

CHAPTER 1

INTRODUCTION

A. Rationale

Language is very important as a communication instrument for human being. By language, people can deliver message, express idea, mind, feeling to other and etc. By language, people can understand human being and things around. It is in like with what Allah SWT says in the Holy Qur'an (Al-Hujurat: 13) as follows:

Tafsir Ibn Kathir Qs Al Hujurat 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعْرِفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

From the verse above the writer know that every people is ordered by God to know each other as well as men or women, and etc. By language, people can know and understand each other.

In this world, there are a lot of languages that is used by human, but language that gets a lot of attention from hemisphere of world, it is English language. English is one of international language that is famous and used by people. According to Crystal (1995 and 1997, cited in Harmer, p. 01), he says that “he takes 75 territories where English “holds a special place’ (territories which includes not only Britain, the USA, Australia, Canada, etc. But also places such as Hong Kong, India, Malaysia, and Nigeria) and calculates around 337 million first

language speakers of English and only 98 million speakers of English as second language”. It shows that English is a language that almost of all countries have used it as a tool to communicate. In addition, it has been also used as a compulsory subject by almost of all primary school and university in some of countries.

In studying english, there are four basic English language skills that must be mastered by students. They are reading, writing, speaking, and listening. To master all of them, the students are claimed to master and increase vocabulary as much as possible.

Besides that, students must increase their vocabulary, they must also know word. According to DeCapua (2008, p. 21) in her book which entitled *Grammar for Teacher A Guide to American English for Native and Non-Native Speakers* stated that “ for the many people, words are the center of language”. it means that word is an important aspect of language that must be studied by students. Then, Words are divided into 2 types, such as Burrige and Borjars (2010, p 43) in their book which entitled *Introducing English Grammar: 2nd edition* say that “word can be divided into WORD CLASSES and SYNTACTIC CATEGORIES”.

Word classes have a main role in language. According to Janssen in his journal who entitled *Half an Article Corpus Pattern and Lexicalist Syntax* (p. 01) states that “Word classes play an important role in many aspects of the formal treatment of language”. it means that if someone wants to master language, he must also know about word classes. Based on the opinion and statement, the writer takes word classes as his research. In additional, writer’s experience that he

had ever taught about word classes, especially for eighth grade students in a famous school in Banjarmasin. The problem found by the writer when students were tested in some of questions to distinguish word classes in forming word that had been underlined in each of phrase or sentence (text). The result, some of students got difficult in distinguishing them. Based on the students' problem that is also supported by an opinion from Hengeveld (1992, cited in Bisang, p, 12) said that "there are many instances in which languages lack wordclass distinctions".

Furthermore, the writer explains about word classes. Word classes such as noun, verb, adjective, etc., are traditionally called parts of speech. Word classes can be divided into **open classes** and **closed classes**.

Open classes

Noun: *Paul, paper, speech, play*

Adjective: *young, cheerful, dark, round*

Main verb: *talk, become, like, play*

Adverb: *carefully, firmly, confidentially*

Closed classes

Pronoun *she, somebody, one, who, that*

Determiner *a, the, that, each, some*

Auxiliary (verb) *can, may, will, have, be, do*

Conjunction *and, that, in order that, if, though*

Preposition *of, at, to, in spite of* (Greenbaum & Nelson, p. 86).

The writer clarifies that word classes that makes a problem for eighth grade students in the school is open classes, because eighth grade students at the school are only taught about open classes and also got in their English book.

According to the writer's experience in the school, the writer tries to know what the other schools have also the same of problem in distinguishing word classes (open classes). Then, the writer chooses MTSN 1 Marabahan as a subject of research and the writer does observation with English teacher at the school. Based on the result of English Teacher's preliminary information at the school is found out that eighth grade students at MTSN 1 Marabahan has also same of problems that they cannot also distinguish word classes in open classes form and they were also taught there.

Then, the writer tries to give a text that can be used as a media to measure students' ability in distinguishing word classes. According to Thornburry (2002, p 53) in his book which entitled *How to Teach Vocabulary* states that "short text are ideal for classroom use, since they can be subjected intensive grammatical and lexical studying, without over taxing learners". Then, the writer chooses a narrative text as a media, because narrative text is a text of amusement, entertain and easier to studied by students and it is also available in their syllabus. Alexander, Jetton & Kulikowich, 1995; Bormuth, et al. 1970; Carver, 1994 (cited in Bernbadt, et al. ,1986, P. 17) states that "by we give a text that apart from text difficulty, choose books that are well-written in terms of style and language". based on the statement, the writer is hoped by given an amusement text that is avoided from a difficult text, and also filled with a lot of vocabularies and familiar

words like narrative text for making students easier in distinguishing open classes (verb, noun, adjective, and adverb forms).

