general item. This item not use capital letter at the beginning of the word. Then, proper noun is signity people, places, and things, however is a type of noun that especially names one noun and begins with capital letter in writing. Collective noun is the name for a collection or a number of people or things. And then abstrack noun is a word for a concept , it is an idea that exist in our minds only. Concrete noun is type of nouns which can be experienced thought some sense like: smell, touch, hearing, taste.

#### **b. Verb**

Verb is the word to show the action. A verb is described as a word which is used to indicate an action, a state of being of existence or possession. The word verb comes from the latin verbum meaning word. Verb are words that denote action.<sup>27</sup> So, verbs are words that express an action, event, or state. According

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<sup>26</sup> Marcella Frank, *Ibid.*, p. 6-7.

<sup>27</sup> Evelyn Hatch and Cheryl Brown, *Ibid.*, p. 222.

to George verbs are words used to refer to various kinds of actions (go, talk), and states (be, have), involving people and things in events (Jessica **is** ill and **has** a sore throat so he can't **talk** or **go** anywhere).<sup>28</sup> So, verbs refer to an action, states, involving people and things in event.

Then, Richard states that verb is a word which occurs as part of the predicate of a sentence, carries marker of the grammatical categories, such as tense, aspects, person, number and mood, refers to an action or state.<sup>29</sup> So, verb is a word occurs part of the predicate in a sentence. Besides, verb can be used to show action, situation, condition, and activity according to the word that use in a sentence.<sup>30</sup> Verb is a word used to show actions or state being. It is the heart of a sentence and every sentence must have a verb. It is very important in understanding the meaning of a sentence.

From the definition above, the researcher concluded that verbs are word which occur as part of the predicate of a sentence refers to an action, state, events.

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<sup>28</sup>George Yule., *Ibid*, p. 82.

<sup>29</sup>J. Richard, *Longman Dictionary of Applied Linguistics*, (London: Longman, 1985), p. 2009.

<sup>30</sup>*Ibid.*, p. 306.

## 1) Kinds of verb

The types of verbs described here differ according to the kind of complement they may have. Kinds of verbs will be explained below:

According to John S. Hartanto said:

a) regular verbs (kata kerja beraturan): verbs that fullfilling normal regulation (in general which is past form of formed by infinitive with addition by *-ed* or *-d* referred regular verbs.

(1) In generally to forming past tense and past participle, add *-ed* in basic regular verbs form

The basic formula: **infinitive + ed**

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>meaning</b>
To abduct	abducted	abducted	Menculik
To accept	accepted	accepted	menerima
To act	acted	acted	Bertindak,dll

(2) If regular verbs in general form ending vocal (huruf hidup) *-e*, add only *-d* to forming past tense and past participle

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>meaning</b>
To advise	advised	advised	menasehati
To close	closed	closed	menutup

To smoke	smoked	smoked	merokok
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- (3) If regular verbs which general form ending y which passed by consonant (huruf mati), y changed to i, than add –ed.

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>meaning</b>
to accompany	accompanied	accompanied	menemani
To carry	carried	carried	membawa
To cry	cried	cried	menangis

- (4) If regular verbs which general form ending y which passed by vocal, y not changed, but just add –ed.

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>	<b>meaning</b>
To annoy	annoyed	annoyed	menjengkelkan
To play	played	played	bermain
To pray	prayed	prayed	Berdoa,dll. <sup>31</sup>

- b) Irregular verbs, irregular verbs that normal which past form not forming from infinitive add –ed or –d referred/ calling regular verbs (kata kerja beraturan).<sup>32</sup>

<sup>31</sup>John S. Hartanto, *Accurate, Brief and Clear English Grammar*, p. 227-229.

<sup>32</sup>*Ibid.*, p. 239.

So, from the definition above, irregular verbs have some kinds in the example in the words and irregular verb is the verb not uniform (example: see, saw, seen).

Then, Michael says, Kinds of verbs: irregular verbs.

a) Irregular verbs

Most verb in English are regular but some of the most common verbs in English are irregular. The forms here are infinitive (go, come), the past simple (went, came), and the past participle (gone, come).

(1) All forms the same

Cost	Cost	Cost
Let	let	let

(2) Two different forms

Run	Ran	run
Come	Came	come
Find	Found	found
Win	Won	Won
Make	Made	Made

(3) Three different forms

Drink	Drank	drunk
Break	Broke	broken
Sing	Sang	sung



Give	Gave	given
Fly	Flew	Flown. <sup>33</sup>

So, from the definition above, can conclude that regular verb is past form of formed by infinitive with add -d or -ed. Irregular verb is a verb which past form not forming from infinitive add -d or -ed.

### c. Adjective

Adjective is the character of someone, things, etc. Adjectives are words used, typically of nouns, to provide more information about the things referred to (**happy** people, **large** objects, a **strange** experience).<sup>34</sup> So, Adjective is the provide more information that explaining or depicting situation of noun. Example word book can add by word adjective, like *red*, *new*. In sentence to be *red book* and *new book*. Example of adjective to explaining pronoun like *he is handsome*. So, adjective is character or situation word that explain noun or pronoun.

According to Marcella Frank, the adjective is a modifier that has the grammatical property to comparison.<sup>35</sup> So adjective is the characteristic or situation that explain noun. In some

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<sup>33</sup>Michael., *Ibid*, p. 44.

<sup>34</sup>George Yule., *Ibid*, p. 82.

<sup>35</sup>Marcella frank., *Ibid*, p. 109.

language, adjectives are not viewed as different from noun. A few adjectives as words that modify nouns, modify nouns means change a little. An adjectives changes the meaning of noun by giving more information about it.

In some language, adjectives are not viewed as different from noun. A few adjectives as words that modify nouns, modify nouns means change a little. An adjectives changes the meaning of noun by giving more information about it. Adjective are neither singular or plural. They do not have plural form. Adjective can come immediately before nouns and adjectives can also follow main verb be.

Adjectives are nearly always used in connection with a noun or pronoun to give information about the person, thing or group. When this information is not the main purpose of a statement, adjectives are placed in front of a noun. Adjectives which are used in a noun group are said to be used attributively.

### **1) Kinds of adjective**

A word used with a noun to describe or point out, the person, animal, place or thine wich the noun names, or to tell the number. Adjectives may be divided into the following classes. Kinds of adjective will be explained below:

According to Jayanthi, kinds of adjective:

a) Adjectives of quality

Adjectives of quality or descriptive adjective show the kind or quality of person or thing. Example: the *foolish old* crow tried to sing, he is an *honest* man. Adjective of quality answer the question of what kind.

b) Adjective of quantity

An adjective used to talk about the quantity of things is known as adjective of quantity. Adjective quantity show how much of a thing. In other word, they answer the question, how much? Or how many? Numbers like *one* and *thirty* are this type of adjective. So are more general words like *many*, *half* and *a lot*.

c) Adjective of Number

An adjective use to talk about the number of things or persons is known is adjective of number. Adjectives of number show how many persons or things are mean, or in what order a person.

Example: the hand has *five* fingers, another example take *great* care of your health.

#### d) Demonstrative Adjective

An adjective used to point out which person or thing we speak about is known demonstrative adjective.

Demonstrative adjective point out which person or thing.

Example: *this* boy is stronger than Hari, I hate *such* thing.<sup>36</sup>

So, can conclude that quality adjective is show the kind or quality of person or thing. Adjective of quantity show how much of a thing. Adjective of number is talk about the number of things or persons. And the last demonstrative adjective point out which person or thing.

#### d. Adverb

Adverb is a word which explain predicate. An adverb is a word which modifies the meaning of a verb, an adjective, or another adverb.<sup>37</sup> According to George Yule, adverbs are words used , typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjective to modify information about things (**really** large objects move **slowly**. I had a **very**

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<sup>36</sup>Jayanthy Dakshina Murthy, *contemporary English Grammar*, p. 34-35

<sup>37</sup> Wren & Martin, *High School English Grammar & Composition*, (N.D.V: Prasada Rao, 1990), p. 119.

strange experience **yesterday**).<sup>38</sup> So, adverbs is modifier or to describe verb, adjective or adverbs and also to explain predicate in the sentence.

When the adverbs are used to modify verbs, adverbs like adjectives use scaled forms. Adverb are similiar to adjectives in many ways although they typically assign attributes to clause , or to entire sentence rather than to nouns and to verb.<sup>39</sup> Both adjectives and adverbs can be preceded by intensifier. However, intensity can be expanded into a scale. Adverb is similiar to adjectives in many ways although they typically assign attributes to verb, clause, or entire sentence then to noun.

And then according to Jayanthi Dakshina Murthy, verb is a word used to modify a verb, an adjective or another adverb, or a word used to explain how, where, when and why an action is performed.<sup>40</sup> Adverb can be used to explain manner (how) time (when) and place (where). For example they lived happily, the word happily in this sentence modifies the verb lived. Another example Dinda is very beautiful, the word very modifies the adjective beautiful. So adverbs is a word that describe verb, adjective or adverbs itself.

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<sup>38</sup>George Yule., *Ibid.*, p. 82

<sup>39</sup>Evelyn Hatch and Cheryl Brown, *Ibid.*, 82.

<sup>40</sup>Jayanthi Dakshina Murthy., *Ibid.*, p. 7

A word that describes or adds to the meaning of verb, an adjective, another adverb, or sentence and which answers such a question as how. Normally, verbs follow the adverb. So, it can be concluded that an adverb is a modifier of nouns and adjectives and describes the action of the verb, or indicates such meaning as time and place.

