

**THE ABILITY OF THE EIGHT YEAR STUDENTS OF SMP
PMDS PUTRI PALOPO IN IDENTIFYING PART OF SPEECH
IN SHORT STORY**



THESIS

**Submitted to the English Study Program of Tarbiyah Department
of State Collage for Islamic Studies in Partial
Fulfillment of Requirement for S. Pd.
Degree in English Teaching**

BY

ARIYANTO RANGGA

NIM 09. 16. 03. 0059

**ENGLISH STUDY PROGRAM OF TARBIYAH
DEPARTMENT OF STATE COLLAGE FOR ISLAMIC
STUDIES (STAIN) PALOPO
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Under the Supervisor of:

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2014**

ABSTRACT

Name : Ariyanto Rangga
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Title : The Ability of The Eight Year Student of SMP PMDS Putri
Palopo in Identifying Part of Speech in Short Story

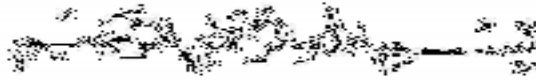
This thesis attempts about teaching part of speech at the eight year student of SMP PMDS Putri Palopo. The problem statement of this thesis is “How is the ability of the eight year students of SMP PMDS Putri palopo in identifying part of speech in short story?.”

Based on the descriptive above, the researcher answer the objectives of the research to find out the ability of the eight year students of SMP PMDS Putri Palopo in identifying part of speech in short story.

This thesis applied qualitative method. The population of this research was the students of the eight year SMP PMDS Putri Palopo. The sample was taken by using random sampling technique. The number of sample was 19 students of class eight.

The result of the finding and discussion of data analysis, the researcher describe the result of the research indicate that the score of the students in identifying part of speech at the eight year students of SMP PMDS Putri Palopo still have low ability in mastering parts of speech. It is supported by the means score of students is the highest correct answer just three students got seven correct answer from nineteen students.

ACKNOWLEDGEMENTS



الحمد لله رب العالمين والصلاة والسلام على اشرف انبياء والمرسلين وعلى اله واصحابه

اجمعين

Praise be to Allah swt. because of his blessing and guidance so the researcher can finish this thesis, although in a simple form and the researcher realizes that there are still many lack. The researcher expect constructive critical and suggestion for the improvement perfection from the readers.

Shalawat and taslim goes to the great prophet Muhammad saw, his family, his friends, and all of the people that still do the commands of Allah and avoid his prohibitions.

The researcher realizes that this could not be finished without helping from the others, the writer would like to express deepest thanks to :

1. The researcher special thanks to his mother Rusmini and father Samiun that have helped, so the researcher can finish my study.
2. Prof. Dr. H. Nihaya M.Hum. As a head of STAIN Palopo and all of the lecture and their assistance and employers of STAIN Palopo who have thought, educated, helped, advised, and guidance the researcher during study in STAIN Palopo.

3. Drs. Hasri, M.A. As the head of Tarbiyah Department of the State Colledge for Islamic Studies Palopo.

4. Jufriadi, S.S.,M.Hum. As a head of English Study Program, and all the Lecturers and stafs of STAIN Palopo.

5. Dr. Rustan. S.M.Hum. the first consultant and Amalia Yahya,SE., M.Hum. as the Second consultan, who have exerted their thought and precious time for guiding directing, and giving motivation to the researcher. Therefore this thesis can be accomplished.

6. All the lecture of Tarbiyah Faculty of STAIN Palopo and especially the English Lecturers who have thought the researcher during studying in STAIN for many years.

7. Mustami,S.Pd.,M.Pd. As the headmaster of SMP PMDS Putri Palopo, all teachers and staff who given chances and facilities during the researcher doing research in their schools

8. My brothers and Sisters are Ahmad Rangga, Arman Rangga, Asmayati Rangga S.Pd and Anniyati Rangga their for motivation and help also thanks to all of my family.

9. Thank you very much to the all my best classmate,they are Feri muriswan, Ikaldi, Muhas, Saipul Muslim, Yahya, Sandika, Arfa Mansyur, Zarina, Haritsa, Edi suwandi S.Pd,Taslim K., Nurmin Maulana, Musfirah syamhar S.Pd.Rosita S.Pd, and to all of the BIG B 2009 family, and all of the researchers' friends who cannot mention one by one for their help and support and their brotherhood as long as we are together loughing,joke Hoping never forget our class and always keep in touch wherever we are,Good luck for you all.

10. The researcher thanks very much to my beloved Organisation PMII(Pergerakan Mahasiswa Islam Indonesia),TIMPA'RAGA STAIN Palopo(Tim Penggerak Olahraga)

and MAPALA STAIN Palopo(Mahasiswa Pecinta Alam). Always keep spirit and togetherness to finish the holy goal.

The researcher thought without those people, this thesis would never been finished, and as human being, the researcher also realize that this thesis is still far from perfection.

Finally the researcher pray to the Allah, may Allah swt.reward to all people who have helped, the researcher hopes this thesis can be useful and can give positive contribution for readers, religion, and state. Aamiin.

Palopo, maret, ,2014

The researcher

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CHAPTER I

INTRODUCTION

A. *Background*

English as a foreign language involves four language skills. They are listening, speaking, reading and writing. These four language skills are developing from four language components: structure, vocabulary, spelling, and pronunciation. In this research the writer's attention focuses on vocabulary as one of the English language components.

Vocabulary is the most important thing in learning English. It should be given a priority attention than other skills, because knowledge of vocabulary is a key to understand those skills. Student cannot convey their ideas in written and spoken form without having a sufficient number of vocabulary.

Reading text consists of some sentences which contained with some kinds of parts of speech. The text has context, therefore, it can give clear description about the parts of speech. So, the writer considers that reading text is a media to measure the students ability in identifying the four major parts of speech.

Based on the writer experience when doing practical teaching in SMP PMDS Putri Palopo, the writer found many students still have difficulties in differentiating between adjective, noun, adverb and so on. In this case the writer is interested in conducting a research entitled “The Ability of the eight year students of SMP PMDS Putri Palopo in identifying part of speech in short story”.

B. Problem Statement

Based on the description above, the writer formulates the following problem statement as follows :

How is the ability of the eight year students of SMP PMDS Putri Palopo in identifying part of speech in short story ?

C. Objectives of the Research

In relation to the problem statement above, the objective of the research is to find out the ability of the eight year students of SMP PMDS Putri Palopo in identifying part of speech in short story.

D. Significance of the Research

The result of this research expected to be useful and helpful information for the students about identifying part of speech by using reading short story. For the English teacher who teach English at the Eight Year Students of SMP PMDS Putri Palopo expectedly, the finding of this research could be a guide to teach them in improving vocabulary trough reading short story. Also for the writer as a candidate of English teacher. The findings make more aware in increasing mastery vocabulary through reading short story.

E. Scope of the Research

The scope of the research was limited to identify part of speech in short story. The focus of this research was at the Eight Year Students of SMP PMDS Putri Palopo academic year 2013/2014.

F. Operational Definitions

Ability : is the competence of students in identifying part of speech in reading text.

Parts of Speech: is the words classes in English grammar, they are nouns, verbs, adjectives and adverbs.

Short Story: is a text that is in narrative form, it has something events to be informed to the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Study

Some researchers have conducted research on the use of variation technique in teaching English especially English vocabulary. The results of the research are cited below:

Sri Dewi Puspita. In her research under title teaching vocabulary through picture story at the Eighth year students of SMP PMDS Putra Palopo. She concludes that picture story is effective in teaching vocabulary.¹the researcher, Ramlah had conducted research about improving students' vocabulary through socio drama at the eleventh year students of SMU PMDS Putri Palopo. She concluded that the use of the socio drama method in teaching vocabulary is effective to improve vocabulary at the eleventh year students of SMU PMDS Putri Palopo in 2008/2009 academic year. She suggest that the teachers should use some different media and method to attract the students' attention in learning English.²

Based on the previous study above, the writer concludes that all of the research consist of vocabulary with some method. In this research will use short story in teaching vocabulary because by using short story, the students will

¹Sri dewi puspita. *Teaching Vocabulary Through Picture Story*. Thesis S.1, (Palopo:STAINPalopo,2011)

²Ramlah, *A Thesis on title Improving Students' Vocabulary Through Socio Drama at the Ninth Year Students of SMU PMDS Putri Palopo*, (Palopo: STAIN Palopo, 2008).P.54.

interest about the story and they can add some vocabulary in their mind relate to the short story. Short story will present some kinds of tale that have funny story.

B. Some Pertinent Ideas

1. Part of Speech

English sentences consist of predication-something is said, or predicated, about a subject. The main grammatical division of a sentence are therefore the subject and the predicate.

