

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Language is a thing to gain many sciences and technologies in the world. On the other hand, language is used to deliver message, express ideas thought and one's feeling to other.

According to Oxford Advanced Learner's Dictionary of Current English, "Language is the system of communication in speech and writing that is used by people a particular country."<sup>1</sup> Then, in practical target, language is used to perform a relation among people in every day relationship.

The Almighty Allah created different languages for human as Allah said in Holy Koran, Ar-Rum 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِينَ (الروم: ٢٢)

At the end of this verse Allah The Almighty says: "... verily in that are signs for those who know". It can be understood from this verse that Allah created some variations in our languages in order to be thought and researched by the human.<sup>2</sup>

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<sup>1</sup>A.S. Homby, *Oxford Advance Learner's Dictionary of Current English, Fifth Edition*, (New York: Oxford University Press, 1995), p. 662.

<sup>2</sup>Yusuf Ali, *The Holy Qur'an: translation and commentary*, (Maryland, USA: Amana Corp, 1983), p.1056.

Because there are many different people and also different nations in the world, so, of course, there are also many various languages in the world that they use to communicate. One of them is English. English is one of the very important languages that have to be mastered, because it has been used as an international language.

As an international language, English has to be mastered if a human want to build a good communication with people internationally. Mastering English should be started in a young age. Nowadays, English basic has been taught in some kindergartens in Indonesia. It means that mastering English is very important for facing year by year in this global era.

In learning English there are four skills that influence students' successful in mastering English. They are listening, speaking, reading, and writing. By learning English, it means that they have to learn all of those skills. One of important skills of English is writing. It is a kind of skills that is classified into what we call as productive skills. As a productive skill, writing necessarily requires one to express his or her idea through words, phrases, clauses, and sentences as accurately as possible. There are at least five general components found in writing as follows:

1. Content : The substance of writing; the ideas expressed.
2. Form : The organization of the content.
3. Grammar : The employment of grammatical forms and systematic pattern

4. Mechanics : The use of graphics convention of the language.
5. Style : The choice of structures and lexical items to give a particular tone or flavor to the writing.<sup>3</sup>

One aspect of writing is writing sentence building. Today, it is one of problems faced by students in mastering English. Some students still have many difficulties how to make sentence building correctly. So, it causes some errors in making a good writing.

Based on the writer's observation, the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency have knowledge about English such as vocabulary, reading the passage, and making the sentence. But recently, there are some of them still have the problem on making a good writing. It is because of they do not have ability in writing sentence building grammatically. Especially about using part of speech. That's why the writer wants to know further about this problem.

Based on the problem above and the importance of sentence building as the aspect of writing, the writer is interested to make a research entitled **THE ABILITY OF THE THIRD YEAR STUDENTS IN WRITING SENTENCE BUILDING USING PART OF SPEECH AT MTsN SUNGAI PARING HULU SUNGAI SELATAN REGENCY ACADEMIC YEAR 2007/2008**

To avoid misinterpretation toward the title, the writer will explain some terms in the title as follow:

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<sup>3</sup>David P. Haris, *Testing English as a Second Language* (New York: Mc. Graw Hill Book Company, 1969), p. 681.

1. Ability means "Skill or Power."<sup>4</sup> The ability which discussed in this research is about students' ability in writing sentence building.
2. Writing, by meaning is the activity in which a person forms letters when writing.<sup>5</sup> By linguistics it is making the sentence or paragraph.
3. Sentence building: Sentence means a sequence of words which expresses a complete statement, question or command.<sup>6</sup> Building means a process of constructing.<sup>7</sup> So, sentence building meant the process of constructing a sequence of words which expresses a complete statement, question, or command.
4. Part of speech, it is the explanation how that word is used. Especially in making the sentence.
5. Students mean the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency academic year 2007/2008.
5. The subject of this research is the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency because they are considered have more knowledge and have mastered the lesson in the first and second class.

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<sup>4</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Sixth edition*, (New York: Oxford University Press, 2000), p. 1.

<sup>5</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Fifth Edition*, *op. cit.*, p. 1383.

<sup>6</sup>Ellaine Higgleton, *Chambers Essential English Dictionary*, (British: Chambers English, 1995), p. 860.

<sup>7</sup>Marten, H. Manser, *Oxford Learner's Pocket Dictionary* (Hongkong: Oxford University Press, 1989), p. 101.

Based on the meaning above, this research is intended to know the ability of the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency in writing sentence building.

### **B. Formulation of the Problem**

Based on the topic, the problem of this research can be formulated as follow: How is the level of the third year students' ability in writing sentence building using part of speech at MTsN Sungai Paring Hulu Sungai Selatan regency academic year 2007/2008?

### **C. Reason for Choosing the Title**

The writer has some reasons for choosing the title of this research. They are:

1. The ability in writing sentence building is one of the important requirements to master English especially in writing.
2. Most of Indonesian students at junior high school have difficulties in making a good sentence, because they still have the problems in mastering part of speech.
3. The subject of this research is the third year students, because they are considered have more knowledge and have mastered the lesson in the first and second class.
4. There is no people have researched how is the third year students' ability in writing sentence building using part of speech in that school yet.

5. Based on the prior observation which had been done, the writer is interested in observing further.

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

Based on the problem above, the purpose of this research can be set as follow: To know the level of the third year students' ability in writing sentence building using part of speech at MTsN Sungai Paring Hulu Sungai Selatan regency.

#### **E. Significance of the Research**

The result of this research can be used for:

1. Enriching the writer's knowledge about writing especially sentence building.
2. As input for English teacher at MTsN Sungai Paring Hulu Sungai Selatan regency in developing English learning process.
3. Being information, consideration, and input for the students especially in improving their writing skill.
4. To be information and comparison for next research.

#### **F. Organization of the Content**

This thesis writing is divided into five chapters as follow:

Chapter I : Introduction, it is consists of rational, formulation of the problem, reason for choosing the title, purpose of the research, significance of the research, and organization of the content.

- Chapter II : Theoretical review, it is consists of definition of sentence building, part of speech, sentence patterns, types of sentence, relation between sentence building and writing skill.
- Chapter III : Method of the research, which consists of subject and object of the research, data, sources of data, and techniques of data collecting, design of measurement, techniques of date processing and analysis, and research procedure.
- Chapter IV : Report of the research, which consists of general description of the research location, data presentation, and data analysis.
- Chapter V : Conclusion and suggestions.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Definition of Sentence Building

Sentence building consists of two words; ‘sentence’ and ‘building’. Sentence means a component of language that contains ideas, thought or complete sense with subject and predicate.<sup>8</sup> Orally, sentence is a sequence of complete sounds with its period of time and its ending. In written language, sentence is a sequence of sounds or words that is begin with capital letter and ended with punctuation like dot (.), question mark (?), exclamation mark (!), etc.<sup>9</sup> In *Kamus Istilah Pendidikan*, it is ‘*Sepatah kata atau sekelompok kata yang merupakan suatu kesatuan yang menyatakan suatu pemikiran atau perasaan.*<sup>10</sup> Mustakim said, “*Kalimat adalah suatu unsur utama yang menyatakan ide, atau perasaan seseorang dalam berkomunikasi atau berbahasa, kata-kata yang digunakan tidak berdiri sendiri, melainkan dirangkai terlebih dahulu sesuai dengan kaidah yang ada dan membentuk rangkaian kata yang dapat mengungkapkan gagasan, perasaan, atau pikiran yang lengkap.*<sup>11</sup> Tradition grammar defines sentence in

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<sup>8</sup>A. S. Hornby, *The Advanced Learner’s Dictionary of Current English*, (London: Oxford University Press, 1963), Second edition, p. 904.

