



**THE CORRELATION BETWEEN STUDENTS' WORD
CONSTITUENT MASTERY TO THEIR ABILITY AT PLACING
WORD IN CORRECT GRAMMATICAL CONSTRUCTION**

by

MUHAMMAD DALIMUNTE
NIP. 19710328 199903 1 003

YANI LUBIS
NIP : 19700606 200003 1 006

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA MEDAN
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CHAPTER I

INTRODUCTION

1.1 Research Background

Language as a mean of communication is a central fact of human existence and social process. One of language that is used by people as an international language is English. Beside that, it is also as their national or native language. Braj. B. Kachru (1985: 1) stated, "The users of English are viewed from three perspectives: that of native user for whom English is the first language almost all functions. That of non-native user who considers English as a foreign language and uses it highly restricted domains; and that of a non-native speaker uses an institutionalized second-language variety of English.

In Indonesia, English is one of the foreign languages that provided as compulsory subject to students of Primary School, Junior High School, Senior High School, and even in Higher Education Level. The Graduates of these education levels are expected to be able to used English for their further studies and / or get a job market. The objectives of English teaching was to improve students' ability at four language skills; listening, speaking, reading and writing. These skills are started from the understanding about parts of speech. The eight parts of speech are *Noun, Pronoun, Verb, Adjective, Adverb, Interjection, Preposition, and Conjunction*. All these terms are words. In studying words, An English teacher should teach students ; how to enrich vocabularies, how to identify the word by using structure of the word in a sentence base on its functionn how to place the word by using structure of the word in the sentence base on its function.

Islamic Education faculty of Dharmawangsa University Medan was one of Faculty where the students studied English subject. A part of the teaching material was about how to identify of the word class in English sentence and how to place the word class based on the word constituent. After the observation done, it was found that the students still got difficulty to build sentences.

This research tended to see how the correlation between students' words constituent mastery and their ability at placing word in correct Grammatical construction.

1.2 Identification of the Problem

When the observation were done, it was found that there were some identified problems in the filed of this research namely:

- a. The lecturer who taught English payed less attention to his students' ability at placing word in correct grammatical construction.
- b. The students were lack of vocabulary mastery.
- c. The students ability at English grammar was still low
- d. The students got difficulty to place words in correct grammatical construction.

1.3 The limitation of Research

From the identification of the problems above, this research limited the discussion on words constituent and word placing in correct Grammatical construction in terms of the correlation of both variables.

1.4 Formulation of the Problem

There are two research questions were formulated to know the correlation of both variabels in this research:

- a. How was the students' words constituent mastery?
- b. How was the students' ability at placing word in correct English grammatical construction?
- c. Was there any correlation between students' word constituent mastery and their ability at placing word in correct English grammatical construction.

1.5 Objectives of the Study

In order this research run on he tract, the objectives of the study should be defined base on research questions.

- a. To investigate the students' word constituent mastery.
- b. To investigate students' ability at placing word in correct English grammatical construction.
- c. To know if there was a correlation between students' word constituent mastery and their ability at placing word in correct English grammatical construction.

1.6 Significance of the Study

It was hoped that this research finding gave a contribution to any English teacher so he could effectively define the starting point in language teaching then his students were able to construct standard English sentence both in spoken and written language.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Definition of Word

All native speakers of a language seem to have an intuitive idea of what is meant by the term 'word' in its general sense. Whether they write the language or not, but word as a linguistic unit is more difficult to define and has been the subject of much discussion. In many ways the word is "a unit of language (language as a system, rather than of *parole* or speech), and for many writing systems a written word can be defined as a sequence of letters which occur between spaces. The most famous definition of word which is valid for the spoken language is Bloomfield's minimum free form, which means that a word is the smallest unit which can be used alone to constitute a sentence or utterance, and it must consist of at least one free morpheme. Even so there are marginal cases. (R. R. K. Hartmann, 1983: 256). The word can express meaning as the user wants.

Krida Laksana (1993 : 301) says that word is a language element which can not be separated from vocabulary. It is the smallest unit and independent which has meaning : every word in English can be classified into word class. Example : word "cat (noun, means of animal), word "write" (verbs means assert of action), the other idea can be seen from Fogiel (2003 :1) stated that a word is either a noun, pronoun, verb, adjective, preposition, conjunction, or interjection.