Subject **The boy** (who are what is being talked about)

Predicate **Threw the ball into the water.** (what is being said about the subject)

The sentence may be further divided according to the function each word has in the subject-predicate relationship. Each of these functions is classified as a different part of speech. The words that form the central core of the sentence-around which all the other words “cluster” are the part of speech known as nouns (or pronouns) and verb; the words that modify the central core word are the part of speech called adjectives and adverbs; the word that show a particular kind of connecting relationship between the four part of speech are called prepositions and conjunctions.³

³Marcella Frank. *Modern English A Practical Reference Guide*; Prentice-Hall, INC, Englewood Cliffs, New Jersey, 1972.

2. Vocabulary

A. Definition of Vocabulary

Vocabulary is an essential component of all uses language it would be impossible to learn a language without it. That is why the mastery of vocabulary can smoothen the way to success in mastering the language skills.

In oxford, vocabulary is all the words that a person knows or uses, all the words in language, list of words with their meaning especially in a book for learning a foreign language.⁴

Vocabulary is vital to communicating with others and understanding what are is reading. We know that information is known to everyone but unknowledge it instead of talking for grated adds important goals to your child list of basic skills to master.⁵

Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language⁶.

Gave states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject.

⁴*Oxford Learner's pocket Dictionary*, (1th edition ; New York : Oxford University, 2000) .

⁵ Donna Young, “*Vocabulary is Important*”,
<http://www.donnayoung.org/forms/help/vocabulary.htm> accessed on April, 15th 2011

⁶Good, C.V. *Dictionary of Education*. New York : Mc Brown Hill book co. 1959. P. 642

Vocabulary is⁷:

- a. A list or collection of words and phrase usually alphabetically arrange and explain to defined lexicon.
- b. A sun or stock of words employed by a language group, individually or word in field of knowledge.

Vocabulary is⁸:

1. Total number of words (either rules for combination them) make up the language.
2. Range of words known to or used by person in a trade, profession, etc.
3. Book containing a list of words used in a book etc. usually with definition or translation.

Oxford Learner's Pocket Dictionary, New Edition(1995) states that vocabulary is the total number of word in a language, words known to a person; the of a here year old, last of words with their meanings, especially at the back of for teaching a foreign language.

Richard states that

“Vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes,

⁷Webster, Mariam. *Webster's ninth New Collagist Dictionary*. (Massachusetts :Meriam – webster Inc. Publisher, 1990).

⁸Hornby, A.S. *Oxford Advanced learner's Dictionary of current English*. (Tokyo : London Oxford University Press, 1974).

made, making, maker and markers). Since the meaning of these different forms of the word are closely related, it is assumed that little extra effort is needed to learn them”.

Based on the explanation above, we can say that vocabulary is not merely a list of words with definition or stock of words known to a person. But also every word we find, read, listen, or that is used in listening, speaking and writing.

B. Kinds of Vocabulary

There are two kinds of vocabulary as follows⁹:

- a. Active vocabulary consist of words those we known well to use by ourselves, this kinds of words we use in speaking.
- b. Passive vocabulary consist of words that we understand approximately when we meet them.

Vocabulary into four kinds as follows :

1. Oral vocabulary, consist of words actively used in speech.
2. Writing vocabulary are the words which are actively used in writing.
3. Listening vocabulary is the stock of words to which one responds with meaning and understands meaning and in the speech other.
4. Reading vocabulary are the words to which one responds with meaning and understanding in the writing of others.

Nation states that there are two words lists, one of function words and one containing a basic 2.000 word of English vocabulary. In addition, there is a list of

⁹Burhanuddin, *The Effectiveness of English Songs in Teaching Vocabulary Thesis (IKIP. Ujung Pandang, 2003)*.

suffixes to be used with 2.000 word list. The list of function words contains about 230 words of very high frequency. They were not chosen solely on the basis of frequency, but on the basis of grammatical function. The list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions¹⁰.

Vocabulary in two groups, namely¹¹:

- a. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.
- b. Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

Based on the explanation above, it can be conclude that there are many kinds of vocabulary that we can in four skill of language, namely oral vocabulary, writing, listening, reading vocabulary and also active and passive vocabulary.

C. Types of Vocabulary

1. The class of words

a. Function words

By 'Function word' we mean a word that does not belong to one of the four major parts of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the

¹⁰Nation I. S. P. *Teaching and learning Vocabulary*. Boston: Heinle and Heinle Publisher. 1990

¹¹Harmer, Jeremy, *the Practice of English Language as Foreign Language Second Edition*. (New York : Longman, 1991).

words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences. Function words are also called form words, empty words, functors.

Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun-determiners, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he, etc. Since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which they are used, it is rather pointless to discuss them in isolation.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose of the words is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determiners, substitutes nouns, intensifiers and other specialized expressions. They also include numerals, days of the week, and months of year. Many of the words can be used in more than one way.

1. Article

Article is word that place in front of noun and it function as determines or divides noun in a sentence.¹² This their traditional term for a, an, and the, the correct use of these little words is extremely important in English. There is a lot of difference between “man”, and “the man”, for instance. Some should be included among the articles, since it is used before plural count nouns the way a/an is used before singulars: “a man”, “some man”.

A and an are used in front of singular count nouns. A and an have the same meaning. A is used in front of words that begin with consonants : b, c, d, f, g, h, k, etc.¹³

Example:

a bed	A language	a dog
a cat	a city	a book

An is used in front of words that begin with a, e, i, and o.

Example:

An apple	an idea	an ocean
An ear	an office	an apartment

¹²Ghufron Maba, *Guided in Mastering English Grammar*, (Surabaya: Terbit Terang, w.y.), p. 78.

¹³Betty Schramper Azar, *Basic English Grammar*, (Second Edition; Jakarta: PT. Prenhallindo

Use an if a word that begins with “u” has a vowel sound: e, g. an uncle, an ugly picture. Use a if a word that begins with “u” has a /uw/ sound: a university, a university, a usual event.

Compare:

I have an uncle, and

He works at a university.

In some words that begin with “h” the “h” is not pronounced. Instead, the word begins with a vowel sound and an is used. E.g. an hour, an honor. In most words that begin with “h” that “h” is pronounced. Use a if the “h” is pronounced.

Compare:

I need a hour to finish my work, and

I live in a house. He lives in a hotel.¹⁴

According to Rudi Hariyono in their book complete English Grammar, that articles divided into two parts, namely: definite article and indefinite article. Definite article is the word that is used to mention noun by individual or certain. In the case, its noun has known clearly. The word that included into definite article is the, and noun that pronounced may singular or plural. Indefinite article is used to indicate noun commonly or known yet clearly. Noun that follow infinite article form always singular.¹⁵

¹⁴Ibid.,p.13.

¹⁵Rudi Hariyono, *Complete English Grammar*: Tata Bahasa Inggris Lengkap, Surabaya: Gitamedia Press, 2002), p.58.

2. Auxiliary Verbs

Auxiliary Verbs are “helping” verbs that combine with various part of other verbs phrases.¹⁶ The most common are be, have, and do. In addition, we have the modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain condition. The phrases ought to, used to, and (be) Supposed to are included because they resemble modals, in spite of the fact that, unlike ordinary modals, they include the word to

3. Conjunctions

Conjunctions is word that connects words, parts of sentences or connect sentence write sentence.¹⁷ In other word, word that is used to connect words, phrase or clause in a sentence. Conjunctions join various parts of the sentence together. They are of two kinds: coordinating and subordinating.¹⁸

a) Coordinating Conjunction

Coordinating conjunction is the connect word that is used two clauses that is the same degree or level.¹⁹ These join matching structures, that is, they join nouns to nouns, verb to verbs, adjectives, and so on. In the list, they are:

And both ... and

¹⁶ Collier, *op.cit.*, p. 8.

¹⁷ Hariyono, *op cit.*, p. 168.

¹⁸ Collier, *op.cit.*

¹⁹ Hariyono, *op.cit*

But neither... nor

For etc

b) Subordinate Conjunction

Subordinate conjunction is the word that connect two the same degree or level sentences.²⁰ Each of the two sentences as main clause and subordinate clause, these are the words that introduce adjectival and adverbial clauses. The conjunction they introduce contain subjects and verbs but cannot stand alone as independent sentences.

Here are the ones in the list:

Softer although because

Before if since

After all besides etc.

The questions words how, who, whom, what, which, when, why, and where also introduce subordinate clauses of a special type, usually called indirect question. The relative pronouns who, whom, which, whose, and that introduce subordinate clauses of another type, usually called relative clauses, which modify nouns.

4. Preposition

Preposition is word placed before noun or pronoun to indicate the relation among the parts of other sentences. They are always followed by nouns or noun construction, and the whole phrase thus formed modifies some other word in sentences.³³

²⁰ Ibid., p.170.

There are about fifty common one-word preposition in English as well as a large number of phrases that function as prepositions. The preposition in our list of function word are these:

About	but	outside
Above	down	over
Along	from	etc.