### 1) **Kinds of adverb**

Adverbs have some kinds, they are adverbs of manner, adverbs of place, and adverbs of time. Kinds of adverbs will be explained below:

According to Jayanthi, kinds of adverb:

#### a) Adverb of time

Adverb of time tells us when something is done or happens.<sup>41</sup> Adverb of time is used at the beginning or the end of a sentence. Adverb of time is used as a form of emphasis when we place it at the beginning. Adverbs of time include afterwards, already, always, immediately, then and yesterday.

Example: my mother cooks yesterday.

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<sup>41</sup>*Ibid.*, p. 180.

b) Adverb of place

Adverb of place tells us where something is done or happens.<sup>42</sup> Adverb of place use it after the verb, direct object or at the end of a sentence. Adverb of place include word such as above, below, outside, there, under, every, somewhere, nowhere, and here.

Example: we study outside of the classroom. I study here.

c) Adverb of manner

Adverb of manner is kind of adverb that give information how the action happens or done.<sup>43</sup> Beside that adverb of manner are which show how or in what manner. Position of adverb of manner are comes after the verb.

Example the child slept soundly. This adverb show us position adverb after the verb.

so, from defenition above, the researcher conclude that adverb of manner is explain the action of the verbs. Then, adverbs of place usually explain the place of the

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<sup>42</sup>Barbara Dykis, *Grammar for Everyone*, (Australia: Acer Press, 2007), p. 63.

<sup>43</sup>Marcin Morzycki, *adverbs*, (Michigan: Michigan State University, 2014), p. 44.

verbs. Last, adverbs of time is the time that explain of the sentences.

Then George E. Wishon said, kinds of adverbs:

a) Adverbs of manner, like most other adverbs, normally follow the verb. These adverbs explain how the action of the verb is done. Other examples are *well, quietly, calmly, happily, quickly, gladly, suddenly, strongly, etc.*

In sentence example: Alice studies *hard*, Mr. Avery drives *slowly*, etc.

b) Adverbs of place, usually answer the question where about the action of the verb, and come after the verb. Common adverbs of place are *up, down, here, there, far, near, away, over there, and far away.*

In sentence example: Prof. Ober went *home*, The boat sailed *away*, The elevator is going *up*, Mr. And Mrs. Ober live *here*.

c) Adverbs of time, usually follow the verb; however, they may also introduce the sentence for reasons of style or for emphasis. Some useful adverbs of time are *then, next, now, soon, late, and early.*



In sentence example: He is working *now*, He will finish *soon*, He can leave *then*.<sup>44</sup>

So, from the definition above can conclude that adverb of manner are which show how or in what manner. Position of adverb of manner comes after the verb. Like child slept soundly. This adverb show as position adverb after the verb. Adverbs of place is use after the verb, direct object or at the end of a sentence. And adverb of time use at the beginning or the end of a sentence and adverbs of time use as a form of emphasis when we place it at the beginning.

Based on all explanation kinds of word classes above it can conclude that kinds of word classes consist of minor class that is noun, verb, adjective, and adverb. It is often used in every sentence in correct order. So, students should pay attention to make them understand well kind of word classes.

#### **D. The Related Findings**

Here some related findings that discussed about word classes.

This research had done by This category same with researcher before that

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<sup>44</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1990), p. 9-10.

had been done by Trilanti, et.all. This research was done qualitative descriptive. The result of the ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories mean score was 22.5%.<sup>45</sup>

Then, Marakali Harahap at State Institute For Islamic Studies in English section (institute Agama Islam Negeri Padangsidimpuan) on 2014. The kind of this research is qualitative descriptive. The result of the thesis was good (78,16 %) and those were the difficulties of the fourth semester in identifying part of speech too many part of speech that makes students confused in identifying.<sup>46</sup>

Next, was done by Lixin Xia. The result of analysis is a general overview of the errors among 4 groups of college students was given. The first errors with the greatest frequency were sorted out from all the errors. They were further classified into 8 categories according the wrongly used word classes. Statistics show that the number of errors in word classes accounts for 41.18 of the total tagged errors, and rate the eight in the 63 types.<sup>47</sup>

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<sup>45</sup> Trilanti, et.all, An Analysis On The Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan. *Jurnal Bahasa Inggris IAIN Padangsidimpuan* Vol.1 No.2 July 2013, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>. Accessed On thursday 31<sup>th</sup> of January 2019.

<sup>46</sup>Marakali Harahap, *The Ability of the fourth Semester of English Department IAIN Padangsidimpuan in Identifying Part of Speech*, Unpublished Thesis, (IAIN Padangsidimpuan, 2014).

<sup>47</sup>Lixin Xia, "An Error Analysis Of The Word Class: A Case Study Of Chinese College Students", *Journal of Guangdong University of Foreign Studies*, Guangzhou China, ISSN 1923-869X

Then, Teguh Wardana Tusino, he was done research with the result of this research is that students' ability in identifying part of speech is 56.54 or we can called enough categories. The highest all of the errors occurred in this research is misformation about 46.42%. the second error that students get in this research is omission about 28.58%, and the last error is addition about 25%.<sup>48</sup>

The last, was done by Murtajjah. The kind of this research was quantitative descriptive. The result of thesis shows that the first semester of English Department students' ability in identifying part of speech of short story can be categorized very excellent with average of total score 81.<sup>49</sup>

Based on five previous researcher above, the researcher tries to find the students, ability in identifying word classes. In other hand, five of this research are similar research, but the result and object are different. Meanwhile, this research investigate in how the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baik.

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E-ISSN 1923-8703, Vol. 3, No. 3; 2013, <http://dx.doi.org/10.3991/ijet.v10i3.4563>, accessed on Saturday 17<sup>th</sup> of march 2018.

<sup>48</sup>Teguh Wardana Tusino, *The Students' Ability In Identifying Part of Speech On The Song "My Heart Will Go On" at The Second Grade Students of MAN Gombang In The Academic Years Of 2013/14*, Jurnal Pendidikan Bahasa Inggris Vol 2, No. 3, 2013.<http://Ejournal.Umpwr.Ac.Id/Index.Php/Scripta/Article/View/1527>, Accessed On Saturday 17<sup>th</sup> of March 2018.

<sup>49</sup>Murtajjah, "The Students' Ability in Identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin", (Thesis UIN Banjarmasin, 2016), <http://idr.uin-antasari.ac.id/6405/>, accessed on Saturday 17<sup>th</sup> of March 2018.

### **E. Hypothesis**

The hypothesis is needed to show the researcher's thinking and expectation outcomes of the research related to this research. The researcher was done using statistical analysis of Z-test. So, hypothesis of this research are as follow. "the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal" is low category.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Time of the Research**

This research has been conducted at SMP N 1 Ranto Baek. It is located at bypass Sumbar-Tandikek street, kecamatan Ranto Baek, kabupaten Mandailing Natal and North Sumatera. The time of this research was done from September 2017 up to March 2019.

#### **B. The Research Design**

This research used quantitative descriptive. It means the researcher was applied quantitative research as a kind of descriptive. Quantitative research with descriptive method is purpose to describe about situations, phenomenon or happens. So, it can be concluded that quantitative descriptive research means to describe the phenomenon and in this research, the researcher was describe about the students' ability in Identifying Word Classes at Grade VIII SMP Negeri 1 Ranto Baek Mandailing Natal.

#### **C. The Population and Sample**

##### **1. Population**

Population is whole of the subject that is researched. In conducting the research of course, it needs the population. Population of this research are all eight class of SMP N 1 Ranto Baek Mandailing Natal. They are separated in four classes of grade VIII in SMP N 1 Ranto Baek Mandailing Natal. They are VIII-A, VIII-B, VIII-C, VIII-D. Each class consist : in

VIII-A class consist 30 students, in VIII-B class consist 28 consist, in VIII-C class consist 28 consist, and VIII-D class consist 27 students. Total of populations are 113 students.

These are amount of population base on SMP N 1 Ranto Baek Mandailing Natal and total of class inside. They are:

**Table I**  
**Amount of Eight Class of SMP N 1 Ranto Baek**  
**Mandailing Natal**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	VIII-A	12	18	30
2	VIII-B	12	16	28
3	VIII-C	11	17	28
4	VIII-D	10	17	27
<b>Total</b>		<b>45</b>	<b>68</b>	<b>113</b>

## 2. Sample

This research used simple random sampling for taking sample of this research. the researcher use random sampling because the population in this research is 113 students and 113 is more than 100. So, the researcher take 10 students from each class as a sample. It means that the researcher take SMP N 1 Ranto Baek Mandailing Natal. Based on the explanation above, the sample of this research can be seen in the table below:

**Table II**  
**Sample of the research at grade VIII SMP N 1 Ranto Baek**  
**Mandailing Natal**

No	Class	Total Students	Total Sample
1	VIII-A	30	10
2	VIII-B	28	10
3	VIII-C	28	10
4	VIII-D	27	10
Total		113	40

Based on the table above, it could be seen that every class, the total of sample in this research is 40 students.

#### **D. The Instruments of Collecting Data**

Instrument is a tool that can be used by the researcher to collect the data. In this research, the researcher use a test. Then, the test is used for analyzing the students' ability in identifying word classes in order to know the students' score objectively and measured learning outcome directly. The types of this test is multiple choice test. In this test, the students must identify 20 word class (noun, verb, adjective and adverb) from the underlining word. In this test the researcher make the indicator of test word classes as stated in the table below.

