

**THE STUDENTS' UNDERSTANDING IN PART OF SPEECH
TOWARD WRITING ENGLISH SENTENCES
AT BOSOWA UNIVERSITY**

SKRIPSI

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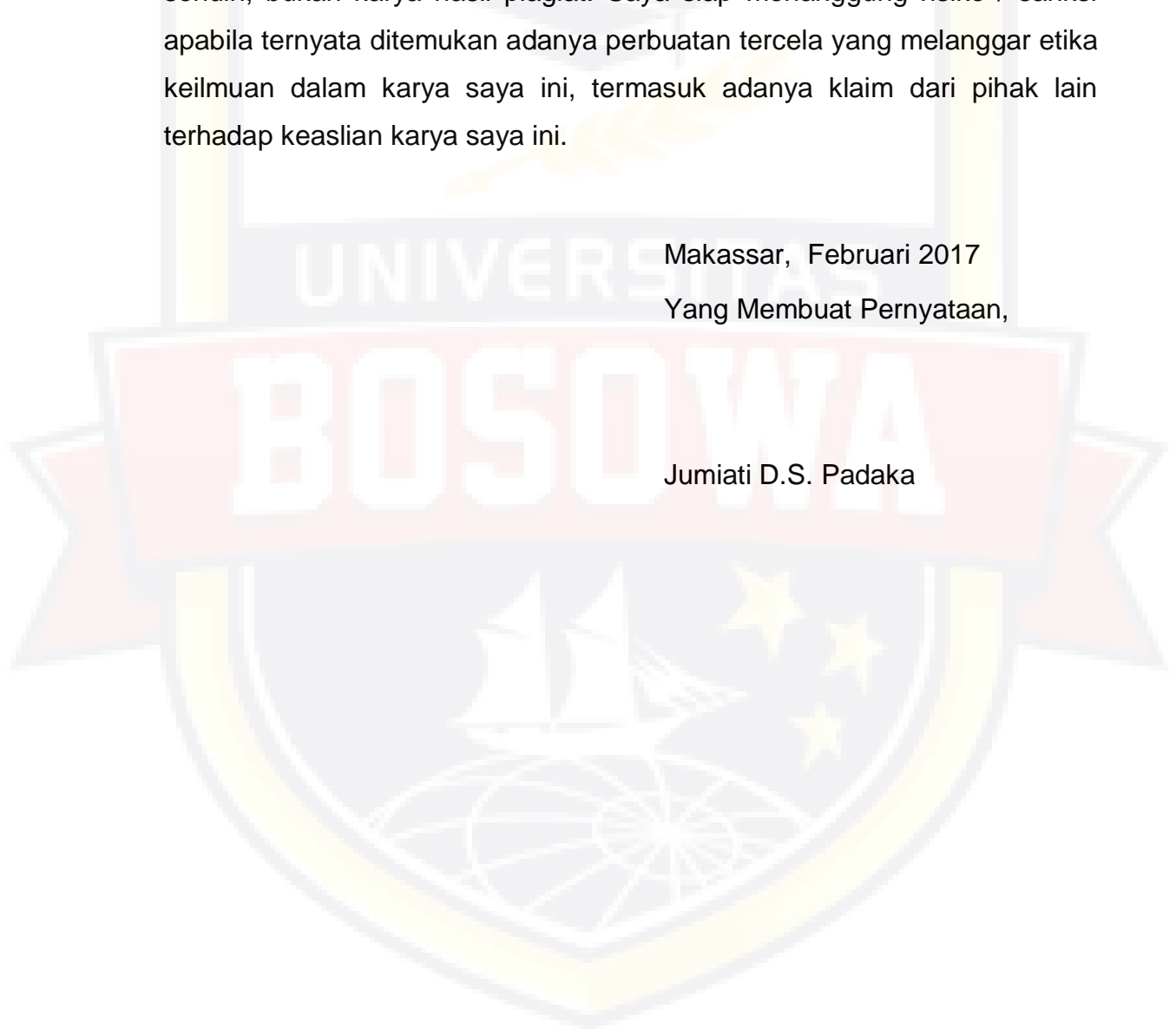
PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Students' Understanding in Part of Speech Toward Writing English Sentences at Bosowa University*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang Membuat Pernyataan,

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ABSTRACT

Jumiat D.S. Padaka. 2017. The Students' Understanding in Part of Speech Toward Writing English Sentences at Bosowa University. (Supervised by Muliati and A. Hamzah Fansury)

This research aimed to find out the students' ability in employing part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing English sentences by the second year students Universitas Bosowa. By discipline, this research deals teaching writing used part of speech of second year students of Universitas Bosowa. By content, the writer focuses on writing English text. By activity, this research provided English text, means that the writer give a word for students who have problems in writing use part of speech has teaching method

The writer used qualitative research. This research describes the students' ability in employing part of speech in writing English sentences at the second year of Universitas Bosowa. The writer applied total sampling technique. Total sampling mean that the writer took the sample who had difficulties in writing especially in English sentences that shown in their result. The writer took one class as the sample of the research

The result of the study found that the mean score of the test was 59.3 In exercise 1 most of the students couldn't answer question number 2,3,5,6,7,12,14,16,18,19 and 20 Besides that, exercise 2 most of the students couldn't answer question number 3,5,6,7,12,14,16,18 and 20. All the students couldn't explain detail the most difficult or misunderstanding about the eight part of speech. The writer assume that they confuse to choose which one of part of speech that they can answered correctly. Perhaps they need to learn part of speech actively to make them more understand. Finally, the writer concluded that using part of speech was fair to increase the students' ability in writing English sentences at Bosowa University

Key Word: Teaching Writing, Part of Speech, English Sentences

ABSTRAK

Jumiat D.S. Padaka. 2017. The Students' Understanding in Part of Speech Toward Writing English Sentences at Bosowa University. (Dibimbing oleh Muliati and A. Hamzah Fansury)

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa menggunakan part of speech (Kata benda, kata ganti, kata kerja, keterangan, kata sifat, preposisi, kata sambung dan tanda seru) dalam menulis kalimat bahasa Inggris pada mahasiswa semester II Universitas Bosowa. Pada mata pelajaran, peneliti fokus pada kegiatan menulis dengan menerapkan part of speech pada mahasiswa semester II. Dari segi isi, peneliti fokus pada menulis kalimat bahasa Inggris. Pada kegiatannya, penulis menyediakan teks bahasa Inggris yang bermakna bahwa peneliti memberikan sebuah kata pada mahasiswa yang memiliki masalah dalam menulis dengan menggunakan part of speech sebagai metode penelitian.

Penulis menggunakan penelitian kualitatif. Penelitian ini mendeskripsikan kemampuan mahasiswa dalam menggunakan part of speech dalam menulis kalimat bahasa Inggris. Peneliti menggunakan total sampel dengan mengambil satu kelas saja sebagai kelas eksperimen. Jumlah sampel dalam penelitian ini adalah 18 mahasiswa.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata yang diperoleh mahasiswa adalah 59.3. Untuk latihan soal nomor 1 rata-rata mahasiswa tidak mampu menjawab soal nomor number 2,3,5,6,7,12,14,16,18,19 dan 20. Disamping itu, untuk latihan soal nomor 2 rata-rata mahasiswa tidak mampu menjawab soal nomor 3,5,6,7,12,14,16,18 dan 20. Hasil tes menunjukkan bahwa tidak ada satupun mahasiswa yang menjelaskan mengapa mereka kurang mampu menjawab soal yang diberikan oleh peneliti. Hal ini disebabkan karena mahasiswa keliru untuk menentukan dengan baik bagian dari part of speech itu sendiri dan membuat mereka lebih memahaminya dengan baik. Dengan demikian, penulis menyimpulkan bahwa penggunaan part of speech dikategorikan rata-rata dalam meningkatkan kemampuan mahasiswa dalam menulis kalimat bahasa Inggris di Universitas Bosowa.