Remember that most of these words may also function as adverbs, if no noun follows.

5. Pronouns

Pronoun is word that is used to change noun in a sentence. It function in order there is no repeated word that monotone. While Ach. Muchlis states that “pronoun is word that change noun or noun phrase”²¹. A pronoun refers to a noun. It is used in place of a noun.²²

E.g. Kate is married She has two children. “She” is a pronoun. It refers to “Kate”. It is used in place of noun. Kate is my friend. I know her well. “Her” is a pronoun. It refers to “Kate”. “She” is a subject pronoun; “her” is an object pronoun. A pronoun is used in the same ways as a noun: as a subject or as an object of a verb or preposition.

²¹Ach. Muchlis, *Bahasa Inggris: Siap Ebtanas SMU & Masuk Perguruan Tinggi*, (Surabaya: SIC, 1998), p.55

²² Betty Schramper Azar, *Fundamental of English Grammar*, (New Jersey: Prentice Hall, 1992), p.76

According to Herpinus Simanjuntak, there are nine kinds of pronouns, namely²³:

- a. Personal pronoun: I, you, he, she, we, they.
- b. Demonstrative pronoun: this, that, these, those.
- c. Possessive pronoun: my, mine, yours, his, hers, ours, theirs.
- d. Interrogative pronoun: who, which, what, whose, whom.
- e. Indefinite pronoun: same one, anyone, something.
- f. Reflexive pronoun: myself, yourself, himself, itself, ourselves, yourselves, themselves.
- g. Emphasizing pronoun.
- h. Reciprocal pronoun: one another, with one another, each other, to each other.
- i. Relative pronoun: who, whose, which, that.

These word take the place of nouns. The meaning they have depends on the noun they replace, called the antecedent. They have case (different forms according to their function in the sentence), number (singular vs. plural), and person (inclusion or Exclusion of the speaker and the person (s) addressed).

In addition, the third singular pronouns have gender (different forms according to certain categories of meaning expressed by the antecedent: male vs. female, animate vs. inanimate, etc).

6. Noun Determiners

²³Herpinus Simanjuntak, *Bahasa Inggris Sistem 52 Jam. Jakarta : Visipro. 2004. P. 70*

These are the expressions that signal the presence or the possibility or the presence of a following noun. (If there is no noun following, then the expression itself functions as a noun-a 'substitute noun')

7. Substitute Nouns

These expressions resemble the pronouns in that they echo, or replace, a noun in a context, but for grammatical reason it is convenient to separate them from the pronouns. Many of them can be noun determiners as well. These words in the list may be substitute nouns:

All	less	none
Another	(a) little	(the) other
Both	many	some
Enough	more	etc.

8. Intensifiers

These are traditionally called adverbs, but they behave in special ways and are better treated separately. They come just before adjectives or adverbs (except for enough, which follows them) and express a degree of the quality named by the latter word. Here are the ones on the list:

Almost	awfully	enough
Fairly	hardly	just.

b. Content words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

1. Noun

Manser (1983) states that “Noun is word that is the name of a thing quality, person, etc and be the subject of a verb”

Nouns have subclasses. They are pronoun and function nouns. Pronouns comprise eight words namely I, we, you, they, he, it, they and she. All of them have inflectional variants, but they do not have the plural suffix – (e)s, and the possessive suffix – ‘s as most nouns do. Function nouns consist of fifteen word which have the following characteristics:

- They are morphemically identical with or closely related to certain noun determiners.
- They are unchanging in form, showing neither of the characteristic noun inflections. – es and ‘s
- They have no noun-marking derivational suffixes.
- They may appear in mote of the structural positions usually occupied by nouns.

According to J.D Murthy, the meaning or noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun²⁴.

Example:

²⁴J.D murthy. *Complete English Grammar*. Surabaya : Gita Medi2005.a Press.

- Mother Teresa is a great social worker
- Democracy is a form of government in which everyone has a share in the administration.
- Dictionary is useful for students
- Knowledge brings wisdom
- Love and hatred are common to all human beings.

a. Common noun is a name given in common to every person or thing of the same class or kind, for example:

- Boy - merchant
- Woman - traveler
- Teacher - city
- Doctor - village
- Girl - town
- Officer - region
- Poet - district
- Dramatist - place

b. A proper noun is the name of some particular person or place, for example:

- Tagore - Bill Clinton
- Keats - India
- Mother Terese - Japan
- Shelly - America

c. Collected noun is the name of collection of things or person, for example:

- Crowd - family
- Mob - nation
- Team - parliament
- Block - committee
- Heard - poultry
- Army - cattle
- Fleet - gentry
- Jury - class

d. concrete noun is the name of a thing that can be touched or seen, for example:

- Room
- Sun
- Girl
- Boy

e. Abstract noun is the name of a quality, action or state, for example:

- Freedom - kindness
- Liberty - childhood
- Thought - admission
- Jove - justice
- Sorrow - life
- Love - truth
- Death - beauty
- Goodness

f. Countable noun is the name of a thing that can be counted or divided into singular or plural, for example:

- | | |
|--------------|----------|
| - Student | - camera |
| - Book | - writer |
| - Table | - man |
| - Pen | - woman |
| - Photograph | - studio |

g. Uncountable noun is the name of a thing that be counted or divided into singular and plural, for example:

- | | |
|-----------|-------------|
| - Milk | - justice |
| - Rice | - truth |
| - Coffee | - beauty |
| - Tea | - democracy |
| - Ink | - iron |
| - Oxygen | - wool |
| - Liberty | - money |
| - Gold | - honesty |

h. Material noun is the name of a material or substance our of which things are made, for example:

- | | |
|----------|----------|
| - Gold | - ink |
| - Silver | - money |
| - Wood | - butter |

- Air - water
- Clay - paper
- Milk - glass
- Steel - copper

2. Verbs

According to Manser Verb is word or phrase that shows what a person or thing does.⁴¹

According to Rasyid verbs have four inflections are:

- Inflection of the third singular person or present tense –s or *es*
- Inflection of the past tense: **-ed** and its variants
- Inflection of the past participle: **-ed** and its variants
- Inflection of the present participle: **- ing**

Verbs occupy certain characteristic positions, a few of the verbs are distinguished from morphemically related to nouns and adjectives by the super fix.

According to J.D. Murthy the meaning of verbs is a word used to express action, condition or existence is known as a verb.

Example:

- I wanted for Padmaja
- She is healthy
- There are spelling mistakes in his essay

The italicized words ‘waited’, ‘is’ and ‘are’ are verbs. Because word ‘waited’ tells us what ‘I’ did in the first sentence, the word expresses condition in the second sentence, the word ‘are’ expresses existence in the third sentence.

Verbs is described as a word which is used to indicate an action of a state of being of existence or possession.

Verbs are divided into there kinds:

a. Transitive verb

A verb which has an object is termed as transitive verb.

Example:

- I like Padmaja
- She speaks English well

Sometimes a transitive verb contains two object, namely direct object and indirect object.

The following verb can be used with two objects:

Example:

Bring	lend	sell	make
Give	often	send	get
Hand	pay	show	leave
Play	sing	pass	promise

The indirect object should be placed before the direct object but the direct object may be placed before indirect object, if the above verb are used with preposition.

b. Intransitive verb

A verb which has no subject is known as intransitive verb

Example:

I slept very well

I walked to the theatre

The ship shook suddenly

He sat in the chair

Intransitive verb may be turned into transitive verb, if a preposition is used.

Example:

She laughed at him

I looked at the painting

We talked about the film

They wished for happiness

I have asked for permission

c. Verb of complete predication

A verb which requires the help of some other word to complete its meaning is known as verb of incomplete.

Example:

- He is a teacher
- She appears beautiful
- My sister looked unhappy

- The sky grew cloudy

The word which required to complete the meaning of verb is known as the complement of the verb. If the complement refers to subject, it is subject complement and if the complement refers to object it is object complement.

3. Adjectives

Adjective is word that described a noun, e. g. green in garden grass.

Adjectives are marked by their ability to fill certain positions and follow qualifiers. Adjectives are of two subclasses.

- a Base adjectives get the inflectional suffix – er and – est in their comparative and superlative degrees. They form nouns with the derivational suffix –ness and form adverbs with the derivational suffix –ly
- b Derived adjective are formed from various bases by derivational suffixes like –ours, al, and able.

A word used to describe or qualify noun is known as an adjective.

Example:

- Telugu is a *regional* language
- Pedmaja is a *beautiful* girl
- I read a *historical* novel
- Sex is a *earthly* pleasure
- We are entitled to *fundamental* rights

The italic words are examples of adjectives because in the first sentence the word “regional” tell us something about language or describe, the noun. In the same way, the word ‘beautiful’ tells us something about a girl in the second sentence and the word ‘ historical’ tells about novel in the third, the word ‘earthly’ about pleasure in the fourth, the word ‘ fundamental’ tells about rights in the fifth sentence.