**TABLE III**

**Indicators of test Word Classes  
(Noun, Verb, Adverb and Adjective)**

<b>Types of test</b>	<b>Indicators</b>	<b>Items</b>	<b>number</b>	<b>score</b>	<b>Total score</b>
Identify the word classes (noun, verb, adverb and adjective) from the underlining word	Nouns	6	3,8,11,12, 16,20	5	30
	Verbs	8	2,6,7,9,10, 13,14,19	5	40
	Adjectives	4	1,15,17,18	5	20
	Adverbs	2	4,5	5	10
<b>TOTAL</b>		<b>20</b>			<b>100</b>

Based on the table of indicators of test above, the researcher gives 100 values for the respondents' correct answer of translating totality.

### **E. The Validity of instruments**

In applying the research, the researcher has validated completing test. The test means to analyze the items of the test comprehensively.

In this case, the researcher used item validity to establish the validity of the instrument, that is test.

#### 1. Item validity

To know the validity of the each question has been refered to list  $r$  biserial with  $r_t$  in 5% significant: 0, 361 and 1% significant: 0, 463. So, if  $r_{account} > r_{table}$  the test is classified valid.



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

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

Where:

$r_{pbi}$  : coefficient item validity

$M_p$  : mean score of the total score

$SD_t$  : Standard Deviation of the total score

$p$  : Presentation of the right answer of the item tested

$q$  : presentation of the wrong answer of the item tested validity.<sup>1</sup>

After the researcher had done validity of the test with calculate test based on formula *r point bi serial*, the researcher got that there were 21 items classified into valid, and 14 item classified into invalid test. So, the researcher took 20 items as test in this research.

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<sup>1</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 258.

## **F. The Techniques for Collecting Data**

After preparing the test, the researcher has given the test to the sample of the research, then has tried to find out the result. There are some steps to collect the data:

1. Preparing the test. Made test in multiple choice test. The test consist of 20 items..
2. Makes validity of the test and use item validity.
3. After making the item test valid, gave students the test and the time to do the test.
4. Then determine the time of doing the test. The time of during test in 60 minutes.
5. Give chance of time for students as ask something left or unclear in doing the test.
6. Ask the students to do test and monitor the students during the test is doing.
7. After students finish answering the test, collect their answer to be analyzed.

### G. The Technique of Analysis Data

After collecting the data, the researcher analyzed the data by quantitative data; it was presented in statistic formula. Data were analyzed by statistical analysis with following steps:

1. Identifying and correcting the answer of the subject research from the test.
2. Using mean score to analyze the test result:

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

Explanation:

M : Mean score (average)

$\sum x$  : Total of the result

n : Sum of respondent.<sup>2</sup>

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

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

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<sup>2</sup>Anas Sudijono, *ibid.*, p. 81.

Explanation:

X = data that includes hypothesis categories

n = all the data

M = hypothesis proportion.<sup>3</sup>

4. Then, after the researcher get the data, it has been presented in frequency table as following:

**Table. IV**

**The classification quality of the students' score**

<b>Interval</b>	<b>Predicate</b>
00% - 25%	Very low
26% - 50%	Low
51% - 75%	Enough
76% - 100%	High. <sup>4</sup>

5. After the researcher found the mean score of all students, it would be consult to the criteria as the following:

- 1) If the value of mean score is 0 - 25, it can be categorized into very low ability.
- 2) If the value of mean score is 26 - 50, it can be categorized into low ability.

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<sup>3</sup>Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

<sup>4</sup>Ridwan, *Belajar Mudah Penelitian untuk Guru Karyawan Peneliti Pemula*, (Bandung: Alfabeta, cet 1, 2005), p. 89.

- 3) If the value of mean score is 51 - 75, it can be categorized into enough ability.
- 4) If the value of mean score is 76 - 100, it can be categorized into high ability.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

As mentioned in earlier chapter, in order the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general. Then to test the hypothesis, the researcher used formula of Ztest. Next, the detailed description of data as follows:

#### **A. Description of the Data**

Absolutely, to know the extent of the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek, the researcher used test as instrument of the collecting the data. The researcher asked the students to identify word classes based on the multiple choice. So, the total of test in the multiple choice is 20. Then, the instrument given for the grade VIII students of SMP N 1 Ranto Baek, the score each of them could be seen in the table below:

**Table V**  
**The Students' Total Score in Identifying Word Classes**

<b>No</b>	<b>Students' Initial</b>	<b>Total Score</b>
1	DL	55
2	NA	50
3	AM	45
4	RN	70
5	SA	55
6	NP	75
7	DL	65
8	SK	60
9	FAN	70
10	DS	65
11	MS	65
12	AIP	55
13	DR	50
14	RS	65
15	AU	90
16	ADP	70
17	DA	70
18	HL	60
19	WL	65
20	PSW	55
21	RW	75
22	WH	50
23	AN	70
24	LM	80

<b>No</b>	<b>Students' Initial</b>	<b>Total Score</b>
25	AHH	75
26	ZK	80
27	AD	80
28	RA	60
29	LE	60
30	LMA	65
31	TA	90
32	MM	65
33	INA	80
34	RH	60
35	EM	75
36	IPS	60
37	MM	90
38	NR	70
39	YT	55
40	DR	70

Based on the table above, the total scores of grade VIII students of SMP N 1 Ranto Baek in identifying word classes is 2665. It can also be seen that there were students who have got 90 as the highest score and there were those who have 45 as the lowest score. To know the quality score of each of the students in identifying word classes can be seen as below:



**Table VI**  
**The Quality Score of the Students in Identifying Word Classes**

No	Students' Initial Name	Total Score	Quality Score
1	DL	55	Enough
2	NA	50	Low
3	AM	45	Low
4	RN	70	Enough
5	SA	55	Enough
6	NP	75	Enough
7	DL	65	Enough
8	SK	60	Enough
9	FAN	70	Enough
10	DS	65	Enough
11	MS	65	Enough
12	AIP	55	Enough
13	DR	50	Low
14	RS	65	Enough
15	AU	90	High
16	ADP	70	Enough
17	DA	70	Enough
18	HL	60	Enough
19	WL	65	Enough
20	PSW	55	Enough
21	RW	75	Enough
22	WH	50	Low
23	AN	70	Enough

No	Students' Initial	Total Score	Quality Score
24	LM	80	High
25	AHH	75	Enough
26	ZK	80	High
27	AD	80	High
28	RA	60	Enough
29	LE	60	Enough
30	LMA	65	Enough
31	TA	90	High
32	MM	65	Enough
33	INA	80	High
34	RH	60	Enough
35	EM	75	Enough
36	IPS	60	Enough
37	MM	90	High
38	NR	70	Enough
39	YT	55	Enough
40	DR	70	Enough
<b>Total</b>		<b>2665</b>	

Based on the table above, it is clearly that quality score the students' score in identifying word classes is differently. There were many students have low, enough, and high. It means that the ability at grade VIII SMP N 1 Ranto Baek in 2018-2019 academic year in identifying word classes is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

**Table VII**

**The resume of variable score in identifying word classes**

No	Statistic	Variable
1	High score	90
2	Low score	45
3	Mean score	66.55
4	Median score	64.22
5	Mode	59.07

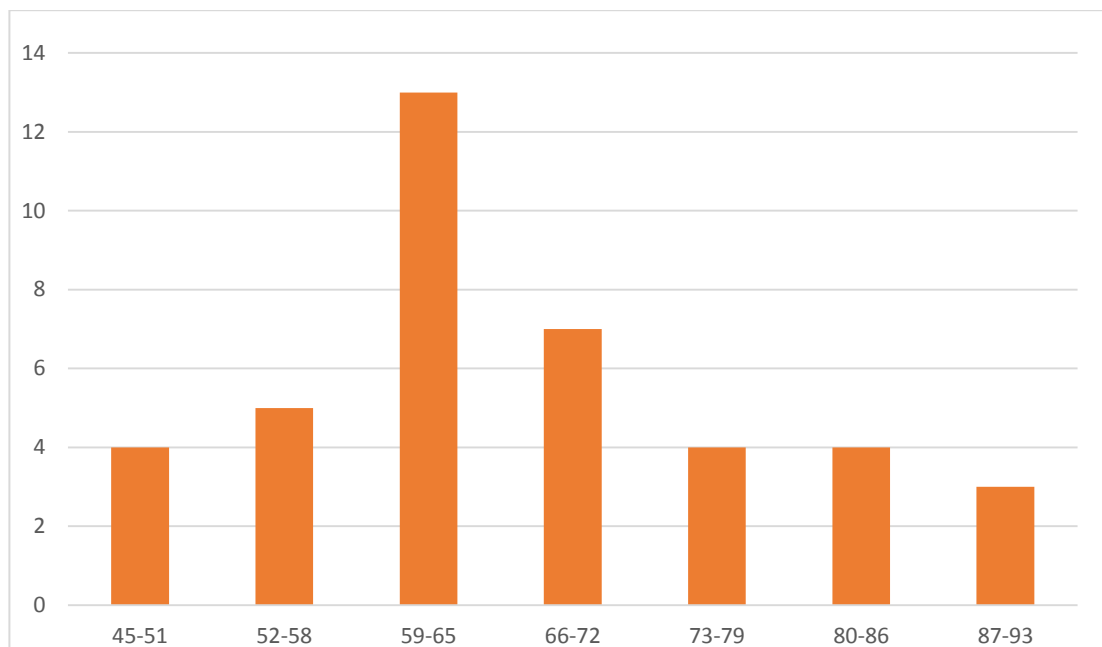
From the table above, it was known that the high score for variable in identifying word classes had been searched from 40 students, and based on the total of sample research the highest score is 90 and low score is 45, mean score 66.55, median is 64.22, and mode is 59.07.

Based on the calculation mean score was 66.55. So, application in identifying word classes was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in identifying word classes which interval 7.