Depends on all of the above explanation, word is something that is needed by someone to talk about. If

someone does not know word or they can not say something by the word, they will never know to tell something to someone.

The difficulties with the definition of the word have led linguist to distinguish this concept on several levels: the *Phonological word* is bounded by pauses, the *Morphemic Word* is defined in terms of its position in the sentence, the *Lexical Word* is a vocabulary item with a specific meaning. (R R K. Hartmann, 1983: 256)

From the above definitions show us that word has three part, they are *Phonological Word*, *Morphemic Word*, and *Lexical Word*. And each part has meaning.

2.1.1.1 **Noun**

Noun is a word refers to the name of person, animal or thing. Frank (1982: 6) says that, noun is one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it has function as the cheap or “head” word in many structures of modification, for example:
Mary is a girl. Mary and girl are nouns.

2.1.1.1.1 **Types of noun**

Some nouns classified by meaning include these types :

A. Proper Nouns

A proper noun begins with a capital letter in writing. They are:

- a. Personal names, e.g. : Mr. John Smith
- b. Name of geographic units such as, countries, cities, rivers, etc. e.g. : Holland, Paris
- c. Names of nationalities and regions, ex : Dutchman,

Christianity

- d. Names of holidays, e.g. : Easter, Thanks giving day
- e. Words used for personification, a thing or abstraction treated as a person, e.g.: Nature, Liberty
- f. Names of time units, e.g.: Saturday, June

B. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses that can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept; it is an idea that exists in our minds only (beauty, justice, and mankind).

C. Countable and Non Countable Nouns

A countable noun can usually be made plural add by –s or -es (one girl, two girls, and a box to be two boxes). A countable noun is not used in the plural. Mass nouns form one type of non countable noun.

Some non countable nouns may also be used in countable sense and will there fore have a plural. In the sentence “we had chicken for dinner” chicken is a mass noun in” There were many chickens in the yard, chickens is a countable noun. In addition, a non countable noun may be used in the plural with the special meaning of kinds of many fruits were displayed at the fair.

D. Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective noun is: “audience, class, crew, enemy, faculty,

family, flock, folk, government, group, herd, jury, majority, nation, orchestra, press, public, team etc.

Collective nouns is countable nouns, they may be used in the plural.

Some nouns classified by form:

1. Noun Compounds

The term compound, as it is used for a part of speech, refers to a group of words. Usually two, but sometimes more joined together into one vocabulary unit that functions as a single part of speech.

Noun compounds consist of the following composite forms.

1. noun + noun

e.g.: bathroom, department store, grammar book.

2. possessive noun + noun

e.g.: lady's maid, artist model, traveler's checks

Sometimes letter of '-s' is omitted from the first noun;

e.g.: a student problem, a citizen bank

3. adjective + noun

e.g.: black bird, cool men sense, blue print

4. verb + noun

e.g: pickpocket, flash flight, dance team

5. noun + verb

e.g.: handshake, garbage dump, lifeguard

6. gerund + noun

e.g.: dinning room, punchin bag, wearing apparel

7. noun + gerund

e.g.: fortune telling, house cleansing

8. preposition + noun

e.g.: overalls, by-way, down pour

9. verb + preposition verb

e.g.: black down, make up, grown up

10. noun + prepositional phrase

e.g.: son-in-law, editor-in-chief

An -er may be added to a noun compounds containing verbs to indicate “agent” bystander, baby sitter, pressuer cooker.

2. Adjective Used as Nouns

These nouns are often preceded by *the*. They take a plural verb when they refer to persons, “The rich grow richer and the poor grow poorer”. Adjectives of nationality are frequently used thus, especially adjectives ending in *-ch*, *-sh*, or *-ese*; e.g. the French, the Irish, the Chinese. Adjectives of nationality that end in *an*, are also used as nouns, but they have regular plural with *-s*, Americans, Italians. The addition of *man* or *men* to adjectives of nationality changes them to regular noun that maybe singular or plural, the French, the men, an Irish man.

Adjectives form used as nouns in comparative form (the richest are not always the happiest). And they maybe modified by adverbs (the newly rich, the very poor), or even adjectives (the deprived, the arrogant, selfist rich)

A few – *ed* adjectives referring to persons, also be used in the singular ; *his bewitched, the accused, the deceased*.

The adjectives form used s a noun may also express an idea (Greek philosophers were searching for the good, the true and the beautiful; the best is not good enough for him) or a thin (please buy some margarine for me; the cheapest is good enough).

