

**CORRELATIVE STUDY BETWEEN STUDENTS' ABILITY IN USING  
FOUR PARTS OF SPEECH AND THEIR ABILITY  
IN WRITING NARRATIVE PARAGRAPH  
FOR THE THIRD SEMESTER OF ENGLISH PROGRAM  
OF STKIP HAMZANWADI AT SELONG**

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*Abstract.*

*The problems of this study are to what extent is students' ability in using four parts of speech for the third semester of English Program of STKIP Hamzanwadi at Selong, to what extent is students' ability in writing narrative paragraph to use appropriate words form for the third semester of English Program of STKIP Hamzanwadi at Selong? And to what extent is correlation between students' ability in using four parts of speech and their ability in writing narrative paragraph for the third semester of English Program of STKIP Hamzanwadi at Selong?*

*In this study, the researcher took 40 students as the sample. Moreover, in collecting the data he used tests as the instrument. The data analysis, the researcher used inferential statistic research, while in hypothesis testing used formula of "r" technique. Based on the result of data analysis, it was known that the mean score (M) for students' ability in using four parts of speech was 5.5 and the Standard Deviation (SD) was 5.85. It means that students' ability in using four parts of speech of the third semester of English program was included average category rank and the mean score for students' ability in writing narrative paragraph to use appropriate word forms of the third semester of English program was 4.33 and the standard deviation was 4.69. It means that students' ability in writing narrative paragraph to use appropriate word form was included average category rank too. Furthermore, in testing hypothesis, it was known that  $r_{xy}$  was 0.69 and  $r$ -table at 5% was 0.325 and at 1% was 0.418. It was concluded that the null hypothesis was rejected and the alternative hypothesis was accepted because  $r_{xy}$  was higher than  $r$ -table. Based on the results of the data analysis and hypothesis testing, it could be known that there was positive correlation between students' ability in using four parts of speech and their ability in writing narrative paragraph.*

***Key Words:** four parts of speech, writing narrative paragraph.*

**A. Introduction**

Using appropriate word forms in writing narrative paragraph is still a problem for the third semester of English Program. The source of the problem can

be from first they do not know the meaning of the words given by their teacher, second they still have any doubt on how and where to use those words. For example, when the students are asked to write sentences using the words 'beauty' and 'beautiful' some of them perhaps make a mistake; that is the words tend to be used inappropriately. The last problem may be caused by their lack knowledge of word classes leads to the inability to categorize words into its classes.

If those problems continually exist for the students, consequently they cannot express idea or convey their message properly. Hence, the people whom the students are talking to or the people who read the students' writing will not fully understand what is being informed. Savignon (1972) points out that successful communication would depend largely on the individual's willingness to take risk and express him in the foreign language, and his resourcefulness in using the vocabulary and structure under his control to make himself understood. The statement above implies that vocabulary and grammar in communication play important roles.

Knowledge of grammar plays a significant role in writing well-grammatical sentences. For instance, when the students are given a task to write a sentence with determined words, problem then appears on how to arrange the words to form a sentence that is grammatically acceptable even though they know the meaning all of the words. Therefore, learning language cannot be separated from learning the rules of the language. As Radford (1981:18) says that learning language involved learning a set of syntactic, semantic, morphological, etc. rules.

Many of English words are derived from affixations; for example, the words 'happy' if suffix -ness is added to the word, it becomes 'happiness'. This shows that a little change in the word causes different meaning, four part of speech, and function of the word. Frank (1972:15) explains that only nouns, verbs, adjectives, and adverbs have derivational forms consisting chiefly of special endings that may change one part of speech to another numerous derivational English words. Thus, whether it is necessary or not to introduce derivational word forms to students are still a big question for English teachers. In other words, does introducing

words along with its classes give positive impact to students' ability to use appropriate word forms in writing narrative paragraph?

Based on the writer's experiences, it seems that the students of university are still poor on writing skill, especially in using appropriate words form in writing narrative paragraph. It means that their competence or ability is still underachievement in understanding this language skill. They get much difficulty in using appropriate words form to write narrative paragraph

Concerning with the above difficulty, hence the writer wishes to study the influence of the students' ability to use four parts of speech in writing narrative paragraph. Especially the words are including to a group of nouns, verbs, adjectives, and adverbs. From this analysis, the researcher hopes that the students have better competence in this skill. Therefore, the writer intends to investigate about a correlative study between students' ability in using four parts of speech and their ability in writing narrative paragraph for the third semester of English Program of Department of Language and Art in Education of STKIP Hamzanwadi at Selong.