**Table VIII****The Frequency Distribution in Identifying Word Classes**

<b>No</b>	<b>Interval Class</b>	<b>Frequency Absolute</b>	<b>Frequency Relative</b>
1	45 - 51	4	10 %
2	52 - 58	5	12.5 %
3	59 - 65	13	32.5 %
4	66 - 72	7	17.5 %
5	73 - 79	4	10 %
6	80 - 86	4	10 %
7	87 - 93	3	7.5%
<b>I = 7</b>		<b>40</b>	<b>100 %</b>

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



**Picture 1 : The histogram the students ability in identifying word classes at grade VIII SMP N 1 Ranto Baek**

Based on the table above, it was known that the variable revelation students' ability in identifying word classes shown that the respondent at 45-51 were 4 students (10 %), interval 52-58 were 5 students (12.5 %), interval 59-65 were 13 students (32.5 %), interval 66-72 were 7 students (17.5 %), interval 73-79 were 4 students (10 %), interval 80-86 were 4 students (10 %), interval 87-93 were 3 students (7.5%). So, the meaning of interval in this research is showing the count of sample who got score in percentage.

**B. Hypothesis Testing**

The hypothesis of the research are "The Students' Ability In Identifying Word Classes at Grade VIII SMP N 1 Ranto Baek Mandailing Natal was enough 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:

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

$$Z = \frac{\frac{29}{40} - 0.75}{\sqrt{\frac{0.75(1-0.75)}{40}}}$$

$$Z = \frac{0.725 - 0.75}{\sqrt{\frac{0.75(0.25)}{40}}}$$

$$Z = \frac{-0.025}{\sqrt{\frac{0.1875}{40}}}$$

$$Z = \frac{-0.025}{\sqrt{0.0046875}}$$

$$Z = \frac{-0.025}{0.068}$$

$$Z = -0.37$$

Calculation  $Z_{table}$  :

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

$$\alpha = 0.05$$

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

$$0.025 = 3.26$$

Based on the calculation it can be concluded that  $Z_{count} = -0.37$  was greater than  $Z_{table} = 3.26$  ( $Z_{count} = -0.37 < Z_{table} = 3.26$  by level 0.05. So, from the result above the researcher concluded that the hypothesis is rejected by using Z-test. Because  $Z_{count} = -0.37 < Z_{table} = 3.26$ .

The meaning in the level 5% the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal have enough ability.

So, students ability in identifying word classes at grade VIII SMP N 1 Ranto Baek Mandailing Natal was enough ability according to table VII. The classification quality of the students' score. It was 66.55 category.

### C. Discussion

After analyzing the data, it was known that the students ability in identifying word classes at grade VIII SMP N 1 Ranto Baek was categorized into enough category or 66.55 score, it was gotten from the result of students' mean score in doing the test by analysis word classes. This category same with researcher before that had been done by Trilanti, et.all. This research was done qualitative descriptive. The result of the ability in understanding vocabulary at first year semester students of English Education Study Program (TBI) STAIN Padangsidimpuan was low categories mean score was 22.5%.<sup>1</sup>

The second by Marakali Harahap. The kind of this research is qualitative descriptive. The result of thesis was good (78.16 %) and those were the difficulties of the fourth semester in Identifying part of speech too many part of speech that makes students confused in identifying.<sup>2</sup>

The third is done by Lixin Xia. The result of analysis is a general overview of the errors among 4 groups of collage students was given. The first errors with the greatest frequency were sorted out from all the errors. They were further classifield into 8 categories according the wrongly used word classes.<sup>3</sup> Statistics show

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<sup>1</sup> Trilanti, et.all, An Analysis On The Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan. *Jurnal Bahasa Inggris IAIN Padangsidimpuan* Vol.1 No.2 July 2013, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/F>. Accessed On thusrday 31<sup>th</sup> of January 2019.

<sup>2</sup> Marakali, "*The Ability Of The Fourth Semester of English Department IAIN Padangsidimpuan In Identifying Part Of Speech*", Unpublished Thesis, (IAIN Padangsidimpuan, 2014).

<sup>3</sup> Lixin Xia, "An Error Analysis Of The Word Class: A Case Study Of Chinese Collage Students", *Journal Of Guangdong University of Foreign Studies, Guangzhou China*, ISSN 1923-869X

that the number of errors in word classes accounts for 41.18 of the total tagged errors, and rate the eighth in the 63 types.

Then, was done by Teguh Wardana Tusino, he was done research with the result of this research is that students' ability in identifying part of speech is 56.54 or we can called enough categories. The highest all of the errors occurred in this research is misformation about 46.42%. the second error that students get in this research is omission about 28.58%, and the last error is addition about 25%.<sup>4</sup>

The last, was done by Murtajiah. The kinds of this research was quantitative descriptive. The result of thesis shows that the firts semester of English department students' ability in identifying part of speech of short story can be categorized very exellent with average of total score 81.<sup>5</sup>

Therefore, the researcher concluded that the students' ability in identifying word classes done by 5 researchers was different and category among the 5 researchers above. It can be seen as follow:

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<sup>4</sup> Teguh Wardana Tusino, The Students' Ability In Identifying Part Of Speech On The Song "My Heart Will Go On", at The Second Grade Students of MAN Gombang In The Academic Years Of 2013/14, Jurnal Pendidikan Bahasa Inggris Vol 2, No 3, 2013, , <http://Ejournal.Umpwr.Ac.Id/Index.Php/Scripta/Article/View/1527>, Accessed On Saturday 17<sup>th</sup> of March 2018.

<sup>5</sup> Murtajiah, The Students' Ability In Identifying Part Of Speech of Short Story at Antasari State Institute For Islamic Studies Banjarmasin, (Thesis UIN Banjarmasin, 2016), <http://idr.uin-antasari.ac.id/6405/>, accessed on Saturday 17<sup>th</sup> of March 2018.



**Table IX**  
**Result of previous research**

No	Name of Researcher	Result of Research in Identifying Word Classes	Category of Mean Score
1	Trilanti, Eka Sustris Harida, Fitri Rayani	22.5	Low
2	Lixin Xia	41.18	Enough
3	Teguh Wardana Tusino	56.54	Enough
4	Marakali	78.16	Good
5	Murtajiah	81	High

#### **D. Treats of the Research**

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had the activities. Beside, the time with was given to be students' not enough. Then, students also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in identifying word classes was categorized into enough category. It can be seen from the value of the percentage from mean score gotten by students, that is 66.55 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from  $Z_{\text{count}} = -0.37 < Z_{\text{table}} = 3.26$ . So "the students' ability in identifying word classes at grade VIII SMP N 1 Ranto Baek mandailing natal is enough category".

#### B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster, Drs.Saiful Bahri to motivate his teachers, especially English teachers of SMP N 1 Ranto Baek, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade VIII English teachers before studying about vocabulary, or word classes. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in word

classes. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic and the last is word classes that is basic knowledge to able grammar in writing skill. So, be sure that the students have been understood first.

3. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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# APPENDIX I

## Validity test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	1	1	
2	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	
3	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	1	
4	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	1	0	0	1	1	1	1	0	0	0	0	1	1	1	1	1	0	
5	1	1	0	0	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	
6	1	1	0	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	
7	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	0	1	1	0	1	1	1	
8	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	
9	0	1	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	
10	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	1	1	1	
11	1	0	1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	
12	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	0	0	1	0	1	0	1	
13	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	
14	1	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	
15	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	
16	1	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	
17	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	0	1	0	0	0	1	
18	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1
19	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
20	1	1	0	0	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	0	0	1	
21	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	0	1	0	1	0	0	1	1	
22	1	1	0	1	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	
23	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1
24	0	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	
25	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1
26	0	1	0	0	0	0	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1
27	0	0	0	0	0	0	1	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	0	0	
28	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	
29	0	0	1	1	1	0	0	0	0	0	1	1	1	1	0	1	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0
30	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	1	1	0	1	0	0
N=30	18	18	11	17	8	8	18	14	10	19	19	16	23	20	4	21	5	23	17	6	22	16	13	7	19	7	9	10	13	20	4	18	10	19	
p	0.6	0.6	0.36	0.56	0.26	0.26	0.6	0.46	0.33	0.63	0.63	0.53	0.76	0.66	0.13	0.7	0.16	0.76	0.56	0.2	0.73	0.53	0.43	0.23	0.63	0.23	0.3	0.33	0.43	0.66	0.13	0.6	0.33	0.63	



q	0.4	0.4	0.63	0.43	0.73	0.73	0.4	0.53	0.66	0.36	0.36	0.46	0.23	0.33	0.86	0.3	0.83	0.23	0.43	0.8	0.26	0.46	0.56	0.76	0.36	0.76	0.7	0.66	0.56	0.33	0.86	0.4	0.66	0.36
---	-----	-----	------	------	------	------	-----	------	------	------	------	------	------	------	------	-----	------	------	------	-----	------	------	------	------	------	------	-----	------	------	------	------	-----	------	------

## APPENDIX II

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

### A. Calculation of Pre-test

1. Mean score from score total ( $M_t$ )

$$M_t = \frac{\sum X_t}{N}$$
$$M_t = \frac{473}{30} = 15.76$$

2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$
$$SD_t = \sqrt{\frac{8707}{30} - \left(\frac{473}{30}\right)^2}$$
$$SD_t = \sqrt{290.23 - (15.76)^2}$$
$$SD_t = \sqrt{290.23 - 248.37}$$
$$SD_t = \sqrt{41.86} = 6.46$$