Kata Kunci: Menulis, Part of Speech, Kalimat bahasa Inggris

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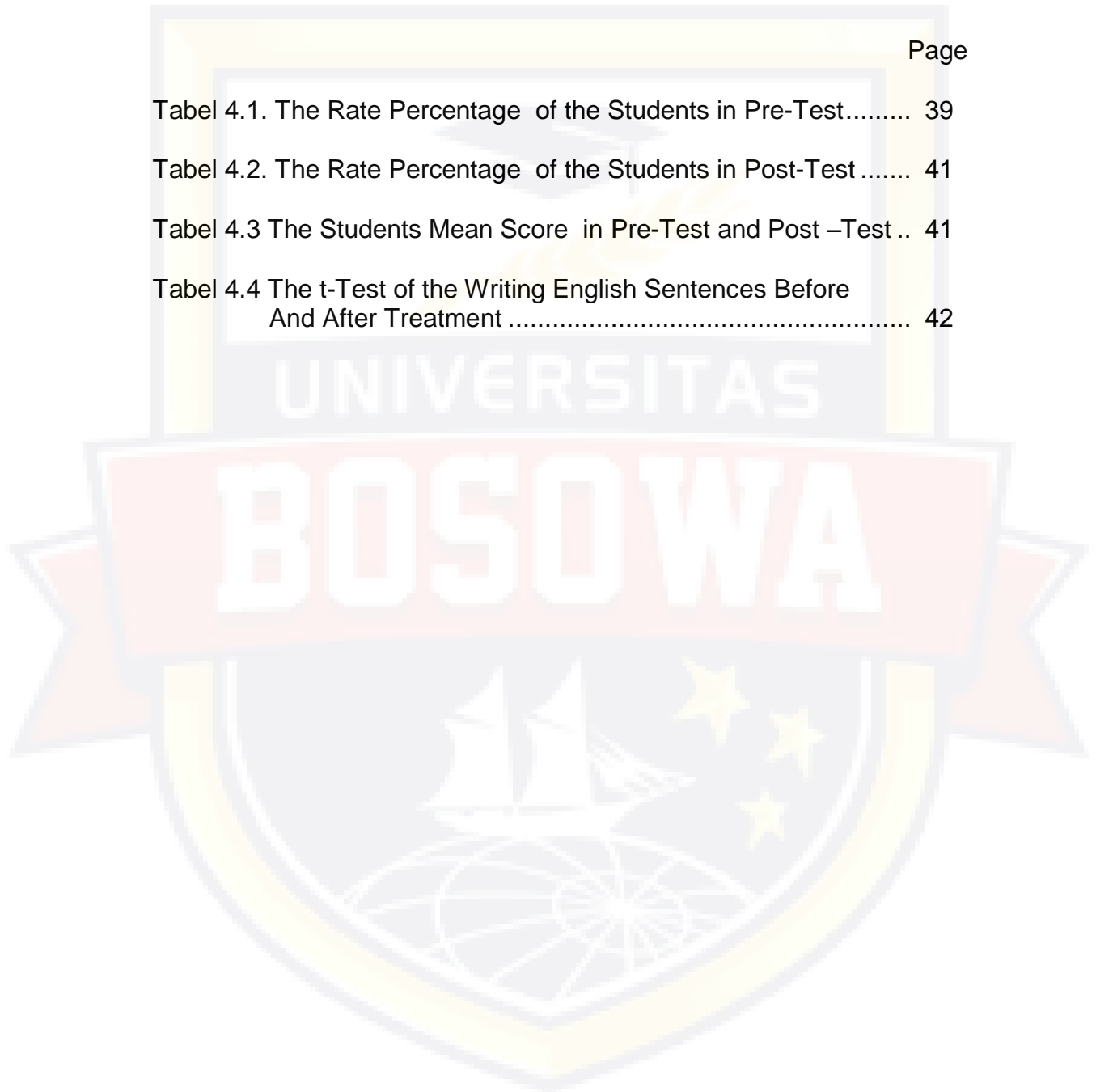
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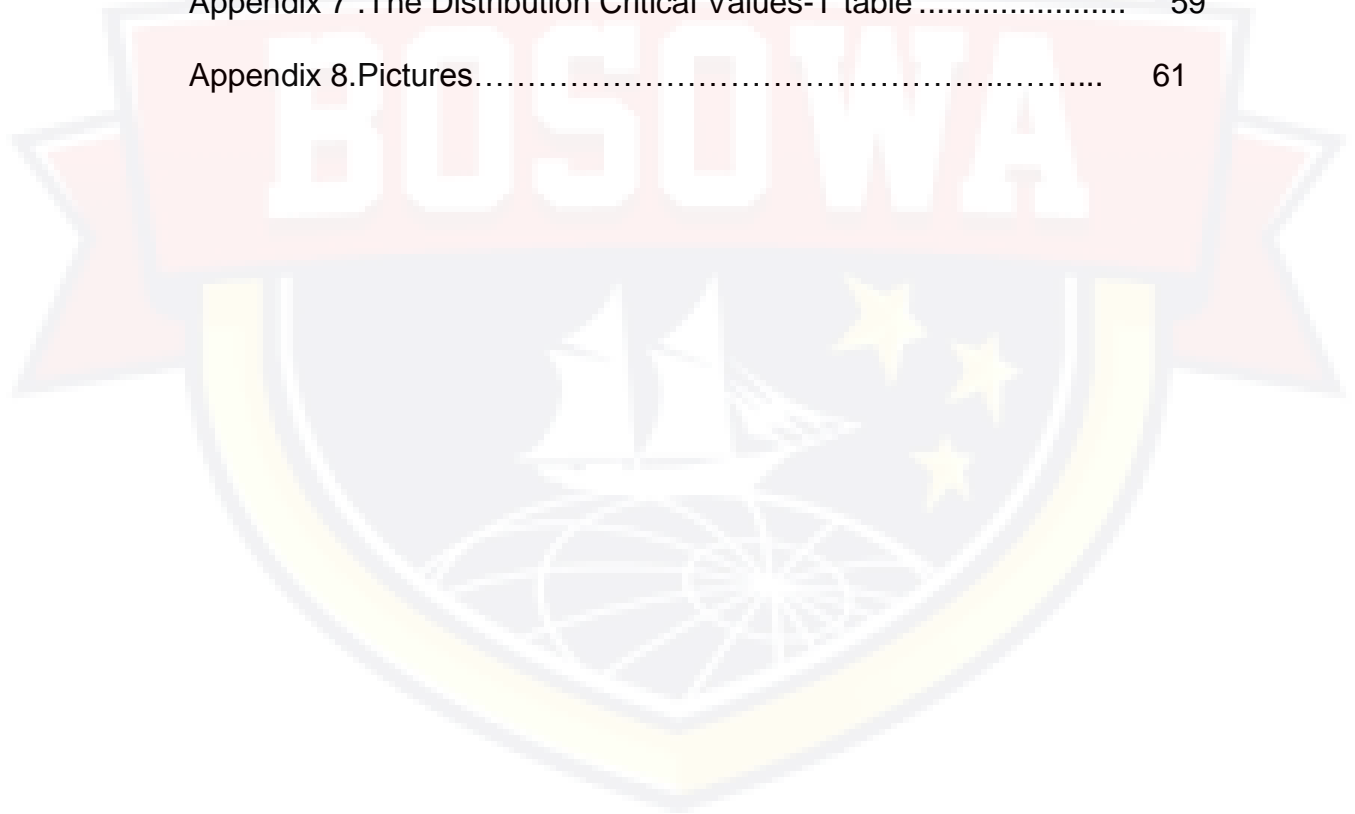
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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research and the scope of the research.

A. Background

Writing is one of the important and essential skills that should be possessed by English learners. In learning writing, students should practice their writing in order to let them develop in this skill. The students should be able to think about the ideas then express them in the written form.

Based on the national curriculum, the learning of English integrates four main language skills: speaking, listening, reading and writing. In addition, the purpose of the curriculum above is to construct of the skill of language and communication as an oral and written to confront of developing science of ability and technology in carrying out of globalization era. Based on Curriculum 2004 (in Kalayo & M.Fauzan, 2007:2), in Junior High schools, the expected language proficiency is learners are able to use English for survival purpose, to communicate for daily needs such as to read newspapers and manuals. From this statement, we can see that nowadays' students in Indonesia use English in both spoken and written language.

As learning about the other languages especially English, students should master four language skills of English. There are four language skills; listening, speaking, writing and reading. Those are very important in

learning language. But not only master of four language skills, students should master the language components such as grammar, vocabulary, pronunciation, spelling, punctuation etc. According to Brown (1994: 217), there are some language components that should be mastered by students. There are grammar, vocabulary, pronunciation, spelling, punctuation etc. Regarding with the importance of grammar proficiencies, it is important for as to know what grammar is about.

Grammar is concerned with labeling sentences with part of speech (Vivian, 1991:9-10; in Ruri, 2008; 2). Part of speech is a traditional term to describe the different word that are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Richard, 1992: 266). So, it is necessary that the students understand the function of word in sentences. Dealing with the statements above, the writer can assume that both grammar and part of speech cannot be separated I English learning teaching, because part of speech are an aspect of grammar that hold important role for one to master the language skill in English. Such as in writing English sentences, it must using grammar.