<sup>9</sup>Team Yayasan Pendidikan Haster, *Himpunan Materi-Materi Penting Bahasa Indonesia untuk SMU*, (Bandung: CV Vioner Jaya, 1997), p. 70.

<sup>10</sup>M. Sastrapraja, *Kamus Istilah Pendidikan dan Umum untuk Guru, Calon Guru dan Umum*, (Surabaya: Usaha Nasional, 1981), p. 243.

<sup>11</sup>Mustakim, *Membina Kemampuan Berbahasa Panduan Kearah Kemahiran Berbahasa*, (Jakarta: Gramedia Pustaka Utama, 1999), p. 65.

one of two ways, by meaning and by function.<sup>12</sup> By meaning, sentence is “a complete thought”. By function, sentence is “a sequence of words contain subject and predicate that make a complete thought”<sup>13</sup> Also, Frank said that a sentence is a full predicate containing a subject plus a predicate with a finite verb.<sup>14</sup>

Building means structure.<sup>15</sup> It is a way in which the parts of something are put together.<sup>16</sup> In *Kamus Lengkap Bahasa Indonesia*, it is *suatu cara bagaimana sesuatu disusun; susunan, bangunan, atau kerangka*.<sup>17</sup> So, if all the meanings of sentence and building above is combined, the conclusion for definition of sentence building is a complete sequence of words to express ideas thought or sense at least contains subject and predicate.

## **B. Parts of Speech**

Traditional grammar classifies words based on eight parts of speech, they are : the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection.

Each part of speech explains not what the word is, but how the word is used. In fact, the same word can be a noun in one sentence and a verb or adjective

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<sup>12</sup>Marcella Frank, *Modern English, A Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 220.

<sup>13</sup>*Ibid.*

<sup>14</sup>*Ibid.*

<sup>15</sup>A. S. Hornby, *op. cit.*, p. 1001.

<sup>16</sup>Marten H. Manser, *Oxford learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p. 421.

<sup>17</sup>Dani K, *Kamus Lengkap Bahasa Indonesia*, (Surabaya: Putra Harsa, nd), p. 536.

in the next. The next few examples show how a word's part of speech can change from one sentence to the next, and following them is a series of sections on the individual parts of speech, followed by an exercise, for example :

- Books are made of ink, paper, and glue.

In this sentence, "books" is a noun, the subject of the sentence.

- Deborah waits patiently while Bridget books the tickets.

Here "books" is a verb, and its subject is "Bridget."

- We walk down the street.

In this sentence, "walk" is a verb, and its subject is the pronoun "we."

- The mail carrier stood on the walk.

In this example, "walk" is a noun, which is part of a prepositional phrase describing where the mail carrier stood.

- The town decided to build a new jail.

Here "jail" is a noun, which is the object of the infinitive phrase "to build."

- The sheriff told us that if we did not leave town immediately he would jail us.

Here "jail" is part of the compound verb "would jail."

- They heard high pitched cries in the middle of the night.

In this sentence, "cries" is a noun acting as the direct object of the verb "heard."

- The baby cries all night long and all day long.

But here "cries" is a verb that describes the actions of the subject of the sentence, the baby.

To know more about them we can see the following explanation

### **1. Verb**

The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence. Here some examples :

- Dracula bites his victims on the neck.

The verb "bites" describes the action Dracula takes.

- In early October, Giselle will plant twenty tulip bulbs.

Here the compound verb "will plant" describes an action that will take place in the future.

- My first teacher was Miss Crawford, but I remember the janitor Mr. Weatherbee more vividly.

In this sentence, the verb "was" (the simple past tense of "is") identifies a particular person and the verb "remembered" describes a mental action.

- Karl Creelman bicycled around the world in 1899, but his diaries and his bicycle were destroyed.

In this sentence, the compound verb "were destroyed" describes an action which took place in the past.

### **2. Noun**

A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The highlighted words in the following sentences are all nouns:

- Late last year our neighbours bought a goat.
- Portia White was an opera singer.
- The bus inspector looked at all the passengers' passes.
- According to Plutarch, the library at Alexandria was destroyed in 48 B.C.
- Philosophy is of little comfort to the starving.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

#### ***a. Noun Gender***

The noun that is refer to men or women called gender. Once, many English nouns would change form depending on their gender -- for example, a man was called an "author" while a woman was called an "authoress" -- but this use of gender-specific nouns is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences

- David Garrick was a very prominent eighteenth-century actor.
- Sarah Siddons was at the height of her career as an actress in the 1780s.
- The manager was trying to write a want ad, but he couldn't decide whether he was advertising for a "waiter" or a "waitress"

#### ***b. Noun Plurals***

The noun that is change their form to indicate number by adding "-s" or "-es" is called noun plural. Let's see the following pairs of sentences:

- When Matthew was small he rarely told the truth if he thought he was going to be punished.

- Many people do not believe that truths are self-evident.
- As they walked through the silent house. they were startled by an unexpected echo.
- I like to shout into the quarry and listen to the echoes that returned.
- He tripped over a box left carelessly in the hallway.
- Since we are moving, we will need many boxes.

There are other nouns which form the plural by changing the last letter before adding "s". Some words ending in "f" form the plural by deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies," as in the following pairs of sentences:

- The harbour at Marble Mountain has one wharf.
- There are several wharves in Halifax Harbour.
- Warsaw is their favourite city because it reminds them of their courtship.
- The vacation my grandparents won includes trips to twelve European cities.

### *c. Possessive Nouns*

A noun or pronoun changes its form to show that it owns or is closely related to something else is called possessive noun. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s." For example :

- The red suitcase is Cassandra's.
- The only luggage that was lost was the prime minister's.
- The exhausted recruits were woken before dawn by the drill sergeant's screams.
- The miner's face was covered in coal dust.

The possessive case of a singular noun that ends in "s" can be formed by adding an apostrophe alone or by adding an apostrophe and "s," for examples:

- The bus's seats are very uncomfortable.
- The bus' seats are very uncomfortable.
- The film crew accidentally crushed the platypus's eggs.
- The film crew accidentally crushed the platypus' eggs.
- Felicia Hemans's poetry was once more popular than Lord Byron's.
- Felicia Hemans' poetry was once more popular than Lord Byron's.

The possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:

- The children's mittens were scattered on the floor of the porch.
- The sheep's pen was mucked out every day.
- Since we have a complex appeal process, a jury's verdict is not always final.
- The men's hockey team will be playing as soon as the women's team is finished.
- The hunter followed the moose's trail all morning but lost it in the afternoon.

The possessive case of a plural noun that does end in "s" by adding an apostrophe:

- The concert was interrupted by the dogs' barking, the ducks' quacking, and the babies' squalling.
- The janitors' room is downstairs and to the left.
- My uncle spent many hours trying to locate the squirrels' nest.

## *Types Of Nouns*

There are many different types of nouns, they are proper noun, common noun, abstract noun, concrete noun, countable noun, non-countable noun, and collective noun.

If you are interested in the details of these different types, you can read about them in the following sections.

### *a. Proper Nouns*

You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are highlighted:

- Many people dread **Monday** mornings.
- Beltane is celebrated on the first of **May**.
- Abraham appears in the Talmud and in the **Koran**.
- Last year, I had a **Baptist**, a **Buddhist**, and a **Gardnerian Witch** as roommates.

### *b. Common Nouns*

A common noun is a noun referring to a person, place, or thing in a general sense usually, it is written with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are highlighted:

- According to the **sign**, the nearest **town** is 60 **miles** away.

- All the **gardens** in the **neighbourhood** were invaded by **beetles** this **summer**.
- I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.
- The road **crew** was startled by the **sight** of three large **moose** crossing the road.
- Many child-care **workers** are **underpaid**.

### *c. Concrete Nouns*

A concrete noun is a noun which names anything that we can perceive through your physical senses such as touch, sight, taste, hearing, or smell. A concrete noun is the opposite of a abstract noun.

The highlighted words in the following sentences are all concrete nouns:

- The judge handed the **files** to the **clerk**.
- Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.
- The real estate **agent** urged the **couple** to buy the second **house** because it had new **shingles**.
- As the **car** drove past the **park**, the **thump** of a disco **tune** overwhelmed the string **quartet's rendition** of a **minuet**.
- The book **binder** replaced the flimsy **paper cover** with a sturdy, cloth-covered **board**.

### *d. Abstract Nouns*

An abstract noun is a noun which names anything which we can not perceive through our five physical senses, and is the opposite of a concrete noun.

The highlighted words in the following sentences are all abstract nouns:

- Buying the fire extinguisher was an **afterthought**.

- Tillie is amused by people who are nostalgic about **childhood**.
- **Justice** often seems to slip out of our grasp.
- Some scientists believe that **schizophrenia** is transmitted genetically.

*e. Countable Nouns*

A countable noun/count noun is a noun with both a singular and a plural form, and it names anything (or anyone) that we can count. We can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the highlighted words are countable nouns:

- We painted the **table** red and the **chairs** blue.
- Since he inherited his **aunt's library**, Jerome spends every **weekend** indexing his **books**.
- Miriam found six silver **dollars** in the toe of a **sock**.
- The oak tree lost **three branches** in the **hurricane**.
- Over the course of twenty-seven **years**, Martha Ballard delivered just over eight hundred **babies**.

*f. Non-Countable Nouns*

A non-countable noun is a noun which does not have a plural form, and which refers to something that we could not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The highlighted words in the following sentences are non-countable nouns:

- Joseph Priestly discovered **oxygen**.

The word "oxygen" cannot normally be made plural.

- **Oxygen** is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

- We decided to sell the **furniture** rather than take it with use when we moved.

We cannot make the noun "furniture" plural.

### ***g. Collective Nouns***

A collective noun is a noun naming a group of things, animals, or persons.

We could count the individual members of the group, but we usually think of the group as a whole is generally as one unit. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun. For example :

- The **jury** is dining on take-out chicken tonight.

- The steering **committee** meets every Wednesday afternoon.

## **3. Pronoun**

Pronoun is the word that can replace a noun or another pronoun. Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

### **3.1. Personal Pronouns**

A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, gender, and case.

### 3.1.1. Subjective Personal Pronouns

A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are "I," "you," "she," "he," "it," "we," "you," "they."

In the following sentences, each of the highlighted words is a subjective personal pronoun and acts as the subject of the sentence:

- **I** was glad to find the bus pass in the bottom of the green knapsack.
- **You** are surely the strangest child I have ever met.
- **He** stole the selkie's skin and forced her to live with him.
- When **she** was a young woman, she earned her living as a coal miner.
- After many years, **they** returned to their homeland.
- **We** will meet at the library at 3:30 p.m.
- **It** is on the counter.
- Are **you** the delegates from Malagawatch?

### 3.1.2. Objective Personal Pronouns

An objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: "me," "you," "her," "him," "it," "us," "you," and "them."

In the following sentences, each of the highlighted words is an objective personal pronoun:

- Seamus stole the selkie's skin and forced **her** to live with **him**.

The objective personal pronoun "her" is the direct object of the verb "forced" and the objective personal pronoun "him" is the object of the preposition "with."

- After reading the pamphlet, Judy threw **it** into the garbage can.

The pronoun "it" is the direct object of the verb "threw."

- Deborah and Roberta will meet **us** at the newest café in the market.

Here the objective personal pronoun "us" is the direct object of the compound verb "will meet."

- Give the list to **me**.

Here the objective personal pronoun "me" is the object of the preposition "to."

- I'm not sure that my contact will talk to **you**.

Similarly in this example, the objective personal pronoun "you" is the object of the preposition "to."

- Christopher was surprised to see **her** at the drag races.

Here the objective personal pronoun "her" is the object of the infinitive phrase "to see."

### **3.1.3. Possessive Personal Pronouns**

Possessive pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. The possessive personal pronouns are "mine," "yours," "hers," "his," "its," "ours," and "theirs."

Note that possessive personal pronouns are very similar to possessive adjectives like "my," "her," and "their."

In each of the following sentences, the highlighted word is a possessive personal pronoun:

- The smallest gift is **mine**.

Here the possessive pronoun "mine" functions as a subject complement.

- This is **yours**.

Here too the possessive pronoun "yours" functions as a subject complement.

- **His** is on the kitchen counter.

In this example, the possessive pronoun "his" acts as the subject of the sentence.

- **Theirs** will be delivered tomorrow.

In this sentence, the possessive pronoun "theirs" is the subject of the sentence.

### 3.2. Demonstrative Pronouns

A demonstrative pronoun points to and identifies a noun or a pronoun.

"This" and "these" refer to things that are nearby either in space or in time, while

"that" and "those" refer to things that are farther away in space or time. For

example:

- **This** must not continue.

Here "this" is used as the subject of the compound verb "must not continue."

- - Three customers wanted **these**.

Here "these" is the direct object of the verb "wanted."

### 3.3. Interrogative Pronouns

An interrogative pronoun is used to ask questions. The interrogative

pronouns are "who," "whom," "which," "what" and the compounds formed with

the suffix "ever" ("whoever," "whomever," "whichever," and "whatever").

For example:

- Who wrote the novel Rockbound?