3. Mean Score ( $M_p$ )

#### Item 1

$$M_{p1} = \frac{\text{total score of students' score that true item answer}}{n1}$$
$$M_{p1} = \frac{16+24+16+19+20+20+24+23+22+22+22+20+23+11+20+17+14+14}{18}$$
$$M_{p1} = \frac{347}{18} = 19.27$$

#### Item 2

$$M_{p2} = \frac{\text{total score of students' score that true item answer}}{n2}$$
$$M_{p2} = \frac{24+16+20+20+24+23+8+22+22+20+23+11+16+20+14+13+14+9}{18}$$
$$M_{p2} = \frac{319}{18} = 17.72$$

#### Item 3

$$M_{p3} = \frac{\text{total score of students' score that true item answer}}{n3}$$
$$M_{p3} = \frac{19+21+20+9+13+13+14+24+24+23+22}{11}$$
$$M_{p3} = \frac{202}{11} = 18.36$$

#### Item 4

$$M_{p4} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{p4} = \frac{16+19+20+8+22+21+20+23+16+7+17+14+13+14+10+13}{16}$$

$$M_{p4} = \frac{253}{16} = 15.81$$

### Item 5

$$M_{p5} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{p5} = \frac{20+24+23+22+20+16+20+13}{8}$$

$$M_{p5} = \frac{158}{8} = 19.75$$

### Item 6

$$M_{p6} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{p6} = \frac{20+24+22+21+20+14+22+22}{8}$$

$$M_{p6} = \frac{165}{8} = 20.62$$

### Item 7

$$M_{p7} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{p7} = \frac{24+16+19+20+20+24+23+20+16+9+17+14+9+10+14+20}{16}$$

$$M_{p7} = \frac{275}{16} = 17.18$$

### Item 8

$$M_{p8} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{p8} = \frac{24+16+19+20+24+22+22+22+21+14+13+9+10+14}{14}$$

$$M_{p8} = \frac{250}{14} = 17.85$$

### Item 9

$$M_{p9} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{p9} = \frac{19+24+19+23+22+22+22+23+16+20+10}{10}$$

$$M_{p9} = \frac{201}{10} = 20.1$$

### Item 10

$$M_{p10} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{p10} = \frac{16+24+16+19+20+24+23+8+22+22+22+21+23+11+9+7+17+14+13+14+10+13}{22}$$

$$M_{p10} = \frac{368}{22} = 16.72$$

**Item 11**

$$M_{p11} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{p11} = \frac{16+24+20+20+23+22+22+22+23+7+20+14+8+14}{14}$$

$$M_{p11} = \frac{255}{14} = 18.21$$

**Item 12**

$$M_{p12} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{p12} = \frac{16+24+19+20+20+24+23+22+11+7+20+13+14+9}{14}$$

$$M_{p12} = \frac{242}{14} = 17.28$$

**Item 13**

$$M_{p13} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{p13} = \frac{24+20+20+24+22+22+21+23+11+16+8+13+14+9+10+13+13+10+23+14+17+8+20+14}{25}$$

$$M_{p13} = \frac{411}{25} = 16.44$$

**Item 14**

$$M_{p14} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{p14} = \frac{16+24+16+19+20+20+24+8+22+22+22+21+20+23+11+9+17+13+10+13}{20}$$

$$M_{p14} = \frac{350}{20} = 17.5$$

**Item 15**

$$M_{p15} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{p15} = \frac{24+23+20+8}{4}$$

$$M_{p15} = \frac{75}{4} = 18.75$$

**Item 16**

$$M_{p16} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{p16} = \frac{16+24+16+20+24+23+22+22+22+21+23+11+16+9+20+17+14+10+10+13+14}{21}$$

$$M_{p16} = \frac{367}{21} = 17.47$$

### Item 17

$$M_{p17} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{p17} = \frac{24+22+7+20+8}{5}$$

$$M_{p17} = \frac{81}{5} = 16.2$$

### Item 18

$$M_{p18} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{p18} = \frac{16+24+19+20+20+24+23+22+22+22+21+20+23+11+20+17+14+13+14+9+10+13+14}{23}$$

$$M_{p18} = \frac{411}{23} = 17.86$$

### Item 19

$$M_{p19} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{p19} = \frac{24+16+20+20+24+23+22+22+22+21+20+23+16+9+20+8}{16}$$

$$M_{p19} = \frac{310}{16} = 19.37$$

### Item 20

$$M_{p20} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{p20} = \frac{24+20+24+23+11+14}{6}$$

$$M_{p20} = \frac{116}{6} = 19.33$$

### Item 21

$$M_{p21} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{p21} = \frac{16+24+16+9+20+24+23+8+22+22+22+21+20+23+16+9+20+17+14+13+10+13}{22}$$

$$M_{p21} = \frac{382}{22} = 17.36$$

### Item 22

$$M_{p22} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{p22} = \frac{16+19+20+23+22+22+23+14+13+14+10+19+14+17+20+16+20}{17}$$

$$M_{p22} = \frac{302}{17} = 17.76$$

**Item 23**

$$M_{p23} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{p23} = \frac{24+16+19+22+22+22+21+20+23+20+17+13+10}{13}$$

$$M_{p23} = \frac{249}{13} = 19.15$$

**Item 24**

$$M_{p24} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{p24} = \frac{20+20+23+21+20+23+10}{7}$$

$$M_{p24} = \frac{137}{7} = 19.57$$

**Item 25**

$$M_{p25} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p25} = \frac{16+20+20+24+23+8+22+22+22+21+20+23+16+20+17+14+13+9+10+}{19}$$

$$M_{p25} = \frac{340}{19} = 17.89$$

**Item 26**

$$M_{p26} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p26} = \frac{24+16+22+23+11+16+13}{7}$$

$$M_{p26} = \frac{125}{7} = 17.85$$

**Item 27**

$$M_{p27} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p27} = \frac{24+20+23+22+21+20+14+20+20}{9}$$

$$M_{p27} = \frac{184}{9} = 20.44$$

**Item 28**

$$M_{p28} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p28} = \frac{16+20+22+7+17+14+14+14+8+10+11+10}{12}$$

$$M_{p28} = \frac{163}{12} = 13.58$$

**Item 29**

$$M_{p29} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p29} = \frac{19+23+14+10+14+20+24+24+23+21+22}{11}$$

$$M_{p29} = \frac{214}{11} = 19.45$$

### Item 30

$$M_{p30} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p30} = \frac{16+24+16+19+20+20+24+23+8+22+22+21+23+16+7+20+17+14+10+14}{20}$$

$$M_{p30} = \frac{356}{20} = 17.8$$

### Item 31

$$M_{p31} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p31} = \frac{19+21+20+9}{4}$$

$$M_{p31} = \frac{69}{4} = 17.25$$

### Item 32

$$M_{p32} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p32} = \frac{16+24+19+20+20+24+23+22+22+22+21+20+23+8+13+10+13+14}{18}$$

$$M_{p32} = \frac{334}{18} = 18.55$$

### Item 33

$$M_{p33} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p33} = \frac{16+24+19+24+22+22+21+20+23+17}{10}$$

$$M_{p33} = \frac{208}{10} = 20.8$$

### Item 34

$$M_{p34} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p34} = \frac{16+24+16+20+20+24+23+22+22+22+21+20+23+16+9+17+8+14+9}{19}$$

$$M_{p34} = \frac{368}{19} = 19.36$$

### Item 35

$$M_{p35} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{p35} = \frac{19+22+16+17}{4}$$

$$M_{p35} = \frac{74}{4} = 18.5$$

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

**Item 1**

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

$$r_{pbi} = \frac{19.27 - 15.76}{6,46} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.51}{6.46} \sqrt{1.5}$$

$$r_{pbi} = 0.543 \times 1.224 = 0.664$$

**Item 2**

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

$$r_{pbi} = \frac{17.72 - 15.76}{6,46} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.96}{6.46} \sqrt{1.5}$$

$$r_{pbi} = 0.303 \times 1.224 = 0.370$$

**Item 3**

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

$$r_{pbi} = \frac{18.36 - 15.76}{6,46} \sqrt{\frac{0.36}{0.63}}$$

$$r_{pbi} = \frac{2.6}{6.46} \sqrt{0.57}$$

$$r_{pbi} = 0.402 \times 0.754 = 0.303$$

**Item 4**

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

$$r_{pbi} = \frac{15.81 - 15.76}{6,46} \sqrt{\frac{0.56}{0.43}}$$

$$r_{pbi} = \frac{0.05}{6.46} \sqrt{1.30}$$

$$r_{pbi} = 0.007 \times 1.140 = 0.007$$

**Item 5**

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



$$r_{pbi} = \frac{19.75 - 15.76}{6.46} \sqrt{\frac{0.26}{0.73}}$$

$$r_{pbi} = \frac{3.99}{6.46} \sqrt{0.35}$$

$$r_{pbi} = 0.617 \times 0.591 = 0.364$$

### Item 6

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

$$r_{pbi} = \frac{20.62 - 15.76}{6.46} \sqrt{\frac{0.26}{0.73}}$$

$$r_{pbi} = \frac{4.86}{6.46} \sqrt{0.35}$$

$$r_{pbi} = 0.752 \times 0.591 = 0.444$$

### Item 7

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

$$r_{pbi} = \frac{17.72 - 15.76}{6.46} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.96}{6.46} \sqrt{1.5}$$