Writing English is not a new phenomenon to the students in Indonesia. Newspapers, magazines, scientific books, and most of significant books are written in English. Meaning that, Indonesian students know and use English in daily communication, especially the students who learn English. Moreover, the students of the English Department, Writing skill is not only supported by a big longing, proclivity, and motivation, but also supported by the knowledge of the vocabulary and writing.

Besides, the ability to employ parts of speech is very important in writing.

Automatically, it can help the students arrange or make writing correctly. Dana (2009:12) said that, Part of speech include to noun, verb, adjective, adverb, preposition, pronoun, and conjunction. Based on the explanation above, the students can to know about part of speech. In addition, in writing, the students do not confuse in selecting the parts in part of speech. Based on the curriculum of English Department FKIP Universitas Bosowa English is one of the main subjects. The students who learn English are expected to master four language skills. They are speaking, reading, writing, and listening. One of language skill that is very important is writing. As one of the language skill, writing is one taught and must be mastered by the students in this school. According to Suparman (2007:13), the purpose of studying English is to construct the skill of language and communication as an oral and written to confront of developing science of ability and technology in carrying out of globalization era.

The process of teaching part of speech based on the opinion of Higa (1965;in Celce-Murcia and Mc Intosh, 1908: 244), confirms this hunch as general rule, but he also isolates five specific factors that make a word relatively easy or difficult to learn:

1. The intrinsic difficulty of word to be learned;
2. The interaction between a group of words to be learned
3. The interaction between groups of words to be learned in sequence; and
4. The effect of repeated presentation of words to be learned.

Based on the statement above, to learn part of part of speech, especially in writing English sentences, we must know the specific factor to make a word relatively easy or difficult because in writing English sentences we must know about part of part of speech. Besides, in term of writing, students learn about part of speech, steps, methods, and all related aspects to writing in order that they are able to write and make an excellent sentence. At Universitas Bosowa, English is one of the compulsory subjects learned by students in a week with in allocation 45 minutes each meeting.

Dealing with this quotation and the perfect of study, even though the students of Universitas Bosowa have learned English in one week, at least the students of second semester of Universitas Bosowa have studied English, but in fact, the result of their writing sentences in employing part of speech is far from the what expected in curriculum. The trouble of the problems can be from the students, the society where they socialize, the facility of the teaching and learning, the motivation of the study, and the willingness of the students. Based on the explanations above, the writer finds some phenomena after conducting in her preliminary observations. They are:

1. Some students have the vocabularies, but they cannot use in writing English sentences.
2. Some students are diligent to follow English learning in the class, but their scores are still bad.
3. Some of the students are diligent to write English sentences, but the sentences are wrong or ambiguous.

4. Some of the students have vocabularies, but they do not know part of speech.

B. Problem Statement

Based on the background above, the writer formulates research question as “How to measure the students’ understanding in writing English sentences?”.

C. Objective of the Research

Based on the problem statement above, the objectives of this research are to measure the students’ understanding in writing English sentences.

D. Significance of the Research

The result of this research is expected to be useful, both theoretically and practically.

1. These research findings are expected to be beneficial finding in education, especially in terms of teaching and learning English as a foreign language, especially for the writer herself.
2. To show the students’ ability in employing part of speech especially noun and verb in writing English sentences.
3. This research is used to fulfill one of requirements to finish the writer’s study at the Bosowa University of Makassar.

4. These finding are also expected to be the useful information especially for those who are concerned with the teaching writing.

E. Scope of the Research

To avoid the research broadening, it is very important to made clarification of some issues that is limited into three aspects, namely discipline, content and activity.

By discipline, this research deals teaching writing used part of speech of second year students of Universitas Bosowa. By content, the writer focuses on writing English text. By activity, this research provided English text, means that the writer give a word or the students who have problems in writing use part of speech has teaching method.

CHAPTER II

LITERATURE REVIEW

This chapter presents previous related research findings, some pertinent ideas, conceptual framework and hypothesis.

A. Previous Related Research Findings

Writing is very important in academic and professional world. Many people use written language for their necessities, like; students, teacher, employees, manager, directors and so on. They often use written language in their academic or professional activity. Therefore, many people should have the skill in writing to help their necessities. Writing also has relationship with other skill like reading, speaking, and listening. The four skills are used for good communication.

According to Syafi'i (2007), grammar and vocabulary mastery will influence the students' writing ability. They are important part to write well. It can describe the students who have higher score on grammar and vocabulary considered to have higher score in writing. According to her, the third year students of English Education Department have studied grammar vocabulary and writing. But, some of the students still get difficulties in making good writing.

The problems of her research are formulated as follows: is there any significant correlation between grammars and writing ability? is there any significant correlation between vocabulary mastery and writing ability? and how is contribution of grammar and vocabulary mastery toward writing

ability?. She used a test to collect the data about grammar and vocabulary mastery and writing ability and documentation for collecting the data about the location of study and the name and the lecturers. Finally, she found there was significant correlation between grammar and vocabulary toward the students' writing ability. Then, the correlation of grammar and vocabulary mastery was 53.5%. It means that grammar and vocabulary mastery can be used to predict writing ability in level 53.5%.

While, Ruri (2008) stated that, we can assume that both grammar and parts of speech very supported in English learning teaching because parts of speech are aspects of grammar that hold important role for one to master the language skill in English. According to her, students are already familiar with English. Especially the material that concerning with part of speech. But, some of the students still cannot master parts of speech as well as possible. In her research, she used a test to collect the data documentation for collecting data about concerning the students' mastery parts of speech and the most difficult type of parts of speech for them.

Finally, she found the students' mastery of parts of speech at the second year students at English Education Department was generally categorized into less. It was proved by the mean score of the students in answering all types parts of speech was 48.19. It means that the students' mastery parts of speech can be used to predict in level 49.19.

B. Some Pertinent Ideas

1. Part of Speech Overview

In the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech. This article will offer definitions and examples for the 8 major parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection.

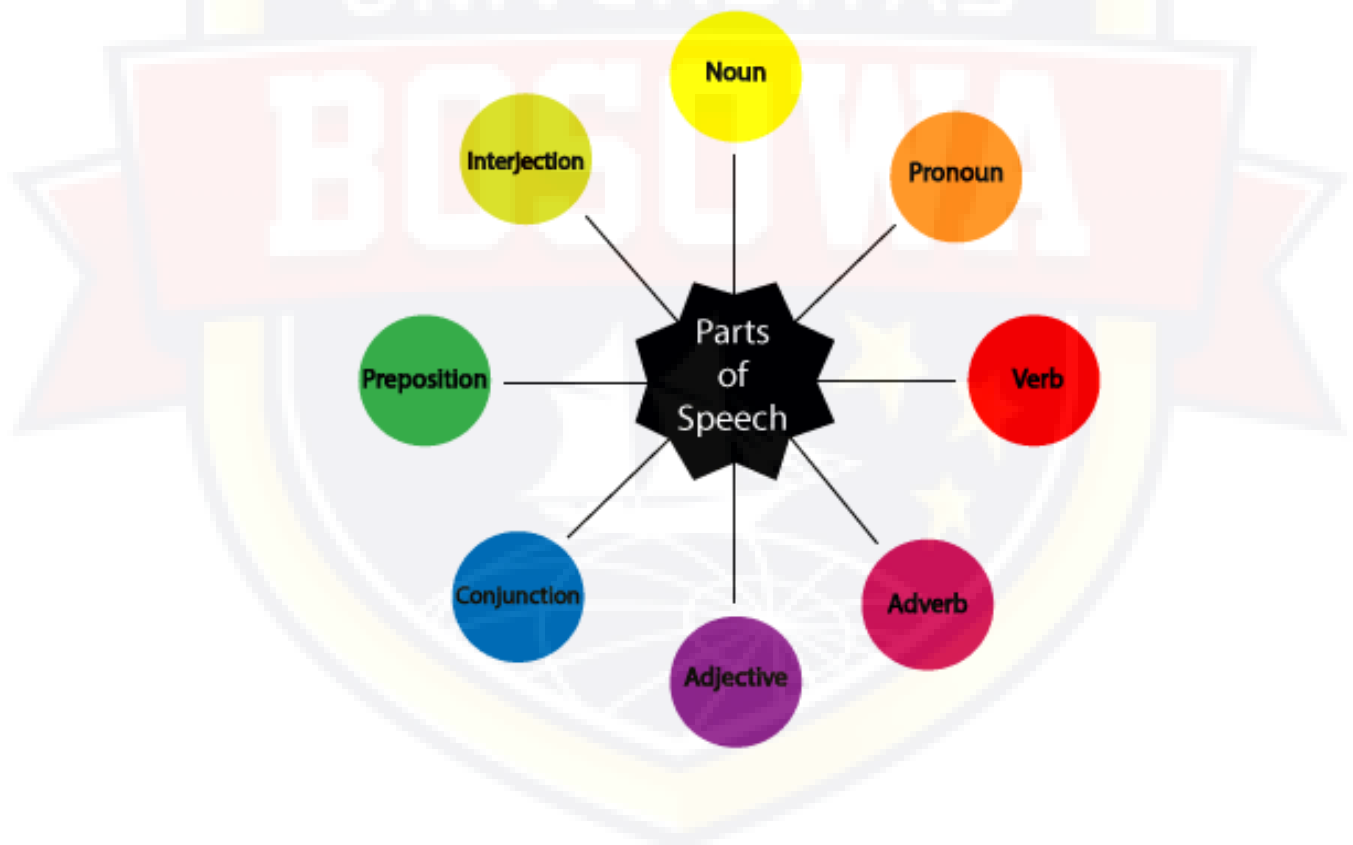


Figure 2.1. Part of Speech

2. The Concept of Part of speech

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of

words in English, so that they can understand grammar explanation and use the right word place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more parts of speech, depending on the context.