## **B. Review of Related Literature**

### **1. English Writing Ability**

The word "ability" means having knowledge or skill in doing something (Depdikbud, 1989:23). While, writing means that writing letter and number by using pen or pencil. Writing is expressing feeling or idea in composition or in a letterform (Depdikbud, 1989:8). Furthermore, Lado (1979) in Tarigan (1982:21) states, "writing is painting graph signal which describing a language and it is understood by everyone and other people can read that graph sign".

Writing is the removal or transferring of thinking or feeling into the language sign. It can also be said that writing is the effort or expressing oral language into written language by using sign (Semi, 1990:8). Prihartono in Arzaki (2001:15) states that the skill of writing is an ability to express from the simple materials, what she/he has read in the written form, or an ability to

express an idea, opinion or feeling in the written form, beginning from the simplest one to the more complicated level.

Based on the above opinions, it can be said that English writing ability is the ability to express ideas, opinions, and feelings in written form by using English.

## **2. English Writing Aspects**

Heaton (1984:138) suggests that there are four skills involved in writing competence grammatical skill, stylistic skill, mechanical skill, and judgment skill.

- a. Grammatical skill is the ability to write correct sentences.
- b. Stylistic skill is the ability to manipulate sentences and use the language effectively.
- c. Mechanical skill is the ability to apply the graph convention, like spelling and punctuation.
- d. Judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Furthermore, Harris (1986:10) states that the writing competence has four aspects: orthography, structure, vocabulary, and fluency.

- a. Orthography is a language sound description, which is in the form of writing or a symbol and language spelling system.
- b. Structure is the arrangement of rules in a language becoming meaningful language units.
- c. Vocabulary is the total number of words in a language.
- d. Fluency is the writing ability implemented with proper speed, not too slow or not too fast.

Beside Harris (1986:68-69) states that there are five common components of writing content, form, grammar, style, and mechanics. Content is the substance of the writing the ideas, form is the organization of the content; grammar is the employment of grammatical forms and syntactic patterns, style is the choice of structures and lexical items to give a particular

tone or flavor to the writing, and mechanic is the use of the graphic conventions of the language.

Based on above opinion, it can be said that there are five important aspects of writing English, as: (1) grammar (structure), (2) style (include vocabulary), (3) mechanics (include orthography), (4) judgment (includes content and content written organization), (5) fluency (the properly speed of writing).

### 3. Principles of Writing

Widyamartaya (1999: 37) states that there are six principles in writing namely clarity, succinctness, accuracy, unity, coherent, and dignity.

- a. Clarity means that the writing must be clear not dim. Clarity does not mean that the writing is easy to understand, but the writing must be clear so that the reader does not misinterpret it.
- b. Succinctness does not mean that the writing must be short. However, the writing is called succinct if it has no wasting words, words repetition, and redundancy in expressing idea.
- c. Accuracy or exactness means that the writing is written based on the grammatical rules, orthography, punctuation marks, terminology, and language use.
- d. Unity means that all of the words or sentences, which are provided or presented, must be revolved around the main idea. In other words, all of the ideas, which are presented, must be relevant to the main idea.
- e. Coherent means that the sentence, which develops a main idea in writing, relates to the other sentences.
- f. Digraty (adequate development). If the writer presents an idea, the idea must be explained using adequate sentences, so that the idea is clear (my own translation).

### 4. Concept of Paragraph

Good writing should be the goal of every student because the ability to write well organized and concise paragraph essential to a students' success.

Unless a reader can easily understand what writer has written, he cannot judge of the value of either the writer's ideas or his work. Therefore, it is very important for the students to be able to compose well-organized and concise paragraph.

Referring to the paragraph definition, (Muhammad, 2002:12), states that paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea. It can also be said that a paragraph is a unit of information, which is unified by a central idea. In other words, a paragraph develops a topic. A topic is basically the subject of the paragraph; it is what a paragraph is about.

Furthermore, (Syukrie, 2003:14) defines paragraph is a group of related sentences that develop one main idea. He also said that paragraph should have topic sentence, supporting sentences, unity, coherence, and sometimes concluding sentence.

### **5. Narrative Paragraph**

In telling a story or relating events, it is useful to organize the events in chronological order, or time sequence. Generally, the events should be written just as they happen, one after the other. The writing method is called narration. Narration is telling or relating of occurrences or series of events in a story. It requires us to tell what had happened. In the other words, narration is begun by explaining what to do first and finish by describing what to do last.

There are principally two types of writing that require chronological development; narration and process description. Although narration usually refers to the telling of the story, the term is used here to describe the relating experience. That experience may be in the past (past narration), or it may be a typical experience or it may be going on now (present narration) (Muhammad, 2002:26).