$$r_{pbi} = 0.303 \times 1.224 = 0.370$$

### Item 8

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

$$r_{pbi} = \frac{17.18 - 15.76}{6.46} \sqrt{\frac{0.46}{0.53}}$$

$$r_{pbi} = \frac{1.42}{6.46} \sqrt{0.86}$$

$$r_{pbi} = 0.219 \times 0.927 = 0.203$$

### Item 9

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

$$r_{pbi} = \frac{20.1 - 15.76}{6.46} \sqrt{\frac{0.33}{0.66}}$$

$$r_{pbi} = \frac{4.34}{6.46} \sqrt{0.5}$$

$$r_{pbi} = 0.671 \times 0.707 = 0.474$$

### Item 10

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

$$r_{pbi} = \frac{16.72 - 15.76}{6.46} \sqrt{\frac{0.73}{0.26}}$$

$$r_{pbi} = \frac{0.96}{6.46} \sqrt{2.80}$$

$$r_{pbi} = 0.148 \times 16.733 = 2.476$$

### Item 11

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

$$r_{pbi} = \frac{18.21 - 15.76}{6.46} \sqrt{\frac{0.53}{0.46}}$$

$$r_{pbi} = \frac{2.45}{6.46} \sqrt{1.15}$$

$$r_{pbi} = 0.379 \times 1.072 = 0.406$$

### Item 12

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

$$r_{pbi} = \frac{17.28 - 15.76}{6.46} \sqrt{\frac{0.56}{0.43}}$$

$$r_{pbi} = \frac{1.52}{6.46} \sqrt{1.30}$$

$$r_{pbi} = 0.235 \times 1.140 = 0.267$$

### Item 13

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

$$r_{pbi} = \frac{16.44 - 15.76}{6.46} \sqrt{\frac{0.73}{0.26}}$$

$$r_{pbi} = \frac{0.68}{6.46} \sqrt{2.80}$$

$$r_{pbi} = 0.105 \times 1.673 = 0.175$$

### Item 14

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

$$r_{pbi} = \frac{17.5 - 15.76}{6.46} \sqrt{\frac{0.66}{0.33}}$$

$$r_{pbi} = \frac{1.74}{6.46} \sqrt{2}$$

$$r_{pbi} = 0.269 \times 1.414 = 0.380$$

### Item 15

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

$$r_{\text{pbi}} = \frac{18.75 - 15.76}{6.46} \sqrt{\frac{0.13}{0.86}}$$

$$r_{\text{pbi}} = \frac{2.99}{6.46} \sqrt{0.15}$$

$$r_{\text{pbi}} = 0.463 \times 0.387 = 0.179$$

### Item 16

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

$$r_{\text{pbi}} = \frac{17.47 - 15.76}{6.46} \sqrt{\frac{0.7}{0.3}}$$

$$r_{\text{pbi}} = \frac{1.71}{6.46} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.265 \times 1.526 = 0.404$$

### Item 17

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

$$r_{\text{pbi}} = \frac{16.2 - 15.76}{6.46} \sqrt{\frac{0.16}{0.83}}$$

$$r_{\text{pbi}} = \frac{0.44}{6.46} \sqrt{0.19}$$

$$r_{\text{pbi}} = 0.068 \times 0.435 = 0.029$$

### Item 18

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

$$r_{\text{pbi}} = \frac{17.86 - 15.76}{6.46} \sqrt{\frac{0.76}{0.23}}$$

$$r_{\text{pbi}} = \frac{2.1}{6.46} \sqrt{3.30}$$

$$r_{\text{pbi}} = 0.325 \times 1.816 = 0.590$$

### Item 19

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

$$r_{\text{pbi}} = \frac{19.37 - 15.76}{6.46} \sqrt{\frac{0.53}{0.46}}$$

$$r_{\text{pbi}} = \frac{3.61}{6.46} \sqrt{1.15}$$

$$r_{\text{pbi}} = 0.558 \times 1.072 = 0.598$$

### Item 20

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

$$r_{pbi} = \frac{19.33 - 15.76}{6.46} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{3.57}{6.46} \sqrt{0.25}$$