Similarly "who" is the subject of the sentence.

- Whom do you think we should invite?

In this sentence, "whom" is the object of the verb "invite."

- To whom did you give the paper?

In this example the interrogative pronoun "whom" is the object of the preposition "to."

- What did she say?

Here the interrogative pronoun "what" is the direct object of the verb "say."

### 3.4. Relative Pronouns

A relative pronoun is used to link one phrase or clause to another phrase or clause. The relative pronouns are "who," "whom," "that," and "which." The compounds "whoever," "whomever," and "whichever" are also relative pronouns.

You can use the relative pronouns "who" and "whoever" to refer to the subject of a clause or sentence, and "whom" and "whomever" to refer to the objects of a verb, a verbal or a preposition.

In each of the following sentences, the highlighted word is a relative pronoun.

- You may invite **whomever** you like to the party.

The relative pronoun "whomever" is the direct object of the compound verb "may invite."

- The candidate **who** wins the greatest popular vote is not always elected.

In this sentence, the relative pronoun is the subject of the verb "wins" and introduces the subordinate clause "who wins the greatest popular vote." subordinate clause acts as an adjective modifying "candidate."

- In a time of crisis, the manager asks the workers **whom** she believes to be the most efficient to arrive an hour earlier than usual.

In this sentence "whom" is the direct object of the verb "believes" and introduces the subordinate clause "whom she believes to be the most efficient". This subordinate clause modifies the noun "workers."

- **Whoever** broke the window will have to replace it.

Here "whoever" functions as the subject of the verb "broke."

### 3.5. Indefinite Pronouns

An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are "all," "another," "any," "anybody," "anyone," "anything," "each," "everybody," "everyone," "everything," "few," "many," "nobody," "none," "one," "several," "some," "somebody," and "someone." Note that some indefinite pronouns can also be used as indefinite adjectives.

The highlighted words in the following sentences are indefinite pronouns:

- **Many** were invited to the lunch but only twelve showed up.

Here "many" acts as the subject of the compound verb "were invited."

- The office had been searched and **everything** was thrown onto the floor.

In this example, "everything" acts as a subject of the compound verb "was thrown."

- We donated **everything** we found in the attic to the woman's shelter garage sale.

In this sentence, "everything" is the direct object of the verb "donated."

- Although they looked everywhere for extra copies of the magazine, they found **none**.

Here too the indefinite pronoun functions as a direct object: "none" is the direct object of "found."

- Give a registration package to **each**.

Here "each" is the object of the preposition "to."

### 3.6. Reflexive Pronouns

Reflexive pronoun is used to refer back to the subject of the clause or sentence.

The reflexive pronouns are "myself," "yourself," "herself," "himself," "itself," "ourselves," "yourselves," and "themselves." Note each of these can also act as an intensive pronoun.

Each of the highlighted words in the following sentences is a reflexive pronoun:

- Diabetics give **themselves** insulin shots several times a day.

- The Dean often does the photocopying **herself** so that the secretaries can do more important work.

- After the party, I asked **myself** why I had faxed invitations to everyone in my office building.

- Richard usually remembered to send a copy of his e-mail to **himself**.

- Although the landlord promised to paint the apartment, we ended up doing it **ourselves**.

### 3.7. Intensive Pronouns

An intensive pronoun is a pronoun used to emphasise its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

The highlighted words in the following sentences are intensive pronouns:

- I **myself** believe that aliens should abduct my sister.
- The Prime Minister **himself** said that he would lower taxes.
- They **themselves** promised to come to the party even though they had a final exam at the same time.

## 4. Adjective

Adjective is the word can modify a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives:

- The **truck-shaped** balloon floated over the treetops.
- Mrs. Morrison papered her **kitchen** walls with **hideous** wall paper.
- The **small** boat foundered on the **wine dark** sea.
- The coal mines are **dark** and **dank**.
- **Many** stores have already begun to play **irritating Christmas** music.
- A **battered music** box sat on the **mahogany** sideboard.
- The back room was filled with **large, yellow** rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb. In the sentence

- My husband knits intricately patterned mittens.

for example, the adverb "intricately" modifies the adjective "patterned."

Some nouns, many pronouns, and many participle phrases can also act as adjectives. In the sentence

- Eleanor listened to the **muffled** sounds of the radio **hidden** under her pillow.

for example, both highlighted adjectives are past participles.

Grammarians also consider articles ("the," "a," "an") to be adjectives.

## **Types of Adjectives**

### **4.1. Possessive Adjectives**

The word below is the example of possessive adjective, they are "my," "your," "his," "her," "its," "our," "their" is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences:

- I can't complete my assignment because I don't have the textbook.

- What is your phone number.

- The bakery sold his favourite type of bread.

- After many years, she returned to her homeland.

- We have lost our way in this wood.

## 4.2. Demonstrative Adjectives

The demonstrative adjectives "this," "these," "that," "those," and "what" are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

- When the librarian tripped over that cord, she dropped a pile of books.
- This apartment needs to be fumigated.
- Even though my friend preferred those plates, I bought these.

## 4.3. Interrogative Adjectives

An interrogative adjective ("which" or "what") is like an interrogative pronoun, except that it modifies a noun or noun phrase rather than standing on its own, see also demonstrative adjectives and possessive adjectives.

- **Which** plants should be watered twice a week?

Like other adjectives, "which" can be used to modify a noun or a noun phrase. In this example, "which" modifies "plants" and the noun phrase "which plants" is the subject of the compound verb "should be watered":

- **What** book are you reading?

In this sentence, "what" modifies "book" and the noun phrase "what book" is the direct object of the compound verb "are reading."

## 4.4. Indefinite Adjectives

An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase, as in the following sentences:

- Many people believe that corporations are under-taxed.

The indefinite adjective "many" modifies the noun "people" and the noun phrase "many people" is the subject of the sentence.

- I will send you any mail that arrives after you have moved to Sudbury.

The indefinite adjective "any" modifies the noun "mail" and the noun phrase "any mail" is the direct object of the compound verb "will send."

- They found a few goldfish floating belly up in the swan pound.

In this example the indefinite adjective modifies the noun "goldfish" and the noun phrase is the direct object of the verb "found":

- The title of Kelly's favourite game is "All dogs go to heaven."

Here the indefinite pronoun "all" modifies "dogs" and the full title is a subject complement.

## 5. Adverb

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much". While some adverbs can be identified by their characteristic "ly" suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence.

In the following examples, each of the highlighted words is an adverb:

- The seamstress **quickly** made the mourning clothes.

In this sentence, the adverb "quickly" modifies the verb "made" and indicates in what manner (or how fast) the clothing was constructed.

- The midwives waited **patiently** through a long labour.

Similarly in this sentence, the adverb "patiently" modifies the verb "waited" and describes the manner in which the midwives waited.

- The **boldly** spoken words would return to haunt the rebel.

In this sentence the adverb "boldly" modifies the adjective "spoken."

- We urged him to dial the number **more** expeditiously.

Here the adverb "more" modifies the adverb "expeditiously."