3. Verb Used As Nouns

Swimming is a great sport; seeing is believing. Such nouns with – in endings are called gerunds. In addition, some words that usually function as verbs may be used as nouns; *from there, by now.*

2.1.1.1.2 Function of Noun

Nouns may function is not only the central word of sentence, but also in structures of modification. These functions will be listed here alone with the structural significance.

a. Subject of Verb

The verb agrees with the subject in person (first, second, third) and in number (singular, plural)

e.g.: - the girl is sitting

- the girls are sitting

b. Complement of verb

This completes the predication after verb.

c. Object of Verb

1. a direct object

Who or What receives the action of the verb.

ex. - We need some money

- She likes him, etc

2. an indirect object

The second object *to* or *for* which the action of the verb is directed. The indirect object precedes the direct object.

e.g.: - please give that man some money

or (may also be expressed in *to* or *for* phrase after the

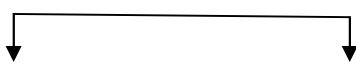
direct object).

- please give some money to that man
- he had been allowed to make *her* a birthday card.

Some verbs that take indirect object are : bring, buy, give, make, pay, sell, send, teach, write etc.

d. Subjective Complement (Predicate Noun)

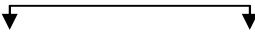
It's used after linking verb to refer back to the subject while an object of a verb has a different identity from the subject, a subjective complement has the same identity as the subject.

e.g.: 
Washington was the first president of the United States

The subjective complement is often referred to merely as a complement, in spite of the fact that, strictly speaking, a complement is any structure that completes a predication after a verb.

e. Objective Complement

An object follows by the direct object that has the same identity as the direct object.

e.g.: 
- The country elected Washington president

The objective complement may be preceded by as "The country elected Washington as president. Among the small number of verbs taking objective complements are: appoint consider, elect, name, nominal, select, think.

f. Object of Preposition

The idea of time, direction, position, and etc; begun by a preposition.

e.g.: - The student sat at bus desk

- The children laughed at the clown

g. Noun in Apposition (Appositive)

A second noun used after a first one to re-identity the first one.

e.g.: - Mr. Johnson; my lawyer, is very intelligent

The first noun may be used in any of the functions already given.

h. Noun in Direct Address (Vocative)

Usually a proper noun used to draw the attention of the person spoken to.

e.g.: - John, please come here

The noun in direct address actually names the subject "who is asked to rein form a (request or a command)

i. Noun Adjunctive

A noun used in adjunctive position before another noun, the two together forming a noun compound.

e.g.: - She's going to the grocery store

- They have a swimming pool

Most noun adjuncts are singular in form even when used with plural noun heads (student activities, cigarette boxes), but some adjuncts may be plural (a savings banks, woman doctors, a clothes closet).

2.1.1.1.3 Position of Nouns

The position of noun is determined by its function in the sentence. The blanks in the following sentences indicate the position of nouns as they fulfill different functions.

Subject	The _____ is good
Subjective complement noun)	Mary is a pretty ____ (Predicate
Direct object	The child ate _____
Indirect object	The lawyer sends _____ a letter
Objective complement	The members elected Mr. Jones _____
Object of preposition	The deposited the money in the _____
Noun adjunct	He bought some gas at the _____ station
Appositive	Shakespeare, a great _____, wrote many fine plays
Noun in direct Address	_____, please come here, or please come Here, _____

2.1.1.2 Nouns and Pronouns

Noun can be replaced by pronouns, such as he, me, and every body in order to avoid repetition or explicit identification or for other reasons. For example, in the sentence "John Thought that he was weird" The word "He" is a pronoun standing in place of the name of the person in question.

In sentences, noun phrases may function in a variety of different ways, the most obvious being as subjects (performers of action) or objects (recipients of action). Munir (1997: 178-189) states that the subject of a sentence is a word or a group of word about which something can be said or asserted, it must

be a noun a group a word as a substantive, for example, in the sentence “John wrote me a letter” “John” is the subject and “me” and “letter” are objects (of which “letter” is a noun and “me” a pronoun). These different roles are known as noun cases. Variant forms of the same noun – such as “he” (subject) and “him” (object) are called declensions.