$$r_{pbi} = 0.552 \times 0.5 = 0.276$$

### Item 21

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

$$r_{pbi} = \frac{17.36 - 15.76}{6.46} \sqrt{\frac{0.73}{0.26}}$$

$$r_{pbi} = \frac{1.6}{6.46} \sqrt{2.80}$$

$$r_{pbi} = 0.247 \times 1.673 = 0.413$$

### Item 22

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

$$r_{pbi} = \frac{17.76 - 15.76}{6.46} \sqrt{\frac{0.56}{0.43}}$$

$$r_{pbi} = \frac{2}{6.46} \sqrt{1.30}$$

$$r_{pbi} = 0.309 \times 1.140 = 0.352$$

### Item 23

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

$$r_{pbi} = \frac{19.15 - 15.76}{6.46} \sqrt{\frac{0.43}{0.56}}$$

$$r_{pbi} = \frac{3.39}{6.46} \sqrt{0.76}$$

$$r_{pbi} = 0.524 \times 0.871 = 0.456$$

### Item 24

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

$$r_{pbi} = \frac{19.57 - 15.76}{6.46} \sqrt{\frac{0.23}{0.76}}$$

$$r_{pbi} = \frac{3.81}{6.46} \sqrt{0.30}$$

$$r_{pbi} = 0.589 \times 0.547 = 0.322$$

### Item 25

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

$$r_{pbi} = \frac{17.89-15.76}{6.46} \sqrt{\frac{0.63}{0.36}}$$

$$r_{pbi} = \frac{2.13}{6.46} \sqrt{1.75}$$

$$r_{pbi} = 0.329 \times 1.322 = 0.435$$

### Item 26

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

$$r_{pbi} = \frac{17.85-15.76}{6.46} \sqrt{\frac{0.23}{0.76}}$$

$$r_{pbi} = \frac{2.09}{6.46} \sqrt{0.30}$$

$$r_{pbi} = 0.323 \times 0.547 = 0.176$$

### Item 27

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

$$r_{pbi} = \frac{20.44-15.76}{6.46} \sqrt{\frac{0.3}{0.7}}$$

$$r_{pbi} = \frac{4.68}{6.46} \sqrt{0.42}$$

$$r_{pbi} = 0.724 \times 0.648 = 0.469$$

### Item 28

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

$$r_{pbi} = \frac{13.58-15.76}{6.46} \sqrt{\frac{0.33}{0.66}}$$

$$r_{pbi} = \frac{-2.18}{6.46} \sqrt{0.5}$$

$$r_{pbi} = -0.337 \times 0.707 = -0.238$$

### Item 29

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

$$r_{pbi} = \frac{19.45-15.76}{6.46} \sqrt{\frac{0.43}{0.56}}$$

$$r_{pbi} = \frac{3.69}{6.46} \sqrt{0.76}$$

$$r_{pbi} = 0.571 \times 0.871 = 0.497$$

### Item 30

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

$$r_{\text{pbi}} = \frac{17.8-15.76}{6.46} \sqrt{\frac{0.66}{0.33}}$$

$$r_{\text{pbi}} = \frac{2.04}{6.46} \sqrt{2}$$

$$r_{\text{pbi}} = 0.315 \times 1.414 = 0.445$$

### Item 31

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

$$r_{\text{pbi}} = \frac{17.25-15.76}{6.46} \sqrt{\frac{0.13}{0.86}}$$

$$r_{\text{pbi}} = \frac{1.49}{6.46} \sqrt{0.15}$$

$$r_{\text{pbi}} = 0.231 \times 0.387 = 0.089$$

### Item 32

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

$$r_{\text{pbi}} = \frac{18.55-15.76}{6.46} \sqrt{\frac{0.6}{0.4}}$$

$$r_{\text{pbi}} = \frac{2.79}{6.46} \sqrt{1.5}$$

$$r_{\text{pbi}} = 0.431 \times 1.224 = 0.527$$

### Item 33

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

$$r_{\text{pbi}} = \frac{20.8-15.76}{6.46} \sqrt{\frac{0.33}{0.66}}$$

$$r_{\text{pbi}} = \frac{5.04}{6.46} \sqrt{0.5}$$

$$r_{\text{pbi}} = 0.780 \times 0.707 = 0.551$$

### Item 34

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

$$r_{\text{pbi}} = \frac{19.36-15.76}{6.46} \sqrt{\frac{0.63}{0.36}}$$

$$r_{\text{pbi}} = \frac{3.6}{6.46} \sqrt{1.75}$$

$$r_{\text{pbi}} = 0.557 \times 1.322 = 0.736$$

### Item 35

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

$$r_{\text{pbi}} = \frac{18.5 - 15.76}{6.46} \sqrt{\frac{0.13}{0.86}}$$

$$r_{\text{pbi}} = \frac{2.74}{6.46} \sqrt{0.15}$$

$$r_{\text{pbi}} = 0.424 \times 0.387 = 0.164$$

**APPENDIX III**

**Table Validity of test**

No	M <sub>p</sub>	M <sub>t</sub>	SD <sub>t</sub>	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r <sub>t</sub> on 5% significant	Interpretation
1.	19.27	15.76	6.46	0.6	0.4	0.664	0.361	valid
2.	17.72	15.76	6.46	0.6	0.4	0.370	0.361	valid
3.	18.36	15.76	6.46	0.36	0.63	0.303	0.361	invalid
4.	15.81	15.76	6.46	0.56	0.43	0.007	0.361	invalid
5.	19.75	15.76	6.46	0.23	0.76	0.364	0.361	valid
6.	20.62	15.76	6.46	0.26	0.73	0.444	0.361	valid
7.	17.72	15.76	6.46	0.6	0.4	0.370	0.361	valid
8.	17.18	15.76	6.46	0.46	0.46	0.203	0.361	invalid
9.	20.1	15.76	6.46	0.33	0.66	0.474	0.361	valid
10.	16.72	15.76	6.46	0.73	0.26	0.476	0.361	valid
11.	18.21	15.76	6.46	0.53	0.46	0.406	0.361	Valid
12.	17.15	15.76	6.46	0.53	0.46	0.267	0.361	invalid
13.	16.53	15.76	6.46	0.76	0.23	0.175	0.361	invalid
14.	17.5	15.76	6.46	0.66	0.33	0.380	0.361	valid
15.	18.75	15.76	6.46	0.13	0.86	0.179	0.361	invalid
16.	17.47	15.76	6.46	0.7	0.3	0.404	0.361	valid
17.	16.2	15.76	6.46	0.6	0.83	0.029	0.361	invalid
18.	17.86	15.76	6.46	0.76	0.23	0.590	0.361	valid
19.	19.37	15.76	6.46	0.53	0.46	0.598	0.361	valid
20.	19.33	15.76	6.46	0.2	0.8	0.276	0.361	invalid
21.	17.36	15.76	6.46	0.73	0.26	0.413	0.361	valid
22.	17.76	15.76	6.46	0.56	0.43	0.352	0.361	invalid
23.	19.15	15.76	6.46	0.43	0.56	0.456	0.361	valid
24.	19.57	15.76	6.46	0.23	0.76	0.322	0.361	invalid
25.	17.89	15.76	6.46	0.63	0.36	0.435	0.361	valid
26.	17.85	15.76	6.46	0.23	0.76	0.176	0.361	Invalid
27.	20.44	15.76	6.46	0.36	0.63	0.469	0.361	Valid
28.	13.58	15.76	6.46	0.33	0.66	-0.238	0.361	Invalid
29.	19.45	15.76	6.46	0.43	0.56	0.497	0.361	Valid
30.	17.8	15.76	6.46	0.66	0.33	0.445	0.361	Valid
31.	17.25	15.76	6.46	0.13	0.86	0.089	0.361	Invalid
32.	18.55	15.76	6.46	0.6	0.4	0.527	0.361	Valid
33.	20.8	15.76	6.46	0.33	0.66	0.551	0.361	Valid
34.	19.36	15.76	6.46	0.63	0.36	0.736	0.361	Valid
35.	18.5	15.76	6.46	0.13	0.86	0.164	0.361	invalid



## APPENDIX IV

Name :

Class :

Subject :

**Instructions: Identify the word classes (noun, verb, adjective, and adverb) for the underlined word in each sentence.**

1. She buys an expensive book at the store.
  - a. Verb
  - b. Adjective
  - c. Noun
  - d. adverb
2. Why did you do that?
  - a. Verb
  - b. Adjective
  - c. Noun
  - d. adverb
3. If we shoot the ball well, we will win the match.
  - a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
4. My father is going to swim.
  - a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
5. The outside of the boat needs scraping.
  - a. Noun
  - b. Adjective
  - c. Adverb
  - d. verb
6. On January, I take a holiday to the Great Wall of China
  - a. Verb
  - b. Adverb
  - c. Noun
  - d. Adjective
7. Let's sit outside and laugh at you as you work in the blazing sun.

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

8. The politician repented of his past mistakes.
- a. Noun
  - b. Adjective
  - c. Adverb
  - d. Verb
9. What did he tell about the film last night?
- a. Adjective
  - b. Adverb
  - c. Noun
  - d. Verb
10. You speak English well, I am proud of you.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
11. He runs every morning to keep the healthy.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
12. Lombok is the beautiful island in Indonesia.
- a. Adjective
  - b. Verb
  - c. Adverb
  - d. Noun
13. I have breakfast with bread every morning.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
14. Dina is a multi talented student in the school..
- a. Adjective
  - b. Verb
  - c. Adverb
  - d. Noun
15. She dances beautifully tonight.
- a. Adjective

- b. Verb
  - c. Noun
  - d. Adverb
16. I buy an expensive book at the mall.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
17. What did he tell you about me?
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
18. On Sundays, I work from eight to ten in the morning.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
19. I will go to one of beautiful islands in Indonesia this month.
- a. Adjective
  - b. Verb
  - c. Adverb
  - d. Noun
20. I don't believe him because he has lied to me for many times.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
21. Tara cooked chicken soup, but that was not delicious.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
22. Dita is an amazing English teacher at school.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
23. The dog keeps running with the other dogs.
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb

24. She drives very carefully because she has a traumatic car accident.
- Adjective
  - Verb
  - Noun
  - Adverb
25. You should try the new dish in the restaurant near my office.
- Adjective
  - Verb
  - Noun
  - Adverb
26. Don't try to approach him when he is angry.
- Adjective
  - Verb
  - Noun
  - Adverb
27. It is nice to meet you since we haven't met each other for two months.
- Adjective
  - Verb
  - Noun
  - Adverb
28. Learning English is very important for students.
- Noun
  - Verb
  - Adjective
  - Adverb
29. I don't know how to fix the problem.
- Adjective
  - Verb
  - Adverb
  - Noun
30. He is smart, but is he professional?
- Adjective
  - Verb
  - Noun
  - Adverb
31. I am not ready to get married this year.
- Adjective
  - Verb
  - Noun
  - Adverb
32. My mother buy a cheap book at the book store
- Adjective
  - Noun

- c. Verb
  - d. Adverb
33. You should scrape the boat without outside help
- a. Noun
  - b. Adjective
  - c. Adverb
  - d. verb
34. Me and my family will go to one of high lands in Indonesia called Dieng
- a. Verb
  - b. Noun
  - c. Adjective
  - d. adverb
35. I feel fresh after taking a rest
- a. Adverb
  - b. Verb
  - c. Adjective
  - d. Noun

## APPENDIX V

**Name** :

**Class** :

**Subject** :

Instructions: Identify the word classes (noun, verb, adjective, and adverb) for the underlined word in each sentence.

36. She buys an expensive book at the store.  
e. Verb  
f. Adjective  
g. Noun  
h. adverb
37. Why did you do that?  
e. Verb  
f. Adjective  
g. Noun  
h. adverb
38. The outside of the boat needs scraping.  
e. Noun  
f. Adjective  
g. Adverb  
h. verb
39. Let's sit outside and laugh at you as you work in the blazing sun.  
e. Verb  
f. Noun  
g. Adverb  
h. Adjective
40. What did he tell about the film last night?  
a. Adjective  
b. Adverb  
c. Noun  
d. Verb
41. You speak English well, I am proud of you.  
a. Adjective  
b. Verb  
c. Noun  
d. Adverb

42. He runs every morning to keep the healthy.
- Adjective
  - Verb
  - Noun
  - Adverb
43. Dina is a multi talented student in the school..
- Adjective
  - Verb
  - Adverb
  - Noun
44. I buy an expensive book at the mall.
- Adjective
  - Verb
  - Noun
  - Adverb
45. On Sundays, I work from eight to ten in the morning.
- Adjective
  - Verb
  - Noun
  - Adverb
46. I will go to one of beautiful islands in Indonesia this month.
- Adjective
  - Verb
  - Adverb
  - Noun
47. Tara cooked chicken soup, but that was not delicious.
- Adjective
  - Verb
  - Noun
  - Adverb
48. The dog keeps running with the other dogs.
- Adjective
  - Verb
  - Noun
  - Adverb
49. You should try the new dish in the restaurant near my office.
- Adjective
  - Verb
  - Noun
  - Adverb
50. It is nice to meet you since we haven't met each other for two months.
- Adjective
  - Verb

- c. Noun
  - d. Adverb
51. I don't know how to fix the problem.
- a. Adjective
  - b. Verb
  - c. Adverb
  - d. Noun
52. He is smart, but is he professional?
- a. Adjective
  - b. Verb
  - c. Noun
  - d. Adverb
53. My mother buy a cheap book at the book store
- e. Adjective
  - f. Noun
  - g. Verb
  - h. Adverb
54. On January, I take a holiday to the Great Wall of China
- e. Verb
  - f. Adverb
  - g. Noun
  - h. Adjective
55. Me and my family will go to one of high lands in Indonesia called Dieng
- a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb



## **APPENDIX VI**

### **Key answer**

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

## APPENDIX VII

### STUDENTS' NAME AND INITIALS

#### AT GRADE VIII SMP N 1 RANTO BAEK

No	Students' Name	Students' Initials
1	Deliana	DL
2	Nur Anisah	NA
3	Aseli Munawaroh	AM
4	Rifki Nasution	RN
5	Sari Ayu	SA
6	Nadia Putri	NP
7	Desiana Lubis	DL
8	Sakinah	SK
9	Fitri Asriana Nst	FAN
10	Dina Sapitri	DS
11	Marwah Saputri	MS
12	Anwar Ibrahim Pulungan	AIP
13	Dian Rifki	DR
14	Rahmi Sagita	RS
15	Ali Usman	AU
16	Arif Dinan Pratama	ADP
17	Desti Amaliah	DA
18	Hennilialilfah	HL
19	Warni Lubis	WL
20	Putri Sri Wahyuni	PSW
21	Ridwan	RW

22	Wahyu Hidayat	WH
23	Afnida	AN
24	Lailani Muhdalifah	LM
25	Al-Halal Hamdi	AHH
26	Zulkarnaen	ZK
27	Ahmad Dapik	AD
28	Robiyatul Adawiya	RA
29	Lusi Enda	LE
30	Lina Mari Ani	LMA
31	Tauhid Awaludin	TA
32	Mei Munah	MM
33	Indah Nur Aminah	INA
34	Rayani Hasibuan	RH
35	Enda Mora	EM
36	Indah Permata Sari	IPS
37	Mustika Madani	MM
38	Nia Ramadani	NR
39	Yeni Tariani	YT
40	Delriana	DR