- **Unfortunately**, the bank closed at three today.

In this example, the adverb "unfortunately" modifies the entire sentence.

### 5.1. Conjunctive Adverbs

Conjunctive adverb is the word that uses to join two clauses together. Some of the most common conjunctive adverbs are "also," "consequently," "finally," "furthermore," "hence," "however," "incidentally," "indeed," "instead," "likewise," "meanwhile," "nevertheless," "next," "nonetheless," "otherwise," "still," "then," "therefore," and "thus." A conjunctive adverb is not strong enough to join two independent clauses without the aid of a semicolon.

The highlighted words in the following sentences are conjunctive adverbs:

- The government has cut university budgets; **consequently**, class sizes have been increased.

- He did not have all the ingredients the recipe called for; **therefore**, he decided to make something else.

- The report recommended several changes to the ways the corporation accounted for donations; **furthermore**, it suggested that a new auditor be appointed **immediately**.

- The crowd waited **patiently** for three hours; **finally**, the doors to the stadium were opened.
- Batman and Robin **fruitlessly** searched the building; indeed, the Joker had escaped through a secret door in the basement.

## 6. Preposition

A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out," "outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Each of the highlighted words in the following sentences is a preposition:

- The children climbed the mountain **without** fear.
- There was rejoicing throughout the land **when** the government was defeated.
- The spider crawled slowly **along** the banister.
- The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.
- The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.

## 7. Conjunction

Conjunction is also called connective. Conjunction joins other units in a sentence and usually comes between these units. There are three common types of conjunction. They are coordinate conjunction, subordinate conjunction and correlative conjunction.

### 7.1. Co-ordinating Conjunctions

We use a co-ordinating conjunction ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the highlighted words is a co-ordinating conjunction:

- Lilacs and violets are usually purple.

In this example, the co-ordinating conjunction "and" links two nouns.

- This movie is particularly interesting to feminist film theorists, for the screenplay was written by Mae West.

In this example, the co-ordinating conjunction "for" is used to link two independent clauses.

- Daniel's uncle claimed that he spent most of his youth dancing on rooftops and swallowing goldfish.

Here the co-ordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends."

## 7.2. Subordinating Conjunctions

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the highlighted words in the following sentences is a subordinating conjunction:

- **After** she had learned to drive, Alice felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

- **If** the paperwork arrives on time, your cheque will be mailed on Tuesday.

Similarly, the subordinating conjunction "if" introduces the dependent clause "If the paperwork arrives on time."

- Gerald had to begin his thesis over again **when** his computer crashed.

The subordinating conjunction "when" introduces the dependent clause "when his computer crashed."

## 7.3. Correlative Conjunctions

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor," "not only...but also," "so...as," and "whether...or."

The highlighted words in the following sentences are correlative conjunctions:

- Both my grandfather and my father worked in the steel plant.

In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence: "my grandfather" and "my father".

- Bring either a Jello salad or a potato scallop.

Here the correlative conjunction "either...or" links two noun phrases: "a Jello salad" and "a potato scallop."

- Corinne is trying to decide whether to go to medical school or to go to law school.

Similarly, the correlative conjunction "whether ... or" links the two infinitive phrases "to go to medical school" and "to go to law school."

- The explosion destroyed not only the school but also the neighbouring pub.

In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighbouring pub") which act as direct objects.

## **8. Interjection**

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence. An interjection usually is followed with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct quotations.

The highlighted words in the following sentences are interjections:

- Ouch, that hurt!

- Oh no, I forgot that the exam was today.

- Hey! Put that down!

- I heard one guy say to another guy, "He has a new car, eh?"

- I don't know about you but, good lord, I think taxes are too high!

## **B. Sentence Patterns**

The arrangement of sentence may be symbolized by such formulas/patterns as S V O (Subject + Verb + Object), N V N<sub>2</sub> (Noun + Verb + Noun), or NP + VP (Noun Phrase + Verb Phrase). There are several different kinds of sentence pattern to which the grammarians have given names. According to George E. Wishon and Julia M. Burks, at least there are six sentence patterns, they are:

1. Noun + Verb/Noun Phrase + Verb Phrase
2. Noun + Verb + Noun
3. Noun + Verb + Noun + Noun
4. Noun + Verb + Noun + Noun/Adjective
5. Noun + Linking Verb + Noun/Adjective
6. Noun + Linking Verb + Adverbial.<sup>18</sup>

To know the patterns further, it will be explained bellow:

### **1. Noun + Verb/Noun Phrase + Verb Phrase**

Noun + Verb is the simplest sentence pattern in English. Observe the elements of this sentence pattern in the following examples:

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<sup>18</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: American Book Company, 1980), p. 88.

Noun	Verb
Clouds	gathered
Thunder	sounded

Either, the noun (subject) and verb (predicate) in this and other sentence pattern can be compounded. Study this example:

Noun Phrase	Verb Phrase
Noun + Noun	Verb + Noun
The professor and his colleagues	read or study
Neither Helen nor her friends	read or study

The noun phrase is made up of one or more nouns, plus modifiers and connectors. The verb phrase is made up of one or more verbs, plus modifiers and connectors. In some sentence patterns, it also contains complement and objects.

The verb phrase also made up by verb + adverb. Observe the example:

Noun Phrase	Verb Phrase	
Noun	Verb	Adverb
Prof. Ober	worked	hard
He	has been working	all day
He	will eat	this night

Adverbs normally follow the verb. There are three basic types of adverb namely adverbs of manner, adverbs of time, and adverbs of place.<sup>19</sup> These different types of adverbs can occur together in the same sentence. When different adverb types occur together, the order is usually place, manner, and time. The order is not restrict. When there are two or three adverbs, the adverb of time is often used at the beginning of the sentence.

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<sup>19</sup>*Ibid.*, p. 9.

Beside that, the verb phrase can also be made up by *verb + prepositional phrase*, for example:

Noun Phrase	Verb Phrase	
Noun	Verb	Prepositional Phrase
The passengers	had waited	in the terminal (place) over the loudspeaker (manner)
They	are traveling	or pleasure (reason)
We	will land	at 6.30 p.m. (time)

The prepositional phrase here function as adverbs, the order for prepositional phrases used as adverbs is the same as for simple adverbs place, manner, and time. Prepositional phrase tells why about the verb (expression reason) that usually follows adverbs of place and time. As with adverb, this order should be regarded as a dependable guide, not as an absolute rule.

When two or more prepositional phrases of the same type (place, manner, time, reason) are used together, the order is usually from the general to the specific. For variety of emphasis, some prepositional phrases way be used at the beginning of sentences.

## 2. Noun + Verb + Noun

Example:

Subject	Verb	Direct Object
Noun		Noun
The professor	is reading	a new book
She	teaches	English
Her students	like	her lecturers

There is an important difference between the verb treated in this pattern (noun + verb + noun) and those in the preceding pattern (noun + verb +

adverb/prepositional phrase). In the preceding pattern, the verbs may be followed by adverbials or are not followed by anything. They are called intransitive verbs. The verbs in this pattern are followed by noun (noun phrase). They are called transitive verbs. The nouns that follow them are direct object.