### **6. Concept of English Four Parts of Speech**

The classification of four parts of speech here will be limited to the words that form the central core of the sentences called nouns and verbs and

the words that modify the central core words known as adjectives and adverbs (Frank, 1972). Furthermore, the classification of each part of speech will be based chiefly on differences in structural form or in grammatical behavior and then the parts of speech will be described according to the observable signals that operate the grammar-function, position, derivational form, and marker.

The following explanation of parts of speech is mostly quoted from Frank (1972) in *Modern English- a practical reference guide*. Besides that, some related theories of other writers also used.

#### a. Noun

The noun said as one of the most important parts of speech because it essentially forms the sentence core along the verb. Nouns have function in structures of modification as well as in the central core of the sentence. What or who is being talked about. The verb agrees with the subject in person (first, second, third) and in number (singular and plural). A second object to or for which the action of the verb is directed and it precedes the direct object etc.

#### b. Verbs

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences- statements, questions, commands, and exclamations. Like the nouns, the verb has the grammatical properties of person and number, properties that require agreement with subject. The verb functions as grammatical center for the predication about the subject. As we have seen, it may be the grammatical center expressing mere linkage, or it may be the strongest predicating word in central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.

#### c. Adjectives

The adjective is the modifier that has the grammatical property of comparison. It is often identified by derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

#### d. Adverb

Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb or those that indicate such meanings as time and place) to those that are used merely for emphasis.

#### 7. The Relevant Study

The other study was conducted by Hayyi (2001) on students' competence in writing English paragraph. The subjects of the study were second year of MA. NW Perian. The problem of the study was "how do the students construct an English Paragraph". The study was aimed at investigating the way of students in constructing a paragraph. In analyzing the data, the researcher used English second language (ESL) composition profile. Based on the result on the data analysis, the students' competence in constructing English Paragraph was poor.

The second study was work of Muhajar (2001) on effect of English structure and vocabulary toward the students' competence in writing English. The subject of this study was the second year students of MA. NW Kotaraja. The problem was, to what extents do the students English structure and vocabulary affect the mastery of the students' competence in writing English. The writer used multiple choice and essay type test as instruments to collect data. He took 74 pupils as the samples from all of the second year students. He used the descriptive-statistics as a technique to analyze the data. The result of this study was English structure and vocabulary mastery affects the students' competence in writing English.

#### C. Method

In a scientific writing, the use of a suitable design made easier and systematic to the writer in doing his/her study. To find out the general truth of the investigation, the writer has arranged systematically the design of research that is used.



Research design is really needed by the researcher in order to know how to analyze the data. Furthermore, the researcher categories this research into descriptive research. Data obtained from descriptive research are generally analyzed with the aid of descriptive statistics, which refers to a set of procedures, which are used to describe different aspects of data (Seliger & Shohamy, 1989:211). Correlation techniques are used for analyzing data obtained from descriptive research that examines existing relationships between variables with no manipulation of variables.

The data that have been collected by writer were analyzed based on descriptive statistic. Furthermore, it includes: the ideal maximum score (SMi), the ideal mean scores (Mi), and the ideal standard deviation (SDi).

The formula used to determine Mi and SDi is mean (Mi) =  $\frac{1}{2}$  (maximum ideal score + minimum ideal score) and standard deviation (SDi) =  $\frac{1}{6}$  (maximum ideal score – minimum ideal score) (Dantes, 1983:78).

The variables of this study described into three categories as follows:

$Mi + SDi$  to  $Mi + 3 SDi \rightarrow$  is high

$Mi + 1 SDi$  to  $Mi + 1 SDi \rightarrow$  is average

$Mi - 3 SDi$  to  $Mi - 1 SDi \rightarrow$  is low

Tuckman (1978:27) states that a hypothesis is an expectation about event based on the generalizations of the assumed relationship between variables. In addition, a hypothesis may be precisely defined as tentative preposition suggested as a solution to a problem or as an explanation of some phenomenon (Ary, 1979:72).

According to above views, it was clearly stated that hypothesis that is presented by writer was alternative hypothesis (Ha) that should be changed into null hypothesis (Ho). Ho is hypothesis that should be tested whether accepted or refused depending on the result of the investigation.

Meanwhile, the formula was used to correlate both variables that were the formula of Product Moment Correlation.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(n \sum X^2) - (\sum X)^2\} \{(n \sum Y^2) - (\sum Y)^2\}}}$$

Where: r = Coefficient correlation

N = Total Population

X = Variable X

Y = Variable Y

#### D. Research Finding

##### 1. The Data about the Level of Students Ability in Using Four Parts of Speech.

Referring the data gained for students' ability in using four parts of speech (x), the lowest score rate was 0.2 and the highest was 0.95 Then, the results of calculation of the data were the mean score (M) was 0.55 and the calculation of Standard Deviation (SD) was 0.6.