## APPENDIX VIII

### STUDENTS' SCORE IN IDENTIFYING WORD CLASSES AT GRADE VIII SMP N 1 RANTO BAEK

No	Students' Initial	Total Score
1	DL	55
2	NA	50
3	AM	45
4	RN	70
5	SA	55
6	NP	75
7	DL	65
8	SK	60
9	FAN	70
10	DS	65
11	MS	65
12	AIP	55
13	DR	50
14	RS	65
15	AU	90
16	ADP	70
17	DA	70
18	HL	60
19	WL	65
20	PSW	55
21	RW	75
22	WH	50

23	AN	70
24	LM	80
25	AHH	75
26	ZK	80
27	AD	80
28	RA	60
29	LE	60
30	LMA	65
31	TA	90
32	MM	65
33	INA	80
34	RH	60
35	EM	75
36	IPS	60
37	MM	90
38	NR	70
39	YT	55
40	DR	70
<b>Highest Score</b>		<b>90</b>
<b>Lowest Score</b>		<b>45</b>
<b>Sum</b>		<b>2665</b>
<b>Mean Score</b>		<b>66.55</b>
<b>Mode</b>		<b>59.07</b>
<b>Median</b>		<b>64.22</b>

## APPENDIX IX

### THE DETAILED DESCRIPTION OF THE STUDENTS' ABILITY IN IDENTIFYING WORD CLASSES AT GRADE VIII SMP N 1 RANTO BAEK MANDAILING NATAL

No	Students' Initial	Correct Answer	Total Score
1	DL	11	55
2	NA	10	50
3	AM	9	45
4	RN	14	70
5	SA	11	55
6	NP	15	75
7	DL	13	65
8	SK	12	60
9	FAN	14	70
10	DS	13	65
11	MS	13	65
12	AIP	11	55
13	DR	10	50
14	RS	13	65
15	AU	18	90
16	ADP	14	70
17	DA	14	70
18	HL	12	60
19	WL	13	65
20	PSW	11	55
21	RW	15	75
22	WH	10	50

23	AN	14	70
24	LM	16	80
25	AHH	15	75
26	ZK	16	80
27	AD	16	80
28	RA	12	60
29	LE	12	60
30	LMA	13	65
31	TA	18	90
32	MM	14	65
33	INA	16	80
34	RH	12	60
35	EM	15	75
36	IPS	12	60
37	MM	18	90
38	NR	14	70
39	YT	11	55
40	DR	14	70
<b>Highest Score</b>			<b>90</b>
<b>Lowest Score</b>			<b>45</b>
<b>Sum</b>			<b>2665</b>
<b>Mean Score</b>			<b>66.55</b>
<b>Mode</b>			<b>59.07</b>
<b>Median</b>			<b>64.22</b>

## APPENDIX X

### DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

45	50	50	50	55
55	55	55	55	60
60	60	60	60	60
65	65	65	65	65
65	65	70	70	70
70	70	70	70	75
75	75	75	80	80
80	80	90	90	90

2. High score = 90
3. Low score = 45
4. Range = high – low score  
= 90 – 45  
= 45
5. Total of classes (BK) =  $1 + 3.3 \log (n)$   
=  $1 + 3.3 \log (40)$   
=  $1 + 3.3 (1.60)$   
=  $1 + 5.28$   
= 6.28  
= 6
6. Interval (i)



$$i = \frac{R}{BK} = \frac{45}{6} = 7.5 = 7$$

7. Mean score

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

No	Interval	Fi	Xi	Fixi
1	45 - 51	4	48	192
2	52 - 58	5	55	275
3	59 - 65	13	62	806
4	66 - 72	7	69	483
5	73 - 79	4	76	304
6	80 - 86	4	83	332
7	87 - 93	3	90	270
<b>i = 7</b>		<b>40</b>		<b>2662</b>

$$\text{Mean} = \bar{x} = \frac{\sum x}{N} \qquad \bar{x} = \frac{2662}{40} = 66.55$$

8. Median

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

$$b = 66 - 0.5$$

$$= 65.5$$

$$F = 4 + 5 + 13$$

$$= 22$$

$$f = 7$$

$$p = 6$$

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

$$Me = 65.5 + 6 \left( \frac{\frac{1}{2}(40) - 22}{7} \right)$$

$$= 65.5 + 6 \left( \frac{20 - 22}{7} \right)$$

$$= 65.5 + 6 \left( \frac{-2}{7} \right)$$

$$= 65.5 + 6 \left( \frac{-2}{7} \right)$$

$$= 65.5 + \frac{-12}{42}$$

$$= 65.5 - 0.28$$

$$= 65.22$$

## 9. Modus

$$Mo = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

$$b = BB - 0.5$$

$$= 87 - 0.5$$

$$= 86.5$$

$$P = 6$$

$$b_1 = 5$$

$$b_2 = 3$$

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$= 86.5 + 6 \left( \frac{5}{5+3} \right)$$

$$= 86.5 + 6 \left( \frac{5}{8} \right)$$

$$= 86.5 + \left( \frac{30}{48} \right)$$

$$= 86.5 + 0.625$$

$$= 87.12$$

So, modus (the score that the most students got) = 87.12

**APPENDIX XI**

**DOCUMENTATION OF THE RESEARCH**











**KEMENTERIAN AGAMA**  
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Telephon 0634-22080 Faximile 0634-24022

---

Nomor : /In.14/E.6a/PP.00.9/ 09 /2017  
Padangsidempuan, September 2017  
Sifat : Biasa  
Lampiran : -  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth Bapak/Ibu;

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

Di-  
Padangsidempuan

*Assalamu'Alaikum Wr. Wb*

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

Nama : NUR LELA SARI PULUNGAN

Nim : 14 203 00094

Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3

Judul Skripsi : **THE STUDENTS' ABILITY IN IDENTIFYING  
WORD CLASSES AT GRADE VIII SMP N 1  
RANTO BAEK MANDAILING NATAL**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.



Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

**Rayendriani Fahmei Lubis, M.Ag.**  
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Mengetahui  
a.n.Dekan  
Wakil Dekan Bidang Akademik

**Dr. Lelya Hilda, M. Si**  
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**Pernyataan Kesiediaan Sebagai Pembimbing**

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Nomor : B - 2248 /In.14/E/TL.00/12/2018  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Kepala SMP N 1 Ranto Baek  
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Lela Sari Pulungan  
NIM : 1420300094  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Hutabaringit

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Identifying Word Classes at Grade VIII SMP N 1 Ranto Baek Mandailing Natal".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan, 13 Desember 2018  
Dekan



Dr. Lela Huda, M.Si.  
NIP. 19720920 200003 2 002



PEMERINTAH KABUPATEN MANDAILING NATAL  
DINAS PENDIDIKAN  
SMP NEGERI 1 RANTO BAEK  
Jl. lintas Mandailing Natal Kec.Ranto Baik Kode Pos 22983s

**SURAT IZIN PENELITIAN**

NOMOR : 422.3/72/SMP N 01/2018

Saya yang bertanda tangan dibawah ini:

Nama : **Drs. SAIFUL BAHRI**  
Nip. : 19680614 199903 1004  
Pangkat/Gol. : Pembina TK I/IV b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP N 1 Ranto Baik

Menyatakan benar

Nama : **Nur Lela Sari Pulungan**  
Nim : 1420300094  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Hutabaringin

Melaksanakan tugas penelitian di SMP N 1 Ranto Baik dengan judul "**The Students' Ability In Identifying Word Classes at Grade VIII SMP N 1 Ranto Baik Mandailing Natal**".

Demikian surat izin penelitian ini diperbuat agar dapat dipergunakan dengan sebenarnya dan seperlunya.

Manisak, 17 Desember 2018  
Kepala, SMP N 1 Ranto Baik

  
**Drs. SAIFUL BAHRI**  
Nip. 19680614 199903 1004





INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUNAN  
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/No./Ln. 14/E.6a/PP.00.9/ 09 /2017

Biasa

Padangsidimpuan, 27 September 2017

Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu,

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

Di-  
Padangsidimpuan

*Assalamu 'Alaikum Wr. Wb*

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

Nama : NUR LELA SARI PULUNGAN

Nim : 14 203 00094

Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3

Judul Skripsi : **THE STUDENTS' ABILITY IN IDENTIFYING WORD CLASSES AT GRADE VIII SMP N 1 RANTO BAEK MANDAILING NATAL**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

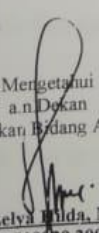
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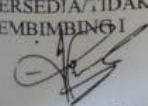
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Wakil Dekan Bidang Akademik

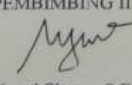
  
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Pernyataan Kesediaan Sebagai Pembimbing

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## **CURRICULUM VITAE**

### **A. Identify**

Name : Nur Lela Sari Pulungan  
Reg. Num : 14 203 00094  
Place/Birth : Hutabaringin, September 12<sup>th</sup> 1995  
Sex : Female  
Religion : Moeslim  
Address : Hutabaringin, kec. Ranto Baek.

### **B. Parents**

Father's Name : Erman Pulungan  
Mother's Name : Rosleli Lubis

### **C. Education Background**

1. Graduated from Elementary School SD Negeri 10208350 Manisak kecamatan Ranto Baek 2007.
2. Graduated from Junior High School SMP N 1 Ranto Baek 2011.
3. Graduated from Senior High School MAN Panyabungan 2014.
4. Be University student IAIN Padangsidempuan 2014.