The number of a noun indicates how many objects the noun refers to. In the simple case, number distinguishes between singular (“men”) and plural (“men”) some languages, like Saami, or Aleut also distinguish dual from plural. Many languages (Though not English) have a concept of noun gender, also known as noun class, where by every noun is disquieted as, for example masculine or feminism.

Frank (1983: 20) says that, a pronoun can replace a noun or another pronoun. You use pronouns like he which, none and you to make your sentences less cumbersome and less repetitive.

2.1.1.3 Verb (Lexical Verb)

Wren and Martin (1990: 63) a verb is a word that tells or assert something about a person or thing.

Harman (1982: 93) says that a verb is that part of speech which express action (run, steal, walk, kin, jump), being (am, become) or state of being (suffer, rejoice). A popular definition of verb of verb states that the verb asserts, or predicates.

Syntactically, lexical verbs occur as the head or main verb of verb phrase : has written, will be writing, verb serves as the center of clause.

2.1.1.3.1 Types of Verbs

a. Linking Verbs

A linking verb is a verb of incomplete predication, it merely announces that the real predicate follows the important word in complement is usually an adjective.

e.g.: - The girl is pretty

- She is a pretty girl.

The more common linking verbs are: appear, be, become, get (in the sense of become), look, remain, seem. Verb is also has function as linking verbs as the verb of perception: feel, taste, smell, sound.

e.g.: - The milk tastes soup

- The nose smell sweet

Linking verb often subdivided by modern grammarians into be and all others. The other linking verbs are followed by many types of complements.

Adjective	He is handsome
Noun	He is a handsome boy
Adverb	
The man is here (usually place)	Prepositional phrase Many is in the house (some of the prepositional oral phrase after be are magmatic)
	e.g.: - we are the same opinion
	- that is low of the question
Noun	We are what we eat
Infinitive phrase	The problem is to find the night house
Gerund phrase	The problem is finding the

b. Transitive or Intransitive Verbs

A transitive verb takes a direct object, an intransitive verb does not require an object (He is walking in the park). Only transitive verbs may be used in the passive voice (the book was returned by him quickly).

Transitive verb may take more than one object. That is Indirect object and direct object. For example: He gave his wife a present (Indirect object) and They elected Mr. Smith president. (Direct object and object complement)

An intransitive verb either shows no action at all (He is a good man, she appears amiable) or represent action as limited to the subject or agent as, (She walks briskly, the scheme works well).

c. All linking verbs are intransitive

Some transitive verbs may be used as intransitively to express a passive idea. Their subjects usually denote things rather than person.

e.g. : - The book sold out (= were sold out) in a week.

- The bread baked (= was baked) too long.

- Such houses rent (= are rented) easily.

d. Reflexive Verbs

A reflexive verb requires or the compounds with self (reflexive pronoun) as its object, expresses oneself, wash oneself, pride oneself, avail oneself. Some verbs may be used with or without. Without the reflexive pronoun object, he walked (himself) and dressed (himself) quickly. Reflexive verb often

have a non-reflexive also and take objects that do not refer back to the subject "She washed the child and then dressed quickly.

e. Auxiliary Verb

Harman (1982: 97) an auxiliary verb is a verb form which assists in the formulation of voice, tense, mood, act of other verbs. Two or verbs may be joined together into a single verb phrase that functions as the full verb of the predicate. The first part of the verb phrase is the auxiliary and the second is lexical verb (will be arriving).

Some verbs use as auxiliaries and also occur independently; be, have, do other verbs function chiefly as auxiliaries and must be used with a lexical verb, shall, will, can, must, may, should, would, could, might. In other hand auxiliaries and lexical verb is used in one time.

f. Finite or non Finite Verbs

A finite verb based on Frank (1982: 51) a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It limited by all the grammatical properties a verb may have; person, number, tense, voice, etc.

Non-finite (or infinite) verbs are incomplete verb forms that function as other parts of speech than verbs. They consists of the infinitive forms (to + the simple form of the verb) and the participle -ing or -ed forms. Thus, in "The boy who is talking to the teacher is my brother," talking is a participle used as an adjective to modify verb. In "He likes talking to the teacher "talking" is a noun (a gerund) used as the object of likes. The non finite, which are also called verbals, are not

limited by person or number, but have voice and some tenses.

2.1.1.3.2 **Function of Verbs**

The verb functions as the grammatical center for the predication about the subject. As we have seen, it may be a grammatical center expressing mere linkage, or it may be the strongest predicating word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.