A word used to express the quality, number and point out the person or thing is regarded as an objective.

There are two types uses of every adjective namely.

a. Attributive use, an adjective used with a noun is known as attributive use

Example:

- Beautiful girl
- Worrying problem
- Lovely flower
- Clever student
- Fair face

b. Predictive use, an adjective used with a verb is known as Adjective use

Example:

- She is afraid
- He is a live
- He looked happy.
- They are dead

Adjectives are divided into ten kinds (Murthy, 2000:36-38)

a Adjective of quality

An adjective used to talk about the quality of a person or thing is known as adjective of quality, such as: wealthy, regional, fundamental, industrial, elementary, primary.

Example: He is a wealthy person

Telugu is a regional language

b. Adjective of quantity

An adjective used to talk about the quantity of things is known as adjective of quantity such as: little, no, whole, all, half, enough, much, any, some, great, sufficient.

Example : There is a little milk in the jug

My father earned enough money

He showed much courage in the war

c. Adjective of number

An adjective used to talk about the number of things person is known as adjective of number, such as: . five, few, no, many, all, some, most, several, first, any.

Example: Only a few people are kind to the poor

I got first class in my B.A

All students passed in the exam.

d. Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such as: this, that, these, those, such

Example : This book is very interesting

That girl is very beautiful

These flower are lovely

e. Distributive adjective

An adjective used to refers to each and every person or thing separately is known as distributive adjective, such as. each, every, either, any, none, both.

Example: Each boy was awarded a diploma

Every Indian is entitled to adult franchise

Neither party has got majority in the recent elections

f. Interrogative adjective

An adjective used to question is known as interrogative adjective, such as: what, which, whose.

Example: What advice shall I give you?

Which places do you wish to visit?

Whose hand writing is this?

g. Possessive adjective

An adjective used to talk about ownership possession is known as possessive adjective, such as: my, your, our, his, her, its, their.

Example : my mother is a teacher

Your father is a doctor

Our country is India

h. Emphasizing adjective

An adjective to emphasize a noun is known as an emphasizing adjective such as: own, very.

Example: I saw with my own eyes

That was the very book I was looking for

i. Exclamatory adjective

The word ' what ' is known as an exclamatory adjective, such as: what.

Example: What a beauty

What an insult

What a tragedy

j. Proper adjective

An adjective derived from a proper name is known as a proper

Example: *Indian army*

American president

English grammar

Russian parliament

4. Adverb

As we know that adverb is part of grammar in English learning so there are several definitions of adverb as follows:

Adverb is a word that modifies a verb, an adjective or another adverb or used to explain how, where, when and why an action is performed is known as an adverb

Example : They lived *happily*

Patima is very *beautiful*

She speaks English *quite* well.

The italicized word ‘happily’, ‘very’ ‘quite’ are adverb in the first sentence the word ‘happily’ modifies the verb, the word ‘very’ modifies the adjective beautiful. In the third sentence the word ‘quite’ modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase or another adverb, e.g. quickly in run quickly.

According to Hariyono the kinds of adverb are:

a. Adverb of manner is the adverb which is used to explain the situation or to explain how the activities happen.

Example:

- Fast - well
- Hard - late

b. Adverb of place is the adverb which show the place of something happen.

Example:

- Here - above
- There - at school

c. Adverb of time is the adverb which used to explain when the activities happen.

Example:

- Now
- Tomorrow

- Yesterday
- At seven o'clock.

Adverb are marked by their ability to appear in utterance-final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use the inflectional suffixes – as and – est to form comparative and superlative degress. According to Murthy adverb are divided into eight kinds on the basis of their use:

a. Adverb of manner

An adverb used to show how an action done is known as an adverb of manner.
e.g. quickly, bravely, happily, hard fast well clearly, soundly, probably, possibly, evidently, unfortunately, luckily, sadly.

Example: They lived happily

Nancy walks gracefully

She speaks beautifully

b. Adverb of place

An adverb used to show where an action done is known as an adverb of place.
e.g here, up, down, near, below, above, away, out, in, every, where, back ward, within, by.

Example: I went there

She shoot near the gate

Please come here

c. Adverb of time

An adverb used to show when an action done is known as an adverb of time.

e.g. now, the, today, tomorrow, early, soon, still, yet, before, late, ago, lately, daily, already, never, since, formally.

Example: My father is not at home now

She will come here soon

She come late yesterday

d. Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, occasionally, again, seldom, frequency, sometimes.

Example: They talked to each other again

We visited Agra twice

They never go to films

e. Adverb of certainty

An adverb used to show definition of the action is known as an adverb of certainty.

e.g. certainly, serely, definitely, obviously

Example: Serely, she loves me

I shall certainly help me

Ramya is obviously very clever

f. Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example: We have eaten enough

I am feeling much better

He is very great

g. Interrogative adverb

An adverb used to ask question is known as an interrogative adverb.

e.g. where, when, why, how

Example: When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

h. Relative adverb

An adverb used to relate two clauses or statements is known as a relative adverb.

e.g. Where, when, why.

Example: I did not know where she had gone

Do you know when Nancy came here

I don't know why she went to Hyderabad.

3. Some Techniques of Teaching Vocabulary

Regarding the importance of vocabulary expansion for the students, the teacher of English should seek some effective ways to teach vocabulary.

Sets out the following criteria of a good vocabulary teaching technique²⁵.

- a. It interest the learner
- b. It makes the learner give attention to the form as the meaning of the word
- c. It gives the chance of repetition

2. Reading

a. Definition of Reading

There are many opinions about the definition of reading, they are:

- a. Reading is an active attempt on the part of readers to understand writer message. The reader interacts with and tries to reconstruct of what the writers wishes to communicative²⁶.
- b. Reading is exercise dominated by the eyes and the brain. The eyes receive the message and the brain has to book out the significance of these messages²⁷.
- c. Reading is a good hobby. It is a good activity, from reading we can improve our knowledge and get more information²⁸.

²⁵Burhanuddin, *The Effectiveness of English Songs in Teaching Vocabulary Thesis* (IKIP. Ujung Pandang, 2003).

²⁶Nurpadilla. *Reading Comprehension Ability of the Second Year Student of SLTPN 8 Palopo. Thesis* (STKIP, Palopo, 2004).

²⁷Harmer, Jeremy, *the Practice of English Language as Foreign Language Second Edition*. (New York : Longman, 1991).

²⁸Pudyatmoko, Tri. Suwarno, et al., *English For Junior High School Second Year*. (Jakarta: Perum Balai Pustaka, 1996).

Diane Henry Leipzig (2001), states that reading is the motivated and fluent coordination of word recognition and comprehension. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. It requires that we: identify the words print a process called word recognition, construct an understanding from them a process called comprehension, coordinate identifying words and making meaning so that reading automatic and accurate an achievement called fluency.²⁹

According to Wills, reading is receptive skill, like listening, speaking, and writing are productive skills in learning language besides listening, speaking and writing.

According to Bowman, reading is an appropriate means to promote a lifelong learning. By teaching the children how to read means giving skill these children a future which provides a technique to explore how “the world” wherever he choose, and provide the opportunity to get goal in life.³⁰

Based on the statement above, reading is one of the activities of learning process in order to understand the text. By reading we can get a lot of information from the text.

b. Types of Reading

²⁹Diane Henry Leipzig. 2001. *What is reading? (Article)*. Online : <http://www.readingrockets.org/articles/352>. Accessed on November, 24 2012.

³⁰Bowman. *Definition of Reading*, online: <http://www.brainyquote.com/words/re/reading210418.html#ixzz1Esd2JNVM>. Accessed on March, 29 2013

There are three types of reading as follows³¹:

- a. Skimming, the eye runs quickly over the text to discover what it is about.
- b. Scanning, the reader is on the look out for a particular item in the text.
- c. Intensive reading, this involves close study of the text.

c. Process of Reading

Some stages about reading process, they are³²

Perception indicates to ability to read words:

- a. Comprehension refers to the ability to make the authors' or the writer's words conductive
- b. Reaction is the action that requires
- c. Integration refers to the ability to comprehend or to understand.

d. Reading Comprehension

Reading Comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

³¹Abbot, Gerry and Wingard, Peter. *The Teaching of the English as an International language*. (A Practical Guide. William Collins Son and Co, Ltd., 1981).

³²Arni, Dewi ST. *The Using of Reading Comprehension Through Communicative Approach to the SMA Students in Maros*. Thesis (S1 FKIP IKIP. Ujung Pandang, 1995).