Based on the issue above, the researcher interested to do this study entitled “ **The Ability of Eighth Grade Students in Distinguishing Word Classes in Narrative Text at MTSN 1 Marabahan Academic Year 2012/ 2013**”.

B. Clarification of Title

To avoid any misinterpretation toward the title be adopted in this study, the writer feels necessary to clarify some terms in the title as follow:

- a. Ability is *kecakapan, bakat, kemampuan*. (*kamus Inggris-Indonesia*,1976: 02). It means to measure vocabulary mastery of students.
- b. Distinguish is clear difference between two people or things. (Oxford Learner’s Pocket Dictionary, 2005 : 125)
- c. Word Classes divided into two types: open classes (verb, noun, adjective, and adverb), and closed classes (pronoun, determiner, conjunctions, and preposition).

Here, the writer only takes **open class** in common form as his research:

1. Verb is word or phrase that expresses an action (eg eat), an even (eg happen) or a state (eg exist).(p. 478)
2. Noun is word that refers to a person, a place, or a thing, a quality or an activity. (p. 291)
3. Adjective is word that describes a noun (eg green). (p. 05)

4. Adverb is word that adds information to a verb, adjective, phrase or another adverb (eg quickly). (p. 06)
- d. Narrative text is type of text that its pupose is to amuse/entertain the readers an to tell the story. It consists of orientation, complication or problem, resolution.

C. Problem Formulation

Based on the topic above, it can be formulated the problem as follow:

1. How is the ability of students of eighth grades in distinguishing word classes (verb, noun, adjective, and adverb) in narrative text at MTSN 1 Marabahan?
2. What are common students' problem in distinguishing word classes (verb, noun, adjective, and adverb) in narrative text at MTSN 1 Marabahan?

D. Reason for Choosing the Title

The reason for choosing this title as follow:

1. Vocabulary is a fundamental skill that must be studied. It will not mean anything if we do not know about word classes. Fact that there are still some of students that is lack in distinguishing word classes.
2. Sometimes, English teachers explain about using word classes in a text or sentence that made as an additional knowledge for students in studying English.

3. To make and arrange a good sentence in English, we must understand word classes.
4. A lot of word classes can be found out in text. Meanwhile, narrative text is one of text that can be taken to be a material of question and also got in syllabus for eight grades students.

E. Research Purpose

Based on the problem formulation above, this research purposes of these researchers are:

1. To know the ability of eighth grade students in distinguishing word classes in narrative text at MTSN 1 Marabahan Academic Year 2012/ 2013.
2. To know the common students' problem in distinguishing word classes (verb, noun, adjective, and adverb) in narrative text at MTSN 1 Marabahan Academic Year 2012/ 2013.

F. Research Significance

For the students, to give an information how is the ability of student and to know common students' problem in distinguishing word classes in narrative text.

For the teachers, as an additional information "how degree are their ability of students in distinguishing word classes in narrative text.

For the writer, to increase his knowledge in this research, especially “how to improve the ability of students in distinguishing word classes”.

For other researchers, to give information or additional references.

G. Organization of Writing

This research consisted of 5 chapter, they are arranged systematically in this writing as follow.

The chapter one contains Introduction which consisted of Rational, Clarification of Title, Problem Formulation, Limitation of the Research, Reason for Choosing the Title, Research Purpose, Research Significance, and Organization of Writing.

The chapter two contain Theoretical Review which consisted of Definition of Word, Definition and Classifications Word Classes, Solving Students' Problem in Distinguishing Word Classes and Definition of Narrative Text.

The chapter three contain Research Method which consisted of Type of Research, Subject and Object of the Research, Data and Sources of Data, Techniques of Data Collecting, Technique in Analyzing the Data, Research Procedure.

The chapter four contain Report of the Research which consisted of General Description of Research Location, Data Presentation, and Analysis.

The chapter five contain Closure which consisted of Conclusion, and Suggestion.