2.1.1.3.3 **Position of Verb**

The verb is used after a subject, or before an object or complement. The verb appears before the subject in most questions, and in sentences or clauses that begin with certain types of negative adverbs.

2.1.1.4 **Adjective**

Frank (1983: 109) adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it.

2.1.1.4.1 **Types of Adjective**

a. **Determiner**

Determiner consists of a small group of structure words without characteristic form.

1. Article = the, a / an
2. Demonstrative adjectives = this, plural these that, plural those.
3. Possessive adjectives

- b. from pronouns = my, your, one's, etc
 - c. from nouns = John's, the girl's, etc.
2. Numeral Adjectives
 - a. cardinal = four, twenty, five, one hundred, etc.
 - b. ordinal = fourth, twenty, fifth, one hundred, etc.
 3. Adjectives of indefinite quantity = some, few, all, more, etc.
 4. Relative and interrogative adjectives = whose, what, which

All of these determiners except the articles and the possessive adjectives of the personal pronouns may function as pronouns when not followed by nouns. Personal pronouns have separate forms for the possessive used without a noun – my (adjective) book >< the book is mine (pronoun).

b. **Descriptive Adjectives**

Descriptive adjectives usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Inflectional and derivational endings can be added only this type of adjective. Some descriptive adjectives take the form of:

1. Proper adjective

e.g.: A catholic church, a French dish, a Shakespearian play.
2. Participle adjectives
 - a. Present participle

e.g.: An interesting book, a disappointing experience a charming view, a trifling gift.
 - b. Past participle

e.g.: A bored student, a worn tablecloth, a tired housewife, a spoiled child.
3. Adjective Compounds

a. With participles

1. Present participle

e.g.: A good looking girl, a heart – breaking story, a Spanish speaking student, a long – suffering widow.

2. Past participle

e.g.: A turned – up nose, a down house, new born kittens, ready – made clothes.

b. With –ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective.

e.g.: absent minded, ill –tempered, tear – stained, far – sighted

Other adjective compounds include various syntactic combinations.

1. a prepositional phrase

e.g.: a wall – to - wall carpet, a fly – by – night scheme, an up – to – the – minute office

2. an infinitive

e.g.: a hard – to – please employer, a never – to – be – forgotten plot, a well – to – do banker

3. Coordinate elements (joined by and)

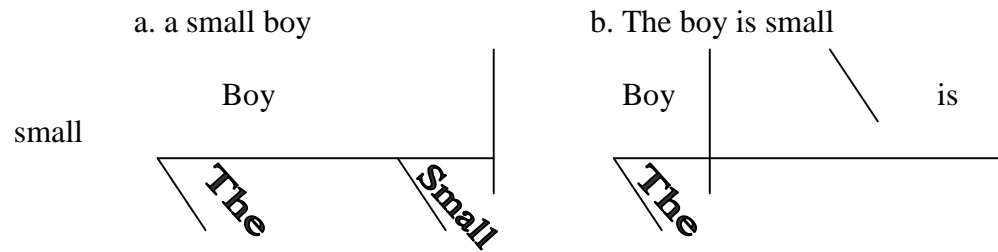
e.g.: a life – and – death struggle, a black and blue mark, a hit – and – run driver

2.1.1.4.2 **Function of Adjectives**

The adjective modifies a noun or a pronoun.

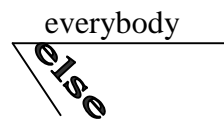
1. Adjective modifying a noun

e.g.:

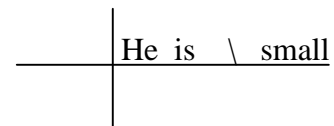


2. Adjective modifying a pronoun

a. everybody else



b. He is small



The function of a number of grammatical structures as adjective modifies of noun. Most of these follow the nouns they refer to.

Adjective	The girl <u>who is sitting at the desk over there</u>
Participle phrase	The girl <u>sitting at the desk over there</u>
Prepositional phrase	The girl <u>at the desk over there</u>
Adverb	The girl <u>over these</u>
Infinitive phrase	The only girl <u>to finish on time</u>

The function of sentence structures as adjective is called adjectival.

As generally the function of word is as adjectives sometimes serve as other parts of speech.