According to Brown reading comprehension is an interactive process between texts and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text; a student can master the use of the process at the level. However, when the level of the material and type of text are change, the process also changes.³³

According to Arsyad and Buhari, comprehension is an essential factor in good reading. However, the perfect comprehension is not the ideal of good reading as perfect comprehension would be almost synonymous with memorization of the material. In addition, the degree of understanding is measured more commonly in term of understanding of the main ideas basic facts expressed in the reading. Therefore, comprehension should be flexible and adjusted to the type of the material read and the purpose of reading.³⁴

According to Arsyad and Buhari, there are some tips to easy remember of reading material. *First*, reading more. *Second*, learning to read for main ideas. *Third*, challenging your comprehension. *Fourth*, budgeting the time. *Fifth*, pacing your self, *Sixth*, developing habit of immediate concentration.³⁵

1. Levels of Reading Comprehension

³³Bowman.1991.*DefinitionofReading*,online:<http://www.brainyquote.com/words/re/reading210418.html#ixzz1Esd2JNVM>. Accessed on March, 29 2013

³⁴ Azhar Arsyad and Bukhari, *English for Students of Islamic Studies*, (Ujungpandang: AMA Press, 1993), p. 2.

³⁵ *Ibid*, p.4-8

According to Burn , reading comprehension consist of four categories, they are:

a). Literal reading (reading the line)

This is the level getting primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say and can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension.

b). Interpretative reading (reading between the line)

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly I the written text. In addition, it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passages, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the

author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c). Applied reading

it includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

d). Creative reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concept. Through creative comprehension, a reader creates something new.³⁶

2.Purpose of Reading

Wooding Keith Johnson in Yasmir, we read in order to obtain information which is presented in the written form, but by nature of the information so obtained

³⁶ Paul Burn, et.al., *Principle of Language Learning and Teaching*, (Boston, 1994),p. 150

requires more explicit definition. He further explains “by referential (factual), affective, or emotional, so then:

- a). Answer we can give to our question of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g. a set of instruction or how to use a piece of equipment.
- b). We read material as a way of developing our own intellectual skills, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others or determining the outcome of series of operations, e.g. making proposal for project.
- c). We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment.³⁷

3.Strategies in Teaching Reading

Good reading strategies help you to read in a very efficient way using them your aim to get the maximum benefit from your reading with the minimum effort.

Brown mentions ten strategies of reading comprehension, each of which can be practically applied to the classroom techniques.

- a). Identify the purpose in reading. The efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for we out potential distraction information.

³⁷Yasmir, Jasim, *Students Ability In Reading English Text, (A Case Study At Barbara English Course)* (Makassar : Faculty of letter UNHAS MKS, 2005) p. 17

b). Use grapheme rules and pattern to aid in bottom-up decoding. This strategy is good for beginning level learners.

c). Use efficient reading for relatively rapid comprehensions. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include:

(1). you do not need to “pronounce” each word to yourself

(2). try to visually perceive more than one word at a time

(3). unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

d). Skimming, it consists of quickly running one’s eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas.

e). Scanning, its purpose is to extract certain specific information without reading through the whole texts. So, the exercise of this strategy may ask student to look for name or dates, to find a definition of essential concept, or to list a certain number of supporting details. In vocation or general English, scanning is important in dealing with general like, schedules, manual, forms, etc.

f). Semantic mapping or clustering, it helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work techniques as students collectively induce order and hierarchy to passages.

- g). Guessing, in this strategies, learners can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infers implies meaning.
- h). Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analysis it in terms of what they know about it.
- i). Distinguish between literal and implied meanings this requires the application of sophisticated top-down processing skills.
- j). Capitalized on discourse makers to process relationship, this strategy is good for learners of intermediate proficiency level.

1. The Concept of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.³⁸ Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *Partnership for Reading*, Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.³⁹

³⁸David Nunan, *Practical English Language Teaching*(Sidney: Macquarei University : 1991).p.68

³⁹http://wik.ed.uiuc.edu/index.php/Reading_comprehension. Accessed on January, 28th 2012

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words. Some definitions of reading comprehension given by some researchers are provided below:

a. Clara Wong Kee states that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact ie. the reader tests clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.⁴⁰

b. Eksay in Amir states, “Reading comprehension in general is viewed in this research as the resulting from the four way interaction between readers, text, task, structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.”⁴¹

c. Simanjuntak states that reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. Whenever a student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage.⁴²

⁴⁰www.scribd.com/doc/66118785/Introduction-to-Reading-Comprehension-Skill. Accessed on January, 28th 2012.

⁴¹ <http://yoyoi.blogspot.com/2011/06/definition-reading-comprehension.html>. Accessed on January, 28th 2012.

⁴² Holandyah.blogspot.com/2012/02/4/-pbi-01iain.html. Accessed on January, 28th 2012.

We can also define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the reader who is doing the comprehending, the text that is to be comprehended and the activity in which comprehension is a part.

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills.

1. Strategies for teaching comprehension

Comprehension is powerful because the ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction—modeling during read- aloud and shared reading, targeted mini-lessons, and varied opportunities for practice during small-group and independent reading—is crucial to the development of strategic, effective readers.

There are six main types of comprehension strategies :

*a. **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.*

b. Ask Questions—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.

c. Visualize—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.

d. Determine Text Importance—Readers (1) distinguish between what's essential versus what's interesting, (2) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (3) compare and contrast ideas or information, (4) discern themes, opinions, or perspectives, (5) pinpoint problems and solutions, (6) name steps in a process, (8) locate information that answers specific questions, or (9) summarize.

e. Make Inferences—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.

f. Synthesize—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

Students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modeled in isolation many times so that

students get a firm grasp of what the strategy is and how it helps them comprehend text.

However, students must understand that good readers use a variety of these strategies every time they read. Simply knowing the individual strategies is not enough, nor is it enough to know them in isolation. Students must know *when* and *how* to collectively use these strategies.⁴³

The term strategic reading refers to thinking about reading in ways that enhance learning and understanding. Students do not only need to understand a strategy, they need to know when, how, and why to use them. In order to do this the reader needs to use metacognitive knowledge. Teachers need to teach several different strategies to help students use and apply them. Perkins and Swartz have defined four levels of metacognitive knowledge that are helpful for gaining understanding. These levels show the progress of the reader's thinking.

- a. Tacit readers - readers who lack awareness of how they think when they read
- b. Aware readers - readers who realize when meaning has broken down or confusion has set in but who may not have sufficient strategies for fixing the problem
- c. Strategic learners - readers who use the thinking and comprehension strategies to enhance understanding and acquire knowledge

⁴³<http://www.benchmarkeducation.com.2000>. Accessed on January, 28th 2012.

d. Reflective readers - readers who are strategic about their thinking and are able to apply strategies flexibly depending on their goals or purposes for reading.

Teachers need to monitor the students' progress in reading. When they do this, the students should succeed with the proper guidance from the teacher.

3. Reading Skills

a. Skimming, is quick reading for the general drift of a passage. It is an activity which is appropriate when there is not time to read something carefully or when trying to decide if careful reading is merited.

b. Scanning, is similar to skimming in that the reader is pushing himself through a selection at an initially uncomfortable rate, but search is more focused since the information needed is very specific-usually a date, a number, or a place.

c. Reading for thorough comprehension, is reading in order to master the total message of the writer, both main points and supporting details. This type of reading is the primary concern of the most reading class.

d. Critical reading, require us to push our students beyond the “ thorough comprehension “ stage of reading, to encourage them to react to readings with the

same critical judgment they probably exercise when reading in their native languages.⁴⁴

4.Purposes of Reading Comprehension Strategies

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes.

- a. To enhance understanding of the content information presented in a text
- b. To improve understanding of the organization of information in a text
- c.To improve attention and concentration while reading
- d. To make reading a more active process
- e. To increase personal involvement in the reading material
- f. To promote critical thinking and evaluation of reading material
- g. To enhance registration and recall of text information in memory

Improved reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class

⁴⁴ Michael H. Long and Jack C Richards, *Methodology in TESOL*, (Heinle & Heinle Publishers 1987). P.239.

participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.⁴⁵

5.Problem of Reading Comprehension

For many learning-disabled students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension:

a.The person has a language problem

Language plays a vital role in reading. Its role in reading can be compared to the role of running in the game of soccer or ice-skating in the game of ice hockey. One cannot play soccer if one cannot run, and one cannot play ice hockey if one cannot skate. One cannot read a book in a language unless one knows that particular language. If a child's knowledge of English is poor, then his reading will also be poor, and naturally also his reading comprehension.

b.The foundational skills of reading have not been automatized

When a person attempts to speak a language in which he has not become automatic yet, he will necessarily have to divide his attention between the content of

⁴⁵<http://www.muskingum.edu/~cal/database/general/reading.html>. Accessed on April, 17th 2012

his message and the language itself. He will therefore speak haltingly and with great difficulty. As Yap and Van der Leij explained in the *Journal of Learning Disabilities*, “if the skill on the primary task is automatized, it will not be disrupted by concurrent processing on the secondary task because automatic processing does not take up attentional resources. If, on the contrary, the skill is not automatized, it will be disrupted by concurrent processing of a second skill because two skills are then competing for limited attentional resources.” This also applies to the act of reading. The person, in whom the foundational skills of reading have not yet become automatic, will read haltingly and with great difficulty. The poor reader is forced to apply all his concentration to word recognition, and therefore has “no concentration left” to decode the written word, and as a result he will not be able to read with comprehension.

c. The reader is unable to decode the written word

The decoding of the written word is a very important aspect of the reading act. Without being able to decode the written word, reading comprehension is impossible. This explains why some children can “read” without understanding what they are reading.