According to Richards, et al (1992: 266), part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Part of speech may be identified by:

- a. Meaning (e.g., a verb is the name of a state or event: go)
- b. Form (e.g., a verb has an – ing - form, a past tense and a past participle: going, went, gone)
- c. Function (e.g., a verb may form or be part of the predicate of a sentence: they went a way).

These criteria will identify the most typical representatives of each part of speech. However, many problems remain. For example, in the sentence:

Their going away surprised me

In this sentence, the word of “going” is subject.

Based on the explanation above, part of speech is used in writing or sentence such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Parts of speech are important aspect of grammar that determines to employ in writing English sentences. Below the eight parts of speech by: Adbrite:

Table 2.1 The Eight Parts of Speech

Part of Speech	Function or "Job"	Example Words	Example Sentences
Verb	action or state	(to) be have do like work sing can must	EnglishClub.com is a web site. I like EnglishClub.com.
Noun	thing or person	pen, dog, work, music, town, London, teacher,	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is big . I like big dogs.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful

Part of Speech	Function or "Job"	Example Words	Example Sentences
Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

Hammer, (1998:20)

There are two parts of speech noun (abstract nouns, collective nouns, proper nouns, and common nouns) and verb (transitive verb and intransitive verb) and examples of each tense:

a. Noun

Noun is a word (or group of words) that is name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb.

Example;

Words: Sentences:

Angle *Angle* arrives tomorrow

Book I recommend this *book*

Sense Use your common *sense*.

Harmer's (1998: 37)

Nouns are divided into five kinds:

1) Proper noun is the name of particular person or thing.

Example: *Islam* is a world religion

The Nile is one of the largest rivers of the world

2) Common noun is a name that we give to any person or thing of the same kind or class.

Examples: Solomon was a wise *king*

Tana is a famous *lake* in Ethiopia

3) Collective noun is the name given to a group of persons or things considered as whole.

Example: *The people* of Asia are no less intelligent than those of Europe

The cattle are grazing in the field.

4) Material noun is used to name the matter or substance of which things are made.

Example: This cloth is made of *wool*

The windows are fitted with *glass*

5) Abstract noun denotes quality, state or action.

Example: Mountains have a great *majesty* of their town.

Poverty destroyed her *youth* and *beauty*. Vikas (2003;
in Khusnil Khotimah, 2005: 15-16)

b. Verb

Verb is a words (or group of words that is used in describing an action, experience or state.

Example;

Words; sentences;

Write He *wrote* a poem

Ride I like *reading* horses

Set out She *set out* on her journey.

Harmer's (1998: 37)

There are three types of verb in English, namely:

1) Transitive verb is a verb that has an object.

Example: He is *reading* a book

My brother *broke* his arm

2) Intransitive verb is a verb that does not require an object because the action denoted by the verb does not pass over to anything else.

Example: The rabbit *died*

The children *laughed*

3) Auxiliary verb is a helping verb. It is used along with the main verb to form tenses, moods and voices. Auxiliaries are used

a) To form tenses

Example: She *is* working in the hospital

He *has* gone to college

b) To form moods

Example: You *may* go

Don't make noise

c) To form voices

Example: The box *has not been* opened

He *will be* defeated this time, Vikas (2003; in Khusnil Khotimah, 2005: 19-20)

3. The Concept of Writing English Sentences

Writing is very important in academic and professional world. Many people use written language for their necessities, like; students, teacher, employees, manager, directors and so on. They often use written language in their academic or professional activity. Therefore, many people should have the skill in writing to help their necessities. Writing also has relationship with other skill like reading, speaking, and listening. The four skills are used for good communication.

Syafi'i (2007: 1) says that good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to a student's success in almost of university courses. Not only that, a reader can also easily understand what a writer was written. If the readers understand with what are searcher has written, means that the communication between the writer and the reader is successful. So, it is

important to any university students and the other user of written language to be able to compose well organized and concise a sentence or paragraph. Simon and Schuster (2003:8) said that good writing does not happen overnight. It involves a process. Besides, Reid (1993:23) said that, in the 1970s, however, most ESL writing classes still focus on grammatical sentence structure that supported the grammar class. Therefore, we should have the ability about sentences well.

Sentences are the largest unit of grammatical organization within which part of speech (e.g. noun, verbs, and adverbs) and grammatical classes (e.g. word, phrase, and clause) are said to function (Richards, et al, 1992:330). Therefore, part of speech is one of the types of word with using in grammar components. Part of speech can influence language grammar in writing. Employing part of speech can help us in writing. On the other hand, if not employing part of speech, it can harm the writing.

4. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2007: 122) says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing—a research paper. To measure the students' ability in employing part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing sentences, the writer fixes that the indicators to be a guidance in arranging the test. The indicators are as follows:

- a. The students are able to employing abstract noun in writing English sentences.
- b. The students are able to employing collective noun in writing English sentences.
- c. The students are able to employing proper noun in writing English sentences.
- d. The students are able to employing common noun in writing English sentences.
- e. The students are able to employing transitive verb in writing English sentences.

C. The Concept of Writing

a. Definition of Writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening.

Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking. For example, when students are asked by their teachers to write related to certain topic, they may collect information from a

radio, a television, magazines, internet, and directly communicating with experts of related topic. After they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking, and reading skills. Therefore, nobody can master this ability easily and directly. Writing is actually not a natural skill.

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learn both those skills. It is clearly that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types. Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share their

teacher or their friends anything in a written form. Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more. Brown (2001: 334) illustrates that writing is like swimming. When people want to be able to swim, they must have like an instructor to show them basic ways or tricks to swim, although the instructor is only their parents or their friends (not professional instructors).

After they get the basic ways to swim, they will develop based on their own style. The more chance they get to swim, the more perfect they will be. Writing has similar illustration with swimming. At the first time, there will be teachers who guide students to write. They will show students principles of writing. After students get the principles, they will try to develop their writing according to their own style. Students should get sufficient writing practices to acquire writing ability. These practices are aimed to stimulate their skill in expressing thoughts in a good passage. It is impossible to be able to write the researcher and effectively without sufficient practice. Writing deals with a language acquisition as students' experiment with words, sentences, and paragraph to communicate ideas effectively.

Students also reinforce grammar and vocabulary they got in class. Writing is also stated as a production of original text based on students' mind and linguistic resources. They use their own vocabulary to write

sentences or stories, practicing handwriting, or filling in the blanks. Writing is the last output after students learn separate acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with fun.

Writing means producing or reproducing oral message into written language. It involves a process to organize, formulate, and develop the ideas on the paper so that readers can follow the writer's message. As state in Harmer (1998;4) that writing is divided into three criteria: process, content and medium. In the process of writing, the writer encounters four steps; planning, drafting, editing until final version (final written form) which all the processes affected by the content of what we have done in writing using the particular medium, such as pen and paper, computer word files, live chats, etc.

Bram (1995:11) described that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentence, sentence to paragraph, and paragraph to essay. Ghaith (2002:4) also described that writing is a complete process that allows writer to explore thoughts and ideas, and make them visible and concrete.

Therefore, the writer concludes that writing is an activity to put our ideas in written form that all the elements of the language have important role in this activity like punctuation, spelling, grammar, and vocabulary.

b. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

1) Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3) Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4) Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5) Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages. According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

c. Elements of writing

Jacobs (2004:3) states that there are five elements of writing which elaborates as follows:

1) Content

In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, this became the characteristics of the good writing. The main idea has to be explained and develop fully. When we say that a sentence has a unity, we mean that everything in it, has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is a necessary to that purpose.

2) Organization

In organization of writing concerns with the way of the writers organized the ideas or the message in the writing. The purposes of the organizing the material in writing involves coherence, order of importance,

general to specific, specific to general, chronological order and spatial pattern that happened from the beginning to the end.