### 3. Noun + Verb + Noun + Noun

Example:

Subject	Verb	Indirect Object	Direct Object
Noun		Noun/Pronoun	Noun
Tim	told	his friend	something
The committee	sent	him	the news
He	must pay	the university	the fee

The pattern may also be stated by *subject + verb + indirect object + direct object*. In this pattern, the indirect object can be a personal pronoun, but the direct object cannot.

### 4. Noun + Verb + Noun + Noun/Adjective

Example:

Subject	Verb	Indirect Object	Direct Object	
Noun		Noun/Pronoun	Noun	Adjective
They	considered	the lecturer	an authority	sad
Hiroko	finds	them		
The students	called	the teacher	a genius	easygoing
The climate	made	the people		

Only certain verbs can be used in this pattern, they include: consider, find, believe, think, prove, call, name, elect, appoint, nominate, and make.

### 5. Noun + Linking Verb + Adjective

Subject	Linking Verb	Subjective Complement	
Noun		Noun	Adjective
Water	is	a thing	precious important
Rubber	can be	a ball	
Natural resources	are		
Honesty	is		

In this pattern, a linking verb connects to a complement, which tells something about the subject. The complement in this pattern is a noun or an adjective. The most common linking verbs are be, however, remain, stay, become, appear, continue, feel, group, seem, and taste may be used as linking verbs.

### 6. Noun + Linking Verb + Adverbial

Example:

Subject	Linking	Subjective Complement
Noun		Adverbial
Dorothy	is not	here now
She	will be	there on time
He	must be	there soon

The only linking verb used in this pattern is *be* and that the adverbial may be either an adverb or a prepositional phrase. Only time and place adverbials are used in this pattern. Adverbs of manner are used with action verbs. When both time and place adverbials occur in the same sentence, adverbials of place go before adverbials of time.

The noun + linking verb + adverbial sentence pattern, when the subject is indefinite, can be transformed readily into a pattern beginning with there with the subject and be inverted: there + linking verb + noun + adverbial, for example:

- There is a new program on channel 9 this week.
- There was a dog at the gate.

There will be a spokesperson there at the pointed hour.

- In the last sentence that the first *there* is an expletive (a “dummy” subject) and the second *there* is an adverbial.

### C. Types of Sentence

There are basically, four types of sentences in English they are:

Simple, Compound, Complex, and compound-complex. The type of sentence is determined by the type of clauses used to form it.

#### 1. Simple Sentence

A simple sentence is an independent clause that contains a Subject and a verb. Included in this type are:

- a. Statement , for example: He lives in New York.
- b. Question, for example: How old are you?
- c. Request, for example: Please, close the door !
- d. Exclamation, for example: What beautiful she is !

#### 2. Compound Sentence

Compound sentence is combination of two independent clause.

Compound sentence can be formed by using punctuation.

For example : The weather was very bad ; all classes were canceled.

Also, Compound sentence can be formed by using some components of parts of speech such as conjunction like therefore, and, or, but, yet, so, for, etc. and preposition such as beside, also, then, since, during, etc.

Here is another examples :

- The weather was very bad, so all classes were canceled.
- Her mother always phone him during he lives in Java.

### 3. Complex Sentence

Complex sentence is a sentence that contains of one or more dependent clause and one independent clause. Usually, this type is introduced by some words like although, because, if, that, when, while, or who.

For example :

- The teacher angry with the students who are talking when the class.

### 4. Compound Complex Sentence

Compound complex sentence is a sentence that contains of two or more independent clause and one or more dependent clause.

For example : Because the work was finished, the carpenter went to his master and asked for the money he had earned.

## **D. Relation between Sentence Building and Writing**

Henry Guntur Tarigan stated that there are three ways of communication process; they are visual, oral, and written.<sup>20</sup> Writing means reduce graphic symbol describing a language to communicate something on paper until the others can understand what its means. From the statement, it can be concluded that the main purpose of writing is to make others can understand the graphic symbols that is reduced or shown. An absolute condition to achieve the purpose is skill in making

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<sup>20</sup>Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1994), p. 19.

sentence. Without the skill, it may be difficult to communicate the idea/thought, because sentence is the smallest unit of expression. Further, skill in making sentence building is one of important requirements in writing skill. Because, writing sentence building be an aspect of writing. Without ability in writing sentence building causes some errors in making writing.

**CHAPTER III**  
**METHOD OF THE RESEARCH**

**A. Population and Sample of the Research**

**1. Population of the Research**

The population of this research are all of the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency academic year 2007/2008, which consist of three classes as in the following table:

Table 3.1. The Distribution of Population of the Third Year Students at MTsN Sungai Paring Hulu Sungai Selatan regency Academic Year 2007/2008

No.	Class	Sex		Total
		Male	Female	
1.	III A	16	18	34
2.	III B	15	19	34
3.	III C	14	20	34
Total				102

**2. Sample of the Research**

Remembering that the number of population are quite large (more than one hundred) the writer feels necessary to take sample. In this reseach, the writer uses Random Sampling Techniques. It means that the sample is taken randomly. The sample of this research are about 50% of all population, there are 51 students, as can be seen in the following table :

Table 3.2. The Distribution of Sample of the Third Year Students at MTsN Sungai Paring Hulu Sungai Selatan regency Academic Year 2007/2008

No.	Class	Sex		Total
		Male	Female	
1.	III A	7	10	17
2.	III B	8	9	17
3.	III C	6	11	17
Total				51

## B. Data, Sources of Data, and Techniques of Data Collecting

### 1. Data

There are two kinds of data in this research, namely primary data and secondary data.

#### a. Primary Data

Data about the ability in writing sentence building using parts of speech of the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency

#### b. Secondary Data

It consists of:

- 1) Description about MTsN Sungai Paring Hulu Sungai Selatan regency.
- 2) Description about head master, teachers, administration staffs, students, and the school facilities.

### 2. Sources of Data

- a. Respondent : The third year students who still study at MTsN Sungai Paring Hulu Sungai Selatan regency.
- b. Informants : Headmaster, teachers, and administration staffs.
- c. Document : All written sources that is needed in this research.

### 3. Techniques of Data Collecting

#### a. Written test

Students are tested to know their ability in writing sentence building using part of speech. The applied test in this research is in written form. The test is made based on these considerations:

- 1) According to the sentence building which are available in English.
- 2) According to the matter that has been taught to the students.

#### c. Interview

This technique is used to collect the data about general description of the research location, which consists of description of MTsN Sungai Parang Hulu Sungai Selatan regency, condition of teachers, students, administration staffs and school facilities.

#### d. Observation

This is a technique in which the writer directly comes to observe the condition of teaching and learning process of English subject at class 3, the condition of MTsN Sungai Parang Hulu Sungai Selatan regency in general including its structure and infrastructure.