To decode the written word the reader must be able to *integrate* what he is reading with his foreknowledge. Foreknowledge can be defined as the range of one's existing knowledge and past experiences. If one reads something that cannot directly be connected to or tied in with knowledge that one already possesses, one cannot decode or decipher the contents of the message. As Harris et al. state in *Learning*

Disabilities: Nature, Theory, and Treatment, “What a child gets from a book will often be determined by what the child brings to the book.”

A decoding skill that is closely related to that of integration is *classification*. When a person sees a chair, although he may never have seen a chair exactly like this one, he will nevertheless immediately recognize it as a chair, because he is familiar with the class of objects we call “chair.” This implies that, whenever a name is ascribed to an object, it is thereby put into a specific class of objects, i.e. it is *classified*.

The Gestalt principle of *closure* means that the mind is able to derive meaning from objects or pictures that are not perceived in full. The mind is quite able to bridge the gaps that were left in the sentence. The idea of closure is, however, more than just seeing parts of a word and amplifying them. It also entails the amplification of the author's message. No author can put all his thoughts into words. This stresses the importance of foreknowledge. If it were possible for an author to put everything related to the subject he is dealing with on paper, the possession of foreknowledge would not have been necessary. That, however, is impossible, as an author can at most present a very limited cross-section of reality and the reader must be able to expand on this before comprehension becomes possible. Poetry is a good example of the importance of foreknowledge. Any person, who is unfamiliar with the Arthurian legend, will probably derive little meaning from a reading of *Morted'Arthur* by Alfred Lord Tennyson.

Lastly, *imagination* plays a role in decoding. It is doubtful whether a person really understands something unless he is able to think about it in terms of pictures. When we read, the words and thoughts comprising the message call up images in our mind's eye. If this does not occur, the message will not make any sense. If you read or hear a sentence in an unfamiliar language, it will not make any sense to you, simply because none of the words will call up any pictures in your mind's eye. This ability plays a very important role in the decoding of the written word. Furthermore, by using one's imagination while reading, one's emotions can be addressed during the reading act.⁴⁶

6.Note Taking

Note taking is the practice of writing down pieces of information in a systematic way.⁴⁷ The importance of note taking has never been greater. Today, when we are all always in a hurry, when we have to be everywhere in time, when we have to remember more than we can, note taking is crucial. Note taking is becoming more important than ever. Unfortunately, no one can remember whatever he wants. Even the wisest person on the planet forgets more than he remembers, and besides that, half of what he thinks he knows is incorrect. According Geraldine Woods in his book “Research Papers for Dummies”, note taking focusing our material on useful information, writing clear and specific notes and omitting unnecessary words.⁴⁸

There are six steps note-taking:

⁴⁶<http://www.audiblox2000.com/reading-comprehension-problems.htm>. Accessed on January, 28th 2012.

⁴⁷http://edutechwiki.unige.ch/en/Note_taking. 2006. Accessed on January, 29th 2012.

⁴⁸ Geraldine Woods, *Research Paper For Dummies*, (Indiana: Wiley Publishing Inc, 2002)p.129

a. Record, During the lecture, *record* as many facts and ideas as possible in the notes column.

b. Reduce, After the lecture, read through the notes taken and *reduce* to key words and phrases, or questions. The key words and phrases are used as cues to help recall the ideas and facts. The questions are to add clarity to the facts and ideas.

c. Recite, Using only the key words, phrases and questions in the cue word column *recite* the ideas and facts in the notes column. It is important that you are not just mechanically repeating, but using your own words.

d. Reflect, Based on the facts and ideas learnt, *reflect* upon how this fits in with what you already know, and how this knowledge can be applied.

e. Review, On a frequent basis, *review* your past notes by reciting and reflecting upon them.

f. Recapitulate, After you have reduced, recited and reflected upon your note, you should *recapitulate* each main idea using complete sentences at the bottom of the key word column.⁴⁹

7.Text Book Note Taking

Although note taking for text books is discussed at length in the note taking page, some of the main ideas are summarized here. Writing summaries from text book material is covered elsewhere in this page.

There are at least four reasons for taking notes on text book material. It reinforces learning of the information. It encourages selection of the main ideas and

⁴⁹ http://edutechwiki.unige.ch/en/Note_taking. 2006. Accessed on January, 29th 2012.

details in order to visualize the overall organization of the text. It creates a shortened version of the text with all the essential information recorded for future exam review. It helps to improve concentration.

Five of the most important tips for textbook note taking are listed below.

a. Finish reading before taking notes.

Students should not read the entire chapter, but should read through long paragraphs or headed sections of text before recording notes. If one waits until the end to write notes, he/she may forget some of the important ideas and supporting details. But by reading small sections at a time, one has enough information from which to choose the most important ideas, without losing track of the flow of ideas. The most important concepts are reinforced before the reader moves on to the next section, making learning a cumulative process.

b. Be very selective about what is recorded.

It takes practice to learn how to select the most important ideas in a reading, but remember that the goal of note taking is to produce a shortened version of the text. Be selective so that only the basic concepts are recorded. In order to decide what information should be noted, skim or preview the text first or see what the instructor has emphasized in the lecture.

c. Use your own words.

Because the chances of comprehending and remembering information are greatly improved when the work is one's own, take the extra time to paraphrase important material. The time spent trying to understand a passage and record the main

ideas in one's own words is the single most important investment of time a reader can make.

d. Work quickly and efficiently.

Note taking does not have to be painful or time consuming. Read, think, write, and move on. The rewards will come at test time.

e. Use organizational strategies.

Notes should be organized according to one of the strategies discussed in the note taking page or in the organization page. The Cornell Method is a good choice because it allows one to organize and to recall actively and quickly the main points of the text.⁵⁰

Note taking skills help one to pay better attention to an oral presentation or written document because they keep the individual active. In school, good note taking skills aid in understanding of material, effective preparation for exams, and completion of assignments. They also improve reading comprehension.⁵¹ In reading comprehension, we try to understand what is the text about. And note taking can help us better able to retain, remember, recall important information, focus about the key words of the text, so we can understand the meaning of the text. In note taking, we

⁵⁰ <http://www.muskingum.edu/~cal/database/general/reading.html>. Accessed on April, 17th 2012

⁵¹ <http://www.muskingum.edu/~cal/database/general/notetaking.html>. Accessed on July, 27th 2012

can know the key words in each paragraph of the text. So, absolutely we can comprehend the text.

Reading comprehension increases when students learn how to incorporate "summary or note taking frames" as a tool for summarizing.⁵²

2. Story

a. The Definition Of Story

Story is a brief work of literature, usually written in narrative prose, Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood.⁵³

a. Account of past events

b. Account images events

c. Journalism or any descriptive article in a newspaper

b. Types of Story

Types of stories, they are⁵⁴:

⁵² <http://www.netc.org/focus/strategies/summ.php>. Accessed on July, 25th 2012

⁵³ Wikipedia. the free encyclopedia For the Gershwin piano and violin music, see Short Story (music)

⁵⁴ Qamariah. *The correlation Between Mastering Vocabulary and Their Ability in Telling Story of the First year or MAN Palopo.* (Thesis STAIN. Palopo. 2004).

- a. Story is telling of a happening, or connected series of a happening, whether true or fiction.
- b. Narrative is the broadest sense; anything told or recounted in the form of a story account; tale.
- c. Spring board story is a story that enables leap in understanding by audience.
- d. Aunty-Story is a story that arises in opposition to another. It aims at undermining the original story.

c. Reading Method in Learning Vocabulary

Language is words united. So if we want to study a language, we have to memorize its vocabulary first. Then are more than 50.000 list of word, in English including its definition. The problem is how to keep all of the vocabulary in our brain. While English teaching in senior high school right now only four hours in a week and it does not only study vocabulary but also it studies all of components in English like grammar, reading comprehension, conversation etc.

It impossible for us to memorize all of vocabularies in English, linguists say that to read and to speak perfectly we just need 5.000 vocabularies because the other word are seldom used.

There are many ways how to learn and study vocabulary. But one of them that the writer offers is by reading method.

“Why is reading method?”

The most effective way to increase vocabulary is to read often and widely. The more we read, and the more different kinds of writing we read, more new words will acquire⁵⁵.