3) Vocabulary

One of the requirements of a good writing always depends on the effective use of words. Effective use of words also deals with connotative or figurative language. They are all important in nearly all forms of writing, but particularly in personal description, words rich in association are more effective than those that mainly transmit information.

4) Language use

Language use in writing involves correct usage and endpoints of grammar. There are many points of grammar, such as verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a mental image description. These specific nouns can be characterized by using modifiers of adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verbs, and mistakes in agreement are very common. Mistakes in written work, and however, are much more serious, and since we have an opportunity to reread and to correct what we have written. We should avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement and in case of noun and pronoun.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express.

definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

- a) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides, through correct capitalization of sentence, it also helps reader to differentiate one sentence to others;
- b) Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other;
- c) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes, plural formation, and handling error within the words.

In this research, the writer focused and analyzed five aspects based on content, organization, mechanics, language use and vocabulary in writing paragraph.

d. Process of Writing

In writing students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004: 10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selection of topic. It can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teachers can decide the topic students should use to write. The next stage is prewriting. In this case,

students are involved in brainstorming, collecting data, note-taking, and outlining. The third stage is composing.

Composing is another term of drafting. In this stage, students begin to write their ideas down on paper. After having composing, the next step is response to revisions. It can be conducted by teachers or peers. It is about responding to ideas, organization of text, and text style. After students are sure with their ideas, organization of text, and text style, they will step on proofreading and editing. In this stage, there will be checking and correcting form, evidence, layout, and so on.

When the stage of proofreading and editing has been carried out, it means that students have finished their writing. It is the time to step on the seventh stage, which is evaluation. In this case, teachers judge the progress students achieve within the process. Students should perform their progress by time. After teachers finish evaluating students' writing, the next step to do is publishing. It means allowing people to read the writing as the finished product.

It can be presenting in class or showing on notice boards, or even in website. The ninth or the last stage is having follow-up tasks. It is conducted to conclude the weaknesses of students writing. By holding this stage, latter, students are hoped to have better writing. In another book that is related to steps of writing, Harmer (2004: 4) offers simpler process of writing. It consists of four stages. There will be planning, drafting, editing, and final draft. The first stage that will be discussed is planning. According to Harmer, there must be three considerations in this stage. The first one is

thinking the purpose of writing. It will influence other features, like text type, language use, and information or content of the text.

The second one is related to the audience students refer to. It will have impacts in other cases. One of them is dealing with the language choice, whether they will use formal or informal language. The last consideration is the content structure. It is about the sequence of the text. In his book, Harmer exemplifies how to sequence facts, ideas, and arguments in the best way.

After finishing their plan, students are led to step on the second stage which is drafting. In this stage, students are starting to write their ideas or topics they have selected before. They can also make outline about their writing content before they start to write in the best form. The third stage according to Harmer is editing. Here, students are checking the drafts have been written by students. After they are checked and edited, students will start to write in the best form of writing based on their own text type.

This is the fourth or the last stage of writing process. Harmer assumes final draft as finished product. It is considered as best writing after passing checking and editing. In this stage, students are allowed to publish their writing to readers.

e. Teaching Writing

Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English. According to BSNP (2006), communicative competences are

having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

The teaching of writing skill has some objectives and indicators. It is stated in BSNP 2006 that the teaching and learning of writing skill in Junior High School is targeted to achieve a functional level. On the functional level, students are able to communicate adequately both in the spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence (using grammar and vocabularies).

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing

on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself.

He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft.

Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

f. Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only in *what* to write but also in *how* to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

a) The way teachers get students to plan

Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

b) The way teacher encourage students to draft, reflect, and revise

In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead

students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produce a good writing.

They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

c) The way teachers respond to students' writing

There are several ways to respond students' writing. The first way teachers can do is responding to a work-in-progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

D. Conceptual Framework

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2007: 122) says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing—a research paper. To measure the students' ability in employing part of speech (noun,

pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing sentences, the writer fixes that the indicators to be a guidance in arranging the test.

In this study, the writer used part of speech as the research instrument to see the effects, if any, on the students' writing ability focus on writing sentences. The writer, in this case, is wondering whether the students in the research location are able to improve their writing ability through part of speech as teaching method that they need to accomplish.

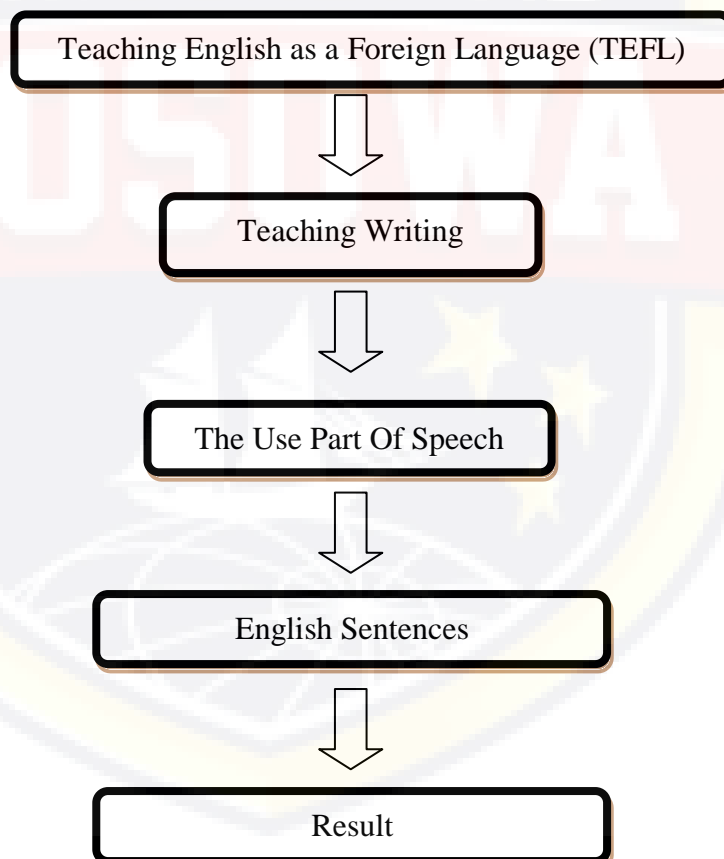


Figure 2.2. Conceptual framework

The following is the explanation of the conceptual framework of this research:

1. This research used part of speech and in which focused on writing English sentences.
2. The result of the students writing through part of speech as teaching method.



CHAPTER III

RESEARCH METHOD

This chapter presents research design, variables and operational definition of variables, population and sample, research instrument, data collecting procedures, and technique of data analysis.

A. Research Design

The research aims to find out the students' ability in employing part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection) in writing English sentences by the second year students Universitas Bosowa. This research was qualitative research. This research describes the students' ability in employing part of speech in writing English sentences at the second year of Universitas Bosowa.

This research employs a descriptive qualitative method and applies single embedded case study. It means that the researcher focuses on one case and the conclusion focuses on that case. In a qualitative research, the quality of data is more important than the quantity. It does not include any calculation or enumeration. The research describes the existing phenomenon of the students understanding in part of speech toward writing English sentences at Bosowa University.

From the definition above, it can be concluded that a descriptive method studies or identifies data to solve the problems based on an accurate and adequate description

B. Variable and Operational Definition

1. Part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.
2. Writing means producing or reproducing oral message into written language. It involves a process to organize, formulate, and develop the ideas on the paper so that readers can follow the writer's message

C. Source of Data

The writer applied total sampling technique. Total sampling mean that the writer took the sample who had difficulties in writing especially in English sentences that shown in their result. The writer took one class as the sample of the research.

D. Instrument of the Research

The test based on the operational concept in chapter two. The operational concept had been developed become a valid and reliable items. It is utilize to acquire the real information that writer needs. To obtain the data, the writer used part of speech test. It intends to measure the students understanding in part of speech. The instrument of this research is underlying word and written test. It consists of 40 questions.

E. Procedure of Collecting Data

In order to get the data of this research, the writer had conducted a test as the techniques for collecting data. The test was used to obtain the data, concern to the students in employing part of speech in writing English sentences for them. The writer gave test to know the areas of difficulty in writing. In this test, the writer taught students functions part of speech then determine every word and its functions. The students also write English sentences using part of speech. It runs for 90 minutes. The result of the test were use to find out the students achievement in writing skills.