#### e. Documentary

This technique is aimed at looking for all written reports or documents which perhaps keep any detailed records of primary data and secondary data.

To know more closely about those data, sources and techniques of data collecting, the following matrix will be helpful:

Table 3.2. Matrix  
Data, Sources, and Techniques of Data Collecting

No	Data	Sources	TDC
1.	Primary data Data about the ability in writing sentence building of the third year students at MTsN Sungai Paring Hulu Sungai Selatan regency	Students	Written test
2.	Secondary data a. Description about MTsN Sungai Paring Hulu Sungai Selatan regency b. Description about head master, teachers, administration staffs, students, and the school facilities	Headmaster  Administration staffs Documents	Interview  Interview Documentary

### C. Design of Measurement

This design of measurement is intended to know students' ability in writing sentence building using parts of speech at MTsN Sungai Paring Hulu Sungai Selatan regency. In this research, students will answer 45 items that are divided into two parts as follow:

#### 1. Multiple choices

It consists of 35 questions. Every right answer will be scored 2 and wrong answer will be scored 0. Total right score is 70.

#### 2. Rearrangements the sentence into the correct form

It consists of 10 questions. Every right answer will be scored 3 and wrong answer will be scored 0. Total right score is 30.

The highest score is 100 and the lowest is 0. Then students' scores are interpreted as their ability in writing sentence building using part of speech.

There are categories used here:

- 80 - 100 : Excellent
- 70 - <80 : Good
- 60 - <70 : Good enough
- 50 - <60 : Poor
- 0 - <50 : Very poor

Mean of the score is got by the pattern below:

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

M : Mean of scores

$\sum X$  : Accumulative scores

N : Number of respondent

#### **D. Techniques of Data Processing and Analysis**

##### 1. Data Processing

Data processing is divided into five phrases:

###### a. Editing

This technique is used in the purpose of re-examining all the collected data to make sure whether they have already completed or not yet.

###### b. Coding

The writer makes certain codes on all collected data to classify them into each certain category.

c. Frequency Computation

After each data are coded and classified properly, the each answer given by the respondents is computed and presented in the tables of frequency.

d. Tabulating

The writer tabulates all the collected data based on the frequency to compute each certain answer by using the following formula:

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

P : Percentage

F : The frequency of answers from respondents for each item of questions

N : Total number of respondents

e. Data interpretation

The data are described by the writer's interpretation without changing the meaning of the data.

2. Data Analysis

All the collected and processed data are analyzed descriptively and qualitatively. The conclusion is taken by inductive way, that is, to synthesize the facts into a general conclusion.

## **E. Research Procedure**

There are some steps that are passed through in completing this research, they are:

1. Preliminary steps
  - a. To hold a prior observation in the research object
  - b. To discuss the result of the previous observation with the writer's counselor
  - c. To make a research design proposal to be approved by the Bureau of Thesis Writing of Islamic Education Faculty
2. Preparatory steps
  - a. To hold a seminar on the research design proposal
  - b. To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research
  - c. To make the data instruments
3. Research steps
  - a. To contact all respondents and informants who are needed to obtain data
  - b. To collect all the needed data from several sources
  - c. To process the data in procedural way and then analyze them properly
4. Organization step

Having all the obtained data completed, the writer soon organizes them in the form of research thesis based on continual guide and consultation with the writer's counselor. Finally, this research is approved and ready to examine in the open forum.

## **CHAPTER IV**

### **REPORT OF THE RESEARCH RESULT**

#### **A. General Description of the Research Location**

##### **1. Brief History on Establishment of Madrasah Tsanawiyah Negeri (MTsN) Sungai Paring**

At first, MTsN Sungai Paring is MTsN Padang Batung that was located at Padang Batung district. Firstly, MTsN Padang Batung was named by PGAS 4 Tahun Padang Batung that was established in 1967. Since January 1<sup>st</sup> PGAS Padang Batung was changed to be MTsN based on SK No. 142/1968 and inaugurated by H. M. Daud Yahya on April 18<sup>th</sup> 1968. In 1977 MTsN Padang Batung was moved to Sungai Paring by decision of the head of office of Religious Department of South Kalimantan Province on May 2<sup>nd</sup> 1977 No. 10/1/05/Mdr/77. At the moment, MTsN Sungai Paring was led by Amberi Pane, BA.

On April 1977, based on the decision of the head of office of Religious Department of South Kalimantan Province No. 10/1/05/Mdr/77 MTsN Sungai Paring be exemplified MTsN of all of MTsN or SLTP of South Kalimantan.

MTsN Sungai Paring is located at school complex. There are some schools in that location, they are:

- a. State Islamic Senior High School (MAN) 1 Kandangan
- b. State Islamic Junior High School (MTsN) Sungai Paring
- c. State Islamic Elementary School (MIN)

MTsN Sungai Paring has been managed by some headmasters since it established until now. Some headmasters can be seen in the following table:

Table 4. 1. Matrix  
Headmasters at MTsN Sungai Paring Hulu Sungai Selatan Regency

No.	Name	Leadership Period
1.	Amberi Pane, BA	1977 - 1988
2.	Drs. Muhri Yusuf	1988 - 1989
3.	Drs. A. Kasasi	1989 - 1993
4.	Drs. H. M. Ilmi	1993 - 1995
5.	H. M. Taberani Yamani	1995 - 1998
6.	H. M. Nawawi	1998 - 2000
7.	H. Husni, S. Pd. I	2000 - now

MTsN Sungai Paring has 33 teachers, which consist of 16 permanent teachers and 14 impermanent teachers, included three English teachers and five administration staff teacher. Furthermore, the description of teachers of MTsN Sungai Paring academic year 2007/2008 can be seen in the following table:

Table 4. 2. Matrix  
The description of Teachers of MTsN Sungai Paring Hulu Sungai Selatan Regency

No.	Name	Subject	Post/Group
1.	H. Husni, S. Pd. I	Arabic Language	Permanent Teacher/IV/a Headmaster
2.	Dra. H. Arfiah	Quran	Permanent teacher/III/d Vice Headmaster
3.	H. Siti Salmah	Indonesian Language	Permanent teacher/IV/a
4.	H. Mastur, HB	Physics	Permanent teacher/IV/a
5.	Drs. Ahmad Arselan	Hadis, Mulok	Permanent teacher/III/c
6.	Magdalena, S. Pd	Mathematics	Permanent teacher/III/b
7.	Safarina	Biology	Permanent teacher/III/a
8.	Hasanuddin, S. Ag	Arabic	Permanent teacher/III/a
9.	Ani Hasanah, S. Pd	Mathematics	Permanent teacher/III/a
10.	Nispia Risnawati, S. Pd	History of Culture	Permanent teacher/III/a
11.	Siti Salma, S. Pd. I	English	Permanent teacher/III/a
12.	Akhmad Muliadi, S. Pd	Guidance & Counseling	Permanent teacher/III/a
13.	Paderi Irianto, S. Pd	Sport Education	Permanent teacher/III/a
14.	Fuad Mahdi, S. Ag	Islamic Cultural History	Permanent teacher/III/a