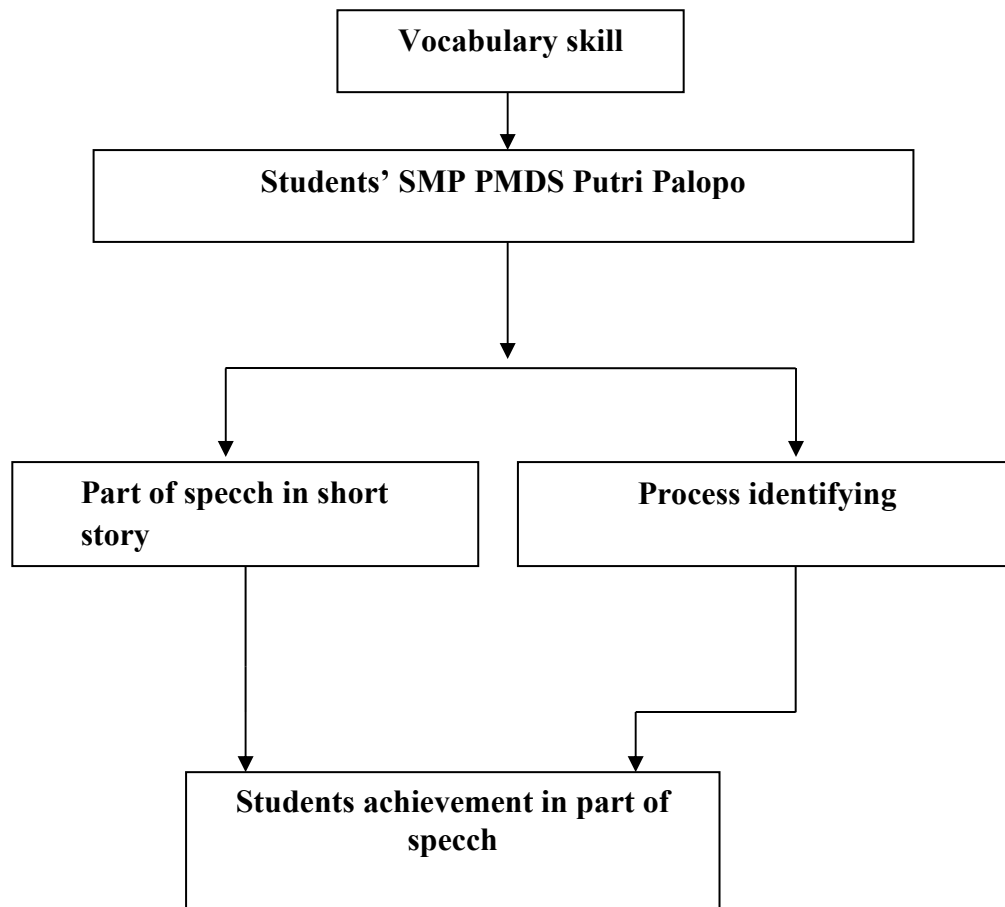
In this case, reading story is offered to be an interesting media in reading method. It can raise the students' motivation to read. Also it is expected to be a kind of pleasure reading.

Regular reading for pleasure can help us to be more successful in many ways they are: it can improve our vocabulary, increasing speed, improve reading comprehension, help improve writing and give chances to gain more knowledge.

⁵⁵Gay. L. R. *Education Research : Competence's For Analysis and Application Scon Edition*.(Florida International University : Charles E. Merrill publishing, 1981)

C. Conceptual framework

Conceptual framework in this research was shown in the diagram as follows:



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied descriptive method. It will aim at describing the students ability in identifying part of speech in short story at SMP PMDS Putri Palopo.

B. Population and Sample

1. Population

The population of this research was the eight year students of SMP PMDS Putri Palopo academic year 2013. There are four classes consisted 120 students as population.

2. Sample

The samples of the research were taken random sampling technique. So the researcher took 5 students from each class A, B, C, D, randomly each class consisted of 30 students. In this case the researcher will take 5 students each class, so the total number of population 19 students.

C. Instrument of the Research

Instrument used in this research would be English text with some underlined words. The students would be asked to read and to identify four major parts of speech (noun, verb, adjective, adverb) which are underlined in the reading text.

D. Procedure of Collecting Data

In collecting data, the researcher was carry out a research a meeting with the help of an English teacher of eight year students of SMP PMDS Putri Palopo .

The procedures as follows :

The researcher was distribute reading English text to the students, the researcher would be taken ten minutes to explain how to do the instrument. Then, the researcher would ask the students to read and identified four major parts of speech (noun, verb, adjective, adverb) which are underlined in English text in 90 minutes. Finally, the researcher was collect the students' answers.

E. Technique of Data Analysis

The researcher will collect the data and analyze the data descriptively In the relation to this the writer used the following formulate : Scoring the students answer of the test by using this formula :

$$\text{Score} = \frac{\text{Students correct answer}}{\text{Total number of items}} \times 10$$

Calculating the mean score of the students by using the formula :

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

Where:

X = Mean

$\sum X$ = The sum of score

N = The number of subject¹

Classifying the students score from excellent of very poor.

9.6 to 10	is classified	“excellent”
8.6 to 9.5	is classified	“very good”
7.6 to 8.5	is classified	“good”
6.6 to 7.5	is classified	“fairly good”
5.6 to 6.5	is classified	“fair”
4.6 to 5.5	is classified	“poor”
0.6 to 3.5	is classified	“ very poor” ²

¹Gay. L. R. *Education Research : Competence's For Analysis and Application Scon Edition*. Florida International University : Charles E. Merrill publishing, 1981.

² Depdikbud. 1998. *Penilaian Hasil Pendidikan*. Kementerian Pendidikan Dan Kebudayaan: Jakarta

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions. The findings of the research reveals the description of the result of data analysis about the competence of the first year students in identifying parts of speech at SMP PMDS Putri Palopo. Then, discussions part explains more about the result of this research.

In this part, the writer presents about findings or the result of test first, then the writer will discuss by giving comment on the findings.

A. Findings

To know further about the students' competence in identifying the part of speech, the following table will show the result of the raw score of students at SMP PMDS Putri Palopo:

Table 1: the correct and incorrect students' answer in the test

No	Question										
	Name	1	2	3	4	5	6	7	8	9	10
1	Lutfia Basri	√	x	x	√	√	X	√	√	x	x
2	Winda Gadri	√	x	X	x	√	√	x	√	x	x
3	Andi Chaerunnisa	√	x	√	√	√	X	√	√	x	x
4	Aisyah	√	√	√	x	√	X	√	√	x	√
5	Susanti Dewi Y	X	x	X	x	√	X	√	√	x	x
6	Wafiq Azizah	X	x	X	√	√	X	√	√	x	x
7	St. Al-Vira.F	√	x	√	x	√	√	x	√	x	x
8	Dwi Nurrahayu	√	x	X	x	√	X	√	√	√	x
9	Rahmi	√	x	X	√	√	X	√	√	x	x
10	Indah Tauladani	√	x	X	√	√	X	√	√	x	x
11	Ummi Sakinah	√	x	X	√	√	X	√	√	x	x
12	Rahma	√	√	X	√	√	√	√	√	x	x
13	Nidaul Husna	√	x	√	x	√	√	√	√	x	x
14	Ana Saputri	√	x	X	√	√	X	√	√	x	x
15	Sulistriani. K	√	x	√	√	√	X	√	√	x	x
16	St Amira. M	√	x	X	√	√	√	√	√	x	x
17	Annisa Putri	√	x	X	√	√	X	√	√	x	x
18	Nurvitasari	√	√	X	√	√	√	√	√	x	x
19	Safira Tanapa	√	x	X	√	√	√	√	√	x	x

Based on the table above, it can be seen that many of the students were still confuse about the parts of speech of the words in the text given. Then, table 2 will give information about the total number of correct answer and the students' scores in the test:

Table 2 : The students' correct answer and students' score in the test.

No	Name	Total Answer	Score
1	Lutfia Basri	5	5
2	Winda Gadri	4	4
3	Andi Chaerunnisa	6	6
4	Aisyah	7	7
5	Susanti Dewi Yuliani	3	3
6	Wafiq Azizah	4	4
7	St. Al-Vira.F	5	5
8	Dwi Nurrahayu	5	5
9	Rahmi	5	5
10	Indah Tauladani	5	5
11	Ummi Sakinah	5	5
12	Rahma	7	7
13	Nidaul Husna	6	6
14	Ana Saputri	5	5
15	Sulistriani. K	6	6
16	St Amira. M	6	6
17	Annisa Putri	5	5
18	Nurvitasari	7	7
19	Safira Tanapa	6	6
Total			102

Based on the table 2, it can be seen that the highest score was 7 then the lowest score was 3. This indicates that there were still some students got unexpected scores. Many of the students got score under the standard value. They were still confuse in deciding the parts of speech of the words in the story.