F. Techniques of Data Analysis

This research used descriptive research in which it is to find the students ability in employing part of speech in writing English sentences. To obtain the average score and the difficulty from the test shared of each type parts of speech, the writer utilized the following formula:

$$\bar{X} = \frac{\sum Fx}{N}$$

Notation:

\bar{X} = the mean/ score

Σ = sigma

F = the number of respondents who get same score

X = their score

N = the total of respondents

Therefore, according to Sudijono (2009: 43), the data will be analyzed to know the alternative to the percentage of student's ability in employing part of speech in writing sentences, the formula is used:

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

Where:

P = Percentage

F = Frequency

N = The number of items

Then, to categorize the level of the students' ability in employing part of speech in writing English sentences, the writer used the classification by Arikunto (1998: 246). It can be seen in following table:

Table 3. 6. Students' score classification

No	Classification	Score
1	Excellent	86-100
2	Very good	71-85
3	Good	56-70
4	Fair	41-55
5	Poor	26-40
6	Very poor	Less than 25

Depdiknas (2005:20)

Calculating the mean score and rate percentage using SPSS 16 program Gay, et al. (2006:227). Identifying students' writing improvement based on content, organization, language use, vocabulary and mechanism and calculating those elements of writing using analytical scoring based on Jacobs' scoring rubrics for writing.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that was found in field and discussion that explain and interprets the finding in the second section. The writer also gave some explanation in discussion to know the result of this research.

A. Findings

1. Descriptive analysis.

To know the ability of the students in writing skill through the part of speech, the writer gave a test. The result show that most of the students confused to answer the questions. Most of the students showed their interest in and had good participation in this research. .

2. Analysis of data in writing test

Before analyzing the data it is necessary to describe the statistical procedure which are used to know the data about students difficulty in writing. The writer analyzed data from test result. The result show that in this research was 59.3 and classified as good.

The students score in writing sentences through part of speech showed that total score exercise 1 was 209 and exercise 2 was 218 . Total score of both exercises was 427. The mean score in this test is 59.3. The result showed that most of the students' were classified as good based on the mean score. Most of the students could answer preposition, noun and adjective rather than pronoun, adverb, verb and

conjunction in exercise 1 and 2. The further explanation can be seen in table 4.1. To know the mean score analysis for writing test, the writer calculated all score by used formula are as follows:

1. Pre – Test

$$X1 = 1067.5$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1067.5}{18}$$

$$\bar{X} = 59.3$$

Table 4.1. The Rate Percentage of Part of Speech

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	1	5.6
3	Good	8	44.4
4	Fair	9	50
5	Poor	-	-
6	Very Poor	-	-
Total		27	100%

Source: Students Third Semester Bosowa

University

Based on table 2 above, show that there were 1 (5.6%), students classified as very good, 8 (44.%) 4students classified as good, 9 (50%)

students classified as fair, and none of the students classified as very good, excellent, poor and very poor. So the writer concluded that most of the students of Bosowa University fair in writing English sentences.

After the writer gave post-test, the result show that total score exercise 1 was 332 and exercise 2 was 283. Total score of both exercises was 615. The mean score in this pre-test is 85.4. The result showed that most of the students' were classified as very good based on the mean score. The total score of the students in post - test is 1537.5 and the total number of the students is 18. In post-test all students could answer exercise 1 questions rather than exercise 2. In exercise 2 most of the students couldn't answer question number 6,7,12,18 and 20. The result showed that most of the students were classified as very good based on the mean score. It show that students' writing English sentences after apply part of speech of Bosowa University is improved

To know the mean score analysis for writing English sentences in post - test, the writer calculated all score by used formula are as follows:

2. Post – Test

$$\Sigma X = 1537.5$$

$$\bar{X} = \frac{\Sigma X}{N}$$

—

$$\bar{X} = \frac{1537.5}{18}$$

—

$$\bar{X} = \mathbf{85.4}$$

Table 4.2. The Rate Percentage of the Students' in Post - Test

No	Classification	Post - test	
		X2	%
1	Excellent	6	33.3
2	Very Good	12	66.7
3	Good	-	-
4	Fair	-	-
5	Poor	-	-
6	Very Poor	-	-
Total		27	100%

Source: Students Third Semester Bosowa

University

Based on the data at table 4 above, after applied part of speech at Bosowa University, there were 6 (33.3%) students classified as excellent, 12 (66.7%) students classified as very good, and none of the students classified as good, fair, poor and very poor. The writer concluded that this strategy is effective to improve students writing ability focused on English sentences of Bosowa University.

Table 4.3. The Students' Means Score in Pre – Test and Post - Test

Pre - test (XI)	Post - test (X2)	Improvement
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59.3	85.4	44%
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Based on the table 5 above, it indicates that the students' improvement of the students who taught through part of speech of Bosowa University was success because the result of the mean score of the students' in post-test 85.4 was higher than pre - test 59.3. The students' improvement of writing English sentences by using part of speech of Bosowa University was 44%%.

3. To know the students improvement score analysis for writing descriptive text, the writer used formula are as follows:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{85.5 - 59.3}{59.3} \times 100$$

$$= 44\%$$

Table 4.4 : The T-test Value in Writing English Sentences Before and After Treatment

t – test	t-table	Comprehension	Different
12.778	2.110	t-test>t-table	Significant

The result of t-table value in writing English sentences indicated that the t-test value were greater that t-table value (12.778> 2.110). This finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (H0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H1) was

accepted. It means that, in this research, automatically the alternative hypothesis (H_i) was accepted and the null hypothesis (H_o) was rejected.

Based on the result above, the writer concluded that the students' understanding in part of speech of Bosowa University in teaching and learning process was effective to improve the students' writing ability focused on English sentences.

B. Discussions

Relating to the data collected in the pre – test, it show that the students' writing ability at of Bosowa University was good. Pre-test acquired means score 59.3 and in the post-test increased to 85.4. Then, the t - value 12.778 while, the t - table was only 2.110. Otherwise, in post-test all students could answer exercise 1 questions rather than exercise 2. In exercise 2 most of the students couldn't answer question number 6,7,12,18 and 20. The total score of the students in post - test is 1537.5 and the total number of the students is 18. All the students couldn't explain detail the most difficult or misunderstanding about the eight part of speech. The writer assume that they confuse to choose which one of part of speech that they can answered correctly. Perhaps they need to learn part of speech actively to make them more understand.

Besides, it also supported by the inferential analysis by using t -test that was used to know the research hypothesis that there was a significance difference between the result of students' written test before and after treatment. It means that the used of part of speech in teaching

writing focused on English sentences can improve students' writing ability. The treatment that is given was successful. It can be concluded that the used of part of speech at Bosowa University can increase the students' writing ability focused on English sentences.

The mean score of the students obtain had high achievement in learning writing by using part of speech. Thus, based the mean score, it can be inferred that the hypothesis that is stated previous that part of speech was effective to increase the students' writing English sentences of Bosowa University. Based on the table 5, it indicates that the students' improvement of the second year students who taught through part of speech of Bosowa University was success. The students' improvement of writing ability by using part of speech of Bosowa University was 44%.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to master writing skill the researcher. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form. Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. What students need is to practice more and more.

This research relevance with Syafi'i (2007: 1) says that good writing should be the goal of every student because the ability to write well organized and concise paragraph is essential to a student's success in almost of university courses. Not only that, a reader can also easily understand what a writer was written. If the readers understand with what are searcher has written, means that the communication between the writer and the reader is successful. So, it is important to any university students and the other user of written language to be able to compose well organized and concise a sentence or paragraph. By using part of speech can help the students construct a written text. Students' ideas can become a paragraph. While, criteria of writing test showed that most of the students are good in vocabulary rather than language use in construct the written text.

In post-test only few of students' still lack in understanding of part of speech in writing English sentences. But, the writer gave the treatment using part of speech most of the students' could written a good descriptive text. In the matter of increasing the students' writing ability at Bosowa University by using part of speech was effective to increase the students' ability in writing English sentences. This was proved by that part of speech was given to the students were interested in learning writing English sentences.

In the end of the treatment the writer gave posttest. The result of posttest showed the significant result. Finally, the writer concluded that

using part of speech was effective to increase the students' ability in writing English sentences at Bosowa University

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the data presentation and discussion of the previous chapter.

A. Conclusion

The aim of this research is to improve students' writing English sentences through the use part of speech. This research was conducted at the Bosowa University. Based on the data and discussion gathered in the previous chapters, it can be concluded that in post-test all students could answer exercise 1 questions rather than exercise 2. In exercise 2 most of the students couldn't answer question number 6,7,12,18 and 20. The total score of the students in post - test is 1537.5 and the total number of the students is 18. All the students couldn't explain detail the most difficult or misunderstanding about the eight part of speech. The writer assume that they confuse to choose which one of part of speech that they can answered correctly. Perhaps they need to learn part of speech actively to make them more understand.