To investigate the result of the questionnaire, the writer used statistic descriptive for categories in which consist of the Ideal Maximum Score (SMi) was 1.00 and the Ideal Minimum score was 0.00 so the Ideal Mean Score (Mi) gained was  $Mi = \frac{1}{2} \times 10 = 0.5$  and the Ideal Standard Deviation (SDi) was  $\frac{1}{6} \times 10 = 0.16$ .

The categories gained after calculating into the standard categories was as follows:

Mi + SDi	to	Mi + 3 SDi	= High
0.5 + 0.16		0.5 + 0.48	
0.66		1.00	
Mi - 1 SDi	<	Mi + 1 SDi	= Average
0.5 - 0.16		0.5 + 0.16	
0.34		0.66	
Mi - 3 SDi	to	Mi - 1 SDi	= Low
0.5 - 0.5		0.5 - 0.16	
0.00		0.34	

Furthermore, based on the calculation average (mean) score of the respondents that consist of 40 people was 0.55. After consulting with the above

standard categories for students' ability in using four parts of speech for third semester of English Program was included average category rank.

## **2. The Data about the Level of Students' Ability on Writing Narrative Paragraph.**

Dealing with the data gained for achievement of the students (Y) that consist of 40 people the lowest score rate was 0.00 and the highest was 0.8 Then, the result of calculation of data was the Mean Score (M) was 0.43 and the calculation of Standard Deviation (SD) was 0.50.

The writer did not draw the statistics descriptive for the categories, which consist of the Ideal Maximum Score (SMi), the Ideal Minimum Score, Ideal Mean Score (Mi) and the Ideal Standard Deviation (SDi) because; it had the same categories with 1 sub number.

Therefore, the calculating average (mean) score for the students' ability that consist of 40 people were 0.43. After consulting with the above standard categories for the student' ability in writing narrative paragraph was included average category rank too.

## **3. The Data about the Level of Correlation Between Students' Ability in Using Four Parts of Speech and Their Ability in Writing Narrative Paragraph.**

Based on the data above there are significant correlation between Students' ability in using four parts of speech and their ability in writing narrative paragraph. The correlation was seen in high qualification and low qualification. The mean score of students' ability in using four parts of speech was 0.55 and the mean score of students' ability in writing narrative paragraph was 0.43. It means that both of capability of students was included to average category. Therefore, this indicated that there are significant correlation between students' ability in using four parts of speech and writing narrative paragraph. Then, the calculation for index correlation range by using " r " formula of product moment between students' ability in using four parts (variable X) of speech and students' ability in writing narrative paragraph (variable Y) was 0.9 and after consulting with r-table (product moment) was 95%.

#### 4. The Hypothesis Testing

The calculation result for Index Correlation Rank between students' ability in using four parts of speech and their ability in writing narrative paragraph. At this hypothesis testing, null hypothesis must be changed into alternative hypothesis. The hypothesis was tested here that there was a relationship between the level students' ability in using four parts of speech toward the level students' ability in writing narrative paragraph for English program. The result of the above hypothesis after did the interpretation by using " r " score table of Product Moment that  $df = 40$  At 5% level of significant obtained r table was 0.304 , meanwhile at 1% level of significant obtained r table 0.393. Because  $r_{xy}$  at 5% and 1% level of significant was more than r table (  $0.9 > 0.304$  and  $0.9 > 0.393$  ) so, at 5% and 1% null hypothesis was rejected and alternative hypothesis was accepted, those mean that either at 5% or 1% level of significant was gained insignificantly negative correlation between variable x and y.

#### E. Conclusion

In reference with the results and the discussion of the finding, some conclusions are drawn as follows:

1. The students' ability in using four parts of speech for the third semester of English Program of Department of Language and Art in Education of STKIP Hamzanwadi at Selong was still below the ideal. The mean score of their ability in using four parts of speech fell within poor range of score.
2. The students' ability in writing narrative paragraph level of the third semester of English Program of Department of Language and Art in Education of STKIP Hamzanwadi at Selong was also still far from satisfactory. Even, the mean score of their writing narrative paragraph level a bit lower than that of the ability in using four parts of speech.
3. There is correlation between students' ability in using four parts of speech and their writing narrative paragraph on the third semester of English Program of Department of Language and Art in Education of

STKIP Hamzanwadi at Selong. It means that the high score in four parts of speech test to be followed by high scores in writing narrative paragraph test and low score in four parts of speech test to be followed by low scores in writing narrative paragraph test.

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