Furthermore, the means score of students can be seen in the following:

$$\text{Mean Score : } \frac{102}{19} = 5.36$$

The means score of student was 5.36. It is included in low category or fairly poor. This indicates the level of students in mastering parts of speech in English. The next table shows about the classification of students' score.

Table 3: The classification of students score

Classification	Frequency	Percentage
Excellent (9.6-10)	0	0
Very Good (8.6-9.5)	0	0
Good (7.6-8.5)	0	0
Fairly Good (6.6-7.5)	3	15.78%
Fairly (5.6-6.5)	5	26.32%
Fairly Poor (3.6-5.5)	4	21.05%
Poor (0-3.5)	7	38.84%
Total	19	100%

Based on the comparison table above, we can see that in identifying the parts of speech of underlined words in a story, there were still many students got low score. Most of the students were in poor classification (38.84%). Then there were 21.05% in fairly poor classification. Only 15.78 % students who got fairly good. This fact implies that most of the student still had low competence in Understanding the part of speech of vocabulary at SMP PMDS Putri Palopo.

B. Discussion

In the preceding part of this chapter, we have observed the students' competence in mastering parts of speech by asking the students to decide the parts of speech of some underlined words in a story. The students' score in doing the test can be observed in Table 1. the mean score of the students is 5.36 falls into fairly poor category. Then, in connection with the students' achievement in mastering parts of speech, it can be said that it needs to be improved by developing the technique and method in learning and teaching parts of speech in English.

The teacher of English should always give more attention to the students' mastery on vocabulary especially the parts of speech identification. The most important thing in this case is giving them motivation in memorizing vocabulary. The teacher should give motivated activities such as vocabulary games in learning and teaching English process.

Based on the data from the vocabulary test, there were some students failed to identify the parts of speech of the vocabulary. This indicates that they don't really understand about the parts of speech of the certain words in sentences or a story. Some of the students tried to guess but they were wrong.

Furthermore, the students still do not familiar with identifying the position and the form of parts of speech in sentences. They are still confused about the meaning and class words of some vocabulary. Therefore, some students still got so many mistakes during doing the test.

Based on the theory, there are some factors that can contribute to the learning and teaching of English especially at junior school. One of them is the low motivation of students in learning. The Students seems do not realize the importance of learning English. They consider English as additional subject which is not needed in their future. Motivation is a force of doing something in someone's action. This is about why somebody does it and what are aimed of doing the action. Motivation has close relationships with the aims and ambition of doing something. If someone has a high desire to reach his or her aims means that the more motivation that he or she has.

Motivation of students have very significant influences in learning process. If someone doesn't have motivation, he or she will not study hard. This condition is caused by the reality that he or she doesn't get stimulus to support him/her in studying.

Furthermore, based on the observation that the researcher did at SMP PMDS Putri Palopo, it is found that there were some students have low spirit in studying English. It is an indicator that they have less motivation. One of the factors that contribute to this situation is that they do not realize about the importance of English for their future. Most of them do not realize yet about the importance of English.

Another factor that contributes to the learning vocabulary is the teacher. The teacher still lack of experience with the teaching of vocabulary . That is why they need to improve their method and techniques in teaching English.

On the other side, a student of SMP PMDS Putri Palopo should be familiar with some parts of speech in order to have good understanding in their daily English

lesson. When the students want to improve their English in the Junior high school they need to improve their understanding about vocabulary class. As Good defines that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.¹

Then, Gave states that vocabulary is a sum of words of a language that employed by individual, group or work in relation to a subject². The importance of vocabulary has a big relationship with the development of English competence includes four major skills in English such as reading, writing, speaking and grammar. In writing, the parts of speech should be clear. Then, Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we don't know most words in the text³. On the other side, a student should have a good vocabulary since its importance, According Pieter A. Nopa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or symbols for ideas. There are the

¹ Good, C.V. *Dictionary of Education*. New York : Mc Brown Hill Book co. (1959:642)

² Gave. Philip Babcock. *Webster Third New International Dictionary*. Massachusetts : C. Meriam Co. (1966:59)

³ Goodman and Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co. 1991 p.12.

means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.⁴

Overall, the students at SMP PMDS Putri Palopo still need to improve their ability in mastering parts of speech in English.

⁴ Pieter. A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with conclusions of the research and suggestions based on the data analysis.

A. Conclusions

Based on data analysis and discussion in the previous chapter, the research concludes the students at SMP PMDS Putri Palopo still have low ability in mastering parts of speech. It is supported by the means score of students is only 5.36 in fairly poor classification. The students are still difficulties in identifying the parts of speech of some underlined words in a text given in test.

B. Suggestions

In relation to the improvement to students knowledge of English in general and mastery parts of speech in particular, the writer puts forward some suggestions as follows :

1. The students should be guided and motivated in order that they can give more attention in learning parts of speech.
2. The teacher should choose good technique in teaching parts of speech to make the students easy to master it such as through games.
3. The assignments of parts of speech vocabulary should be given more in order that they practice more for it is important to improve their parts of mastery.

PERSETUJUAN PEMBIMBING

Skripsi berjudul “ **The Ability of the Eight Year Students of SMP PMDS Putri Palopo in Understanding Part of Speech in Short Story**”

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Disetujui untuk diajukan pada ujian Munaqasyah.

Demikian untuk proses selanjutnya.

Palopo, maret, 2014

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Assalamu 'alaikum Wr. Wb

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Menyatakan bahwa skripsi tersebut telah layak diujikan. Demikian untuk diproses selanjunya.

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PERNYATAAN

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Demikian surat pernyataan ini dibuat sebagaimana mestinya. Bilamana di kemudian hari ternyata saya tidak benar, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Palopo,

Yang membuat pernyataan,

Ariyanto Rangga
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ACKNOWLEDGEMENTS



الحمد لله رب العالمين والصلاة والسلام علي اشرف انبياء والمرسلين وعلي اله واصحابه
اجمعين

Praise be to Allah swt, because of his blessing and guidance so the researcher can finish this thesis, although in a simple form and the researcher realizes that there are still many lack. The researcher expect constructive critical and suggestion for the improvement perfection from the readers.

Shalawat and taslim goes to the great prophet Muhammad saw, his family, his friends, and all of the people that still do the commands of Allah and avoid his prohibitions.

The researcher realizes that this could not be finished without helping from the others, the writer would like to express deepest thanks to :

1. The writer's special thanks to his mother Rusmini and father Samiun that have helped, so the researcher can finish my study.
2. Prof. Dr. H. Nihaya M., Hum. As a head of STAIN Palopo and all of the lecture and their assistance and employers of STAIN Palopo who have thought, educated, helped, advised, and guidance the researcher during study in STAIN Palopo.
3. Drs. Hasri, M.A. As the head of Tarbiyah Department of the State Colledge for Islamic Studies Palopo.

4. Jufriadi, S.S.,M.Hum. As a head of English Study Program, and all the Lecturers and stafs of STAIN Palopo.

5. Dr. Rustan. S.M.Hum. the first consultant and Amalia Yahya,SE., M.Hum. as the Second consultan, who have exerted their thought and precious time for guiding directing, and giving motivation to the researcher. Therefore this thesis can be accomplished.

6. All the lecture of Tarbiyah Faculty of STAIN Palopo and especially the English Lecturers who have thought the researcher during studying in STAIN for many years.

7. Mustami,S.Pd.,M.Pd. As the headmaster of SMP PMDS Putri Palopo, all teachers and staff who given chances and facilities during the researcher doing research in their schools

8. My brothers and Sisters are Ahmad Rangga, Arman Rangga, Asmayati Rangga S.Pd and Anniyati Rangga their for motivation and help also thanks to all of my family.

9. Thank you very much to the all my best classmate,they are Feri muriswan, Ikaldi, Muhas, Saipul Muslim, Yahya, Sandika, Arfa Mansyur, Zarina, Haritsa, Edi suwandi S.Pd,Taslim K., Nurmin Maulana, Musfirah syamhar S.Pd.Rosita S.Pd, and to all of the BIG B 2009 family, and all of the researchers' friends who cannot mention one by one for their help and support and their brotherhood as long as we are together loughing,joke Hoping never forget our class and always keep in touch wherever we are,Good luck for you all.

10. The researcher thanks very much to my beloved Organisation TIMPA'RAGA STAIN Palopo (Tim Penggerak Olahraga) and MAPALA STAIN Palopo (Mahasiswa Pecinta Alam). Always keep spirit and togetherness to finish the holy goal.

The researcher thought without those people, this thesis would never been finished, and as human being, the researcher also realize that this thesis is still far from perfection.

Finally the researcher pray to the Allah, may Allah swt.give reward to all people who have helped, the researcher hopes this thesis can be useful and can give positive contribution for readers, religion, and state. Aamiin.

Palopo, February ,2014

The researcher

CONSULTANT APPROVAL

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