The result in findings and discussion of the research, the writer found that the mean score of pre - test (59.3) and post - test (85.4). the result of data analysis showed that level significant t-test value is 12.778 while t-table 2.110. It means that t –test value is higher t – table. It can be concluded that part of speech can made the students' understood in writing ability focus on English sentences at Bosowa University. Based on the conclusions above, the use of part of speech successful to improve students writing ability and able to attract the students' attention and motivation in learning writing.

B. Suggestion

Based on the conclusion above the writer give suggestions as follows:

1. It is advisable for English teacher to apply writing English sentences by using part of speech especially in teaching English.
2. English teacher should be creative to develop teaching material. They can use variety of techniques to catch attention of the students in learning English, particularly in writing.

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APPENDICES

Appendix 1: Research Instrument

JUDUL: The Students' Understanding in Part of Speech toward Writing English Sentences at Bosowa University

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya para mahasiswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para mahasiswa diucapkan terima kasih.

Nama :

Nim :

Kelas :

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Tuliskan jawaban anda dalam lembaran soal yang sudah disediakan.

The Parts of Speech

Name _____ NIM _____ DAY/DATE _____

EXERCISE 1.

Directions: On the line to the left of the sentence, write the word that is the part of speech indicated in parenthesis.

Example: _____ exploded____(ex) (verb) The Blue Streaks running back exploded off the line of scrimmage.

1. (preposition) He walked around the corner.
2. (pronoun) Paul hopes that she will sing with the choir.
3. (pronoun) Can Jerry help him with the science project?
4. (noun) Have you seen the eraser?
5. (noun) The lock was stuck.
6. noun) She purchased the ice cream with him.
7. (adjective) Older people tire more easily.
8. (adjective) Steven is honest.
9. (adjective) Kind people are often rewarded.
10. (adverb) The officer ran fast.
11. (adverb) My sister answered the questions intelligently.
12. (adverb) You really should see this art exhibit, Kenny.
13. (preposition) Reggie tripped down the stairs.
14. (preposition) Can you jump over the hurdle?
15. (preposition) May I sit between you two?
16. (verb) Ask the question.
17. (verb) The store overcharged me.
18. (verb) Jimmy, eat your spaghetti.
19. (conjunction) I cannot go, for I have too much to do.
20. (conjunction) I like peanuts and potato chips.

EXERCISE 2

Directions: On the line to the left, write the part of speech of the underlined word. To the right, substitute a different word for the underlined word.

noun	adverb	conjunction
pronoun	preposition	interjection
verb	adjective	

1. They attended the concert last weekend. _____
2. Several cats ran into Rob's garage. _____
3. The truck driver delivered the package quickly. _____
4. Fast runners won all the awards at the track meet. _____
5. My friend and I walked home after school. _____
6. I wanted a peanut butter and jelly sandwich for lunch. _____
7. She was counting the ballots during civics class. _____
8. Hey! That was my seat. _____
9. Will they finish the test on time? _____
10. The diagram was fairly complicated. _____
11. He will practice his musical piece soon. _____
12. Ronnie saw the awesome sight from the air. _____
13. Her sister is the oldest member of the group. _____
14. Check the score, Tom. _____
15. Will the students find the answers themselves? _____
16. The child asked for the bike and the scooter. _____
17. They slowly carried the couch down the stairs. _____
18. Sherry talked on the phone until midnight. _____
19. Hurray! Our team has finally scored a goal. _____

20. The troops scattered throughout the woods. _____

What do you find most difficult or misunderstand about the eight parts of speech? Please explain in detail.

Appendix 2: Key Answer

Exercise 1

1. Around
2. She
3. Him
4. Eraser
5. Lock
6. ice cream
7. Older
8. Honest
9. Kind
10. Fast
11. Intelligently
12. Really
13. Down
14. Over
15. Between
16. Ask
17. Overcharged
18. Eat
19. For
20. And

Exercise 2

1. Noun
2. Preposition
3. Adverb
4. Adjective
5. Verb
6. Conjunction
7. Pronoun
8. Interjection
9. Noun
10. Adverb
11. Pronoun
12. Noun
13. Adjective
14. Verb
15. Noun
16. Conjunction
17. Preposition
18. Verb
19. Interjection
20. Noun

Appendix 3. The Students' Score and Classification in Pre-Test and Post -
Test

No	Name of Students	Pre – Test	Classification	Post - Test	Classification
1	H	47.5	Fair	80	Very Good
2	N	55	Fair	82.5	Very Good
3	MS	50	Fair	87.5	Excellent
4	NPD	55	Fair	90	Excellent
5	DW	72.5	Very Good	87.5	Excellent
6	N	62.5	Good	80	Very Good
7	E.R.S	57.5	Good	85	Very Good
8	EN	65	Good	82.5	Very Good
9	P	67.5	Good	90	Excellent
10	IPA	65	Good	85	Very Good
11	MP	50	Fair	80	Very Good
12	IYM	47.5	Fair	92.5	Excellent
13	SAR	65	Good	82.5	Very Good
14	WW	50	Fair	85	Very Good
15	DS	65	Fair	85	Very Good
16	AW	70	Good	95	Excellent
17	NS	67.5	Good	82.5	Very Good
18	ANK	55	Fair	85	Very Good
Total		1067.5		1537.5	
Mean Score		59.3	Good	85.4	Very Good

Source : Bosowa University

Appendix 4. The Students' Criteria and Score in Pre-Test

No	Initial	Exercise 1	Exercise 1	Sum	Score
1	H	9	10	19	47.5
2	N	10	12	22	55
3	MS	8	12	20	50
4	NPD	12	10	22	55
5	DW	15	14	29	72.5
6	N	12	13	25	62.5
7	E.R.S	11	12	23	57.5
8	EN	14	12	26	65
9	P	15	12	27	67.5
10	IPA	12	14	26	65
11	MP	10	10	20	50
12	IYM	9	10	19	47.5
13	SAR	12	14	26	65
14	WW	8	12	20	50
15	DS	12	14	26	65
16	AW	15	13	28	70
17	NS	13	14	27	67.5
18	ANK	12	10	22	55
Total		209	218	427	1067.5
Mean Score		11	11.5	22.5	59.3

Source: Bosowa University

Appendix 5. The Students' Criteria and Score in Post – Test

No	Initial	Exercise 1	Exercise 1	Sum	Score
1	H	17	15	32	80
2	N	18	15	33	82.5

3	MS	19	16	35	87.5
4	NPD	19	17	36	90
5	DW	20	15	35	87.5
6	N	17	15	32	80
7	E.R.S	18	16	34	85
8	EN	20	13	33	82.5
9	P	20	16	36	90
10	IPA	19	15	34	85
11	MP	17	15	32	80
12	IYM	20	17	37	92.5
13	SAR	18	15	33	82.5
14	WW	17	17	34	85
15	DS	18	16	34	85
16	AW	20	18	38	95
17	NS	17	16	33	82.5
18	ANK	18	16	34	85
Total		332	283	615	1537.5
Mean Score		17.5	15	32	85.4

Source: Bosowa University

Appendix 6. Statistics Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	18	80	95	85.42	4.309
PRETEST	18	48	72	59.31	8.261
Valid (listwise)	N 18				
Statistics					
N		POSTTEST	PRETEST		
	Valid	18	18		
	Missing	0	0		
Mean		85.42	59.31		
Std. Error of Mean		1.016	1.947		
Median		85.00	60.00		
Mode		85	65		
Std. Deviation		4.309	8.261		

Variance	18.566	68.239
Range	15	25
Minimum	80	48
Maximum	95	72
Sum	1538	1068

PRETEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47.5	2	11.1	11.1	11.1
	50	3	16.7	16.7	27.8
	55	3	16.7	16.7	44.4
	57.5	1	5.6	5.6	50.0
	62.5	1	5.6	5.6	55.6
	65	4	22.2	22.2	77.8
	67.5	2	11.1	11.1	88.9
	70	1	5.6	5.6	94.4
	72.5	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

POSTTEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	3	16.7	16.7	16.7
	82.5	4	22.2	22.2	38.9
	85	5	27.8	27.8	66.7
	87.5	2	11.1	11.1	77.8
	90	2	11.1	11.1	88.9
	92.5	1	5.6	5.6	94.4
	95	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