15.	Warnidah, S. Ag	Indonesian Language	Impermanent teacher/III/a
16.	Mas'udah, S. Ag	Indonesian Language	Impermanent teacher/III/a
17.	Syahliah Karni, S. Ag	English	Impermanent teacher/III/a
18.	Idang Aliyah, S. Pd	Civic Education	Impermanent teacher/III/a
19.	Jaya Muliadi, S. Ag	Islamic Law	Impermanent teacher/III/a
20.	Ihsan Marwan, S. Ag	Economics	Impermanent teacher/III/a
21.	Masniah, S. Pd. I	Arabic, Handicraft and Art Education	Impermanent teacher/III/a
22.	Ahmad Makdawi, S. Pd	Geography	Impermanent teacher/III/a
23.	Habibi, S. Pd. I	English	Impermanent teacher/III/a
24.	Aisyah, S. Ag	Quran Hadis	Impermanent teacher/III/a
25.	Mukhlisah Rahmiati, S. Pd. I	Geography	Impermanent teacher/III/a
26.	Erni Yulianti, S. Pd	Mulok	Impermanent teacher/III/a
27.	Muhammad Syafi'i, S. Pd.I	Arabic	Impermanent teacher/III/a
28.	Iwan Hariadi, S. Pd. I	Belief and Ethics	Impermanent teacher/III/a
29.	Abdul Khair	-	Permanent teacher/III/a
30.	Misbahuddin	-	Permanent teacher/III/b
31.	Sa'adah	-	Permanent teacher/III/a
32.	Hikmah, S. Sos	-	Impermanent teacher/-
33.	Mahdi Hafiz	-	Impermanent teacher/-

The numbers of students at MTsN Sungai Paring Hulu Sungai Selatan regency academic year 2007/2008 are 284 students. They are divided into 9 classes: class one consists of 3 classes, class two consists of 3 classes, class three consists of three classes. The numbers of the first year students are 88 students; class two consists of 94 students, and class three consists of 102 students. More detail about it, see on the table 4. 3.

Table 4. 3. Description of Students at MTsN Sungai Paring Hulu Sungai Selatan Regency

No.	Class	Students		Total
		Male	Female	
1	I A	11	18	88
	I B	13	17	
	I C	14	15	

2	II A	13	18	94
	II B	12	20	
	II C	12	19	
3	III A	16	18	102
	III B	15	19	
	III C	14	20	

## 2. The School Facilities

MTsN Sungai Paring has considerably enough facilities for supporting teaching-learning process and for achieving its educational goals. To know more closely about it we can see the following table:

Table 4. 4. Description of School Facilities at MTsN Sungai Paring Hulu Sungai Selatan Regency

No.	Facilities	Total	Quality
1.	Headmaster room	1	Good
2.	BP/BK room	1	Good
3.	Teachers room	1	Good
4.	Administration room	1	Good
5.	Class room	9	Good
6.	Library room	1	Good
7.	Language laboratory	1	Good
8.	Computer laboratory	1	Good
9.	Science laboratory	1	Good
10.	Bathroom/toilet for teachers	3	Good
11.	Bathroom/toilet for students	3	Good
12.	Teachers' boarding room	1	Good
13.	Sport yard		
	a. Volley ball	1	Good
	b. Table tennis	1	Good

## B. Data Presentation

This subchapter is intended to present the result of data analysis and the interpretation which could be derived from the analysis. This part deals with the result of the study based on some facts found in data.

It covers the ability in writing sentence building of the third year students at MTsN Sungai Paring Hulu Sungai Selatan Regency academic year 2007/2008.

Based on the result of writing sentence building using parts of speech test for the third year students of MTsN Sungai Paring Hulu Sungai Selatan Regency, it found the data that the highest score is 80 and the lowest score is 32. The whole gotten score is 3350 from 51 respondents. So, from this result can be known that mean is 65,69. The data can be seen in the following table:

Table 4. 5. The Scores Frequency Distribution of the Ability in Writing Sentence Building Using Part of Speech of the Third Year Students at MTsN Sungai Paring Hulu Sungai Selatan Regency Academic Year 2007/2008

No.	Score	F
1.	80	2
2.	78	3
3.	76	3
4.	74	2
5.	72	1
6.	70	4
7.	68	6
8.	66	5
9.	64	6
10.	62	3
11.	58	2
12.	56	3
13.	54	2
14.	48	3
15.	46	2
16.	42	1
17.	40	3
18.	38	2
19.	32	2
Total = 3350		51

According to the test result category the ability of the third year students in writing sentence building using parts of speech at MTsN Sungai paring Hulu Sungai Selatan Regency academic year 2007/2008 in the following table:

Table 4. 6. Category of The Ability of the Third Year Students at MTsN Sungai Paring Hulu Sungai Selatan Regency in Writing Sentence Building Using Parts of Speech

No.	Category	F	(%)
1.	Excellent	2	3,92
2.	Good	9	17,65
3.	Good enough	20	39,22
4.	Poor	7	13,73
5.	Very poor	13	25,49
Total		51	100

The table above shows that the ability of the third year students in writing sentence building using parts of speech based on its categories there are 2 students (3,92%) are in excellent category, 9 students (17,65%) are in good category, 20 students (39,22%) are in good enough category, 7 students (13,73%) are in poor category, and 13 students (25,49%) are in very poor category.

The data shows that the ability of the third year students in writing sentence building using parts of speech at MTsN Sungai paring Hulu Sungai Selatan Regency mostly in good enough category. It is proven, there are 20 students (39,22%) in this category.

### C. Data Analysis

After presenting the data, the writer analyzes the obtained data to give some consideration about research result.

The presented data on the previous subchapter shows that 2 students (3,92%) included in excellent category (80 - 100), 9 students (17,65%) included in good category (70 - 79), 20 students (39,22%) included in good enough category (60 - 69), 7 students (13,73%) included in poor category (50 - 59), and 13 students (25,49%) included in very poor category (0 - 49). The mean is 65,69 (good enough category).

Based on the data, the writer concludes that the ability of the third year students in writing sentence building using parts of speech at MTsN Sungai Paring Hulu Sungai Selatan Regency generally in good enough category. Thus, it is identified that students' ability in choosing right option and making sentences are in good enough category.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the research result in writing sentence building using parts of speech of the third year students at MTsN Sungai Paring Hulu Sungai Selatan Regency, it is concluded that generally, the ability in writing sentence using part of speech of the third year students at MTsN Sungai Paring Hulu Sungai Selatan Regency academic year 2007/2008 is in good enough category.

#### **B. Suggestions**

It would be better for the English teacher to do the best for developing the English teaching and learning process by performing the better techniques when teaching writing. It is better to teach the students to build their writing skill, especially about parts of speech and sentence building, such as types of sentence and how to make a good sentence.

It would be better for the students of the third year of MTsN Sungai Paring Hulu Sungai Selatan Regency to study and practice in making sentence building according to its type by using part of speech rightly.