T-test

Samples Test

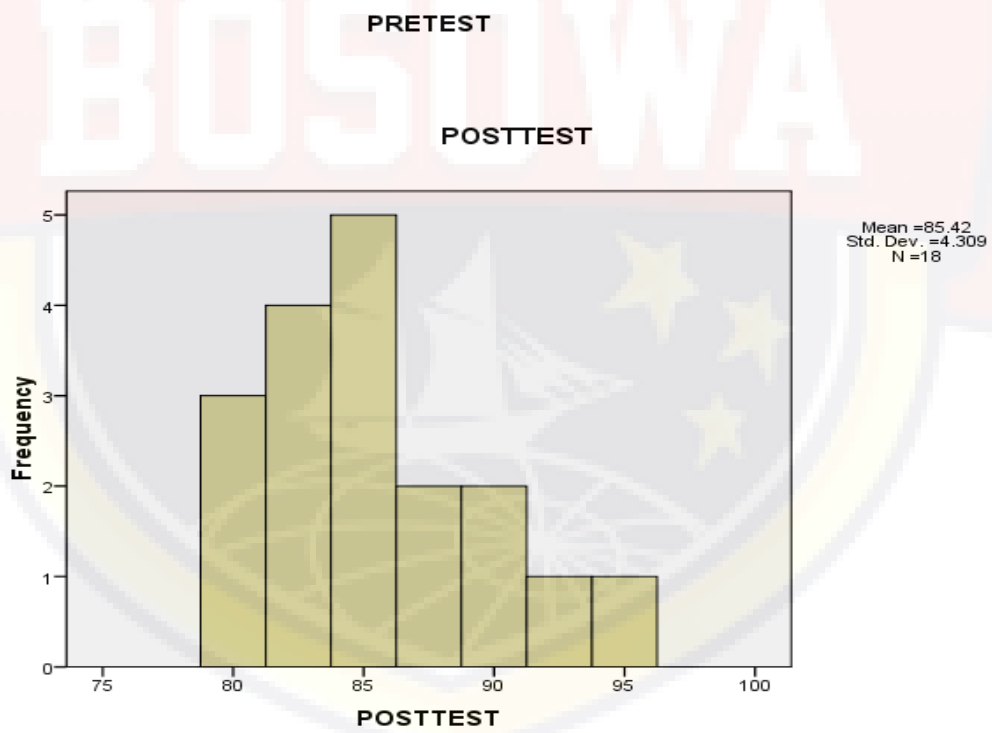
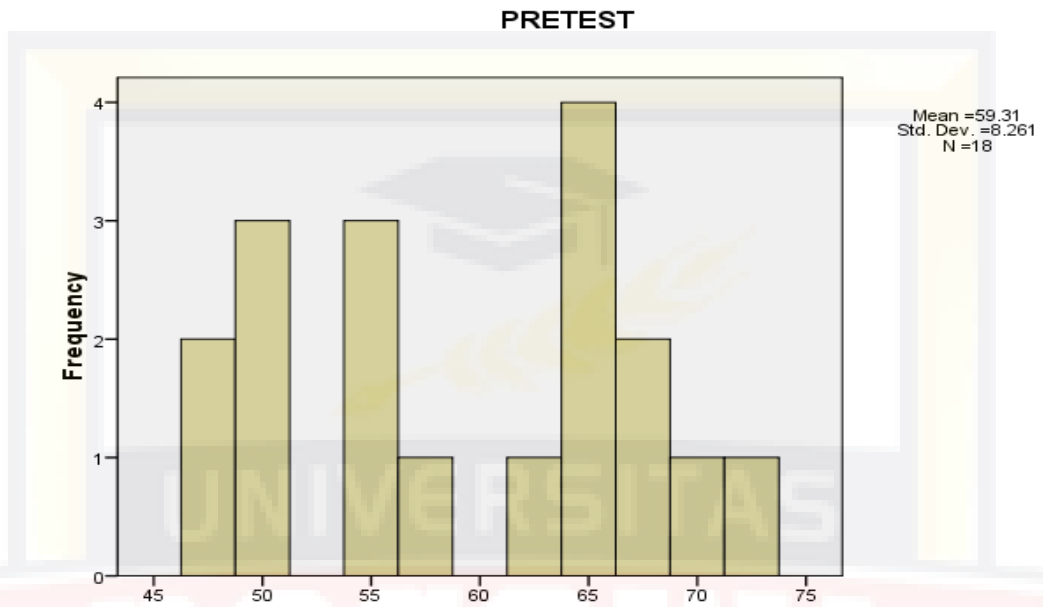
	T-test					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
POSTTEST - PRETEST	26.111	8.670	2.043	21.800	30.422	12.778	17	.000

UNIVERSITAS

BOSOWA



Histogram



Appendix 7. The Distribution Critical Values-t table

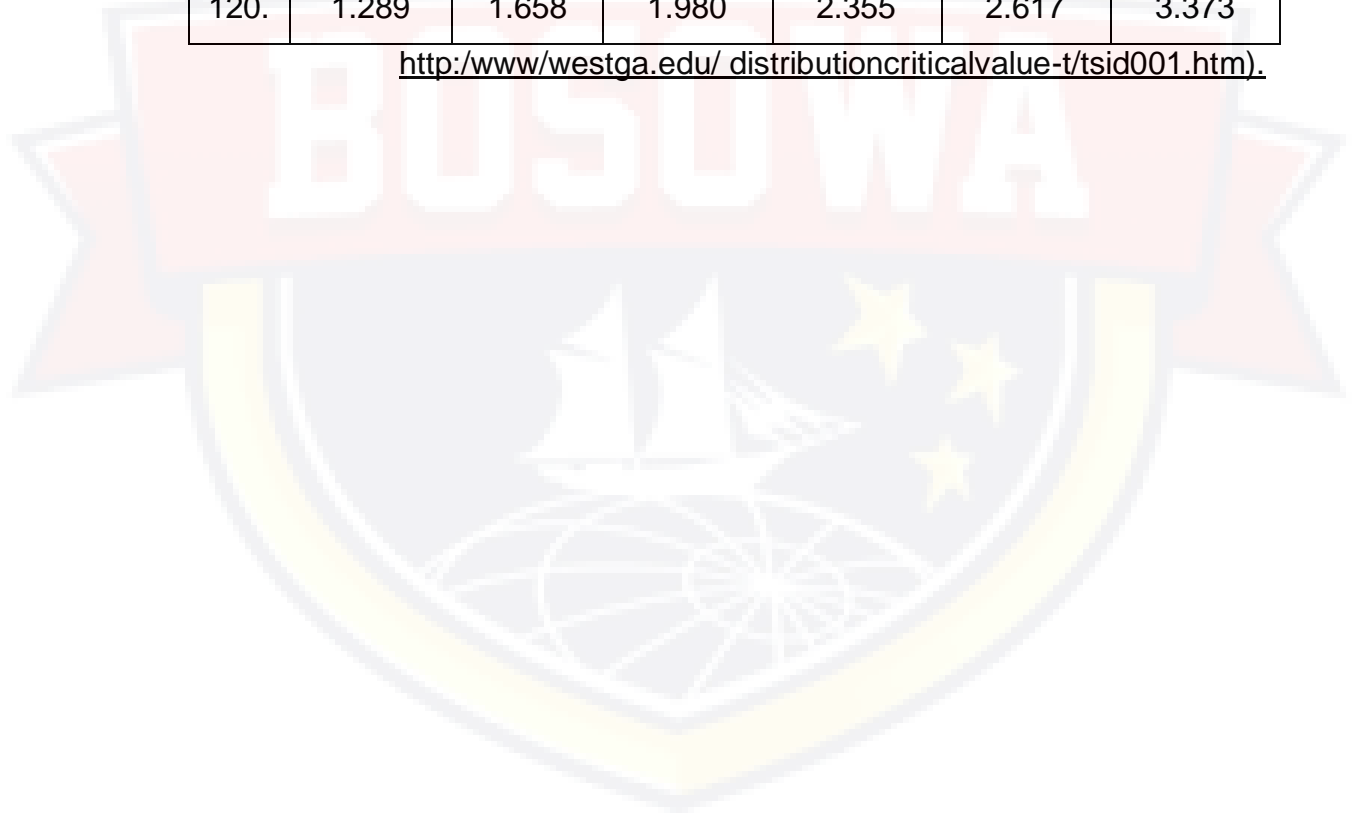
df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792

to be continued

continuation

23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).



BIOGRAPHY



Jumiat D.S. Padaka was born on January 10th, 1995 in Weekokora. She is the third daughter in her family. Her father is Daud Dairo Padaka and beloved mother is Sisilia Koni Malo. She have three brothers named Frengkianus, Oktavianus, Kristoforus and two sisters named Alfrida and Irmayani. She started her study in 2000 at SDK Gollu Sapi graduated in 2006. In the same year she continued to SMP Negeri 2 Wewewa Timur finished her study in 2009. Then, she continued her study to SMK N Wewewa Barat and finished in 2012. In 2012 she decided to continue her study to English Education Department Faculty of Teacher Training and Education at Bosowa University of Makassar, S1 program and finished in 2017.