1. As a nouns

e.g.: None but the brave deserves the fair

2. As adverbs, these modify

a. Verbs

e.g.: hold tight, break loose, make uneasy

b. Adverbs

e.g.: better off, far ahead, close by, straight ahead.

c. Other adjectives

e.g.: boiling hot, dead drunk, stark naked, dark red

d. Prepositional phrases

e.g.: deep in her heart early in the year, long before noon.

2.1.1.4.3 Position of Adjective

Adjectives occur most frequently before the nouns they refer to or after linking verbs. However, they also appear in several other positions, not only in relation to nouns and verbs, but also in relation to pronouns. All the possible positions of adjectives will therefore be described here.

a. **Position of adjectives in relation to nouns (attributive adjective)**

Adjective in an attributive role modify nominal expression occurring as constituent of the noun phrase and typically preceding the head noun.

e.g.:

a. He hands me a pad: “motion for production of all scientific examinations, all underlying reports, spectrographs, charts, chemical analysis, etc.

b. One of the most important ways of achieving this is by the regular and through implementation of planned disinfection program in all like stock units.

c. It's rustic, knotty, fire with a huge fire place

Attributive adjectives can also modify proper place nouns, as in old-fashioned Episcopalian New York, ancient Mesopotamia and Paranoiac Egypt. Less, commonly, adjectives modify the name of person, as in little Laura Davies,

the wretched Paul or the late John C Drennan.

b. Position of Adjectives in Relation to verb (Predicative Adjective)

Predicative adjective have two syntactic roles: subject predicative and object predicative.

Subject Predicative

Subject predicative complement copular verb, characterizing the nominal expression in subject position. For example the predicative adjective nice is an evaluation characterizing the subject pronoun she in the following sentence.

e.g.: - She seems quite nice really

- That's right
- It would be easier, quicker, and cheaper
- I'm afraid that's impossible.

Objective Predicative

In contrast, objective predicative follows a direct object, making a predication about that noun phrases in this example below, the object predicative is italicized and the direct object preceding it's marked by [].

e.g.: - I said you've got all your [properties] wrong

- I had [ik] right the first time, didn't?
- He did not find [her] amusing, and she found [him] quite disastrously dull.
- She had considered [H] infinitely velgar and debated
- She has since declined [herself] bankrupt.

Many of the most frequent predicative adjectives typically occur with a phrasal complement or clausal

complement of their own, such as a preposition phrase to infinitive clause or their clause in this examples below predicative adjectives are in bold and their complements marked by [].

Predicative complement is combined with phrasal complement.

- e.g.: - Well you're good [at remembering numbers]
- That's nice [of you]
 - Is so much protection necessary [for life itself] ?
 - Powerful eat phones are also available [to him]

Predicating adjectives with clausal complements:

- e.g: - You look good enough [to eat]
- I am sure [the warm affinities between Scots and Jews arise out of appreciation of hearings]
 - In horses, its prevalence is difficult [to establish]

In contrast, English grammar normally does not allow adjectives accompanied by prepositional or clausal complement to occur attributively.

2.1.1.5 Adverb

Harman (1982: 156) states that the name adverb (latten and ferbam₁ to the verb) suggests only one of its many uses, though doubtless its' earliest and primary function was to qualify the verb. They range in function from close to loose modifier of single words, prepositional phrases or clauses, to loose modifiers of the entire sentence.

2.1.1.5.1 Types of Adverb

Some types of adverbs which classified by meaning:

a. Manner

(Quickly, neatly, awkwardly)

The manner adverb has the most characteristic adverbial form (an – ly ending added to a descriptive adjective).

b. Place and direction

(Here, away, outside, left, straight, west)

Among the adverbs of place and direction may be intended some prepositional forms appearing after the verb, he came in; they walked down.

Some archaic forms for adverbs of place and direction are still found in the literary language, hither (= here), thither (= there) yonder (= over there), hence (= from here, thence (= from there), whither (=where).

c. Time

It, includes:

1. Definite time : These adverbs have a fixed boundary in time; yesterday, today, tomorrow. Most of words have noun form and some may be used in plural form. Saturdays nights (he works nights and sleeps days). In addition a group of words may function as a single time expression; last week, a month ago, the day before yesterday.

2. Indefinite time : This kind of time has no fixed boundary.

Words denoting a sequence in time; now, then, before, after (words), next, first, later, words denoting frequency. Frequency words range in meaning from at all times to at no time; always, often, sometimes, never, and another word like; recently, nowadays, soon, already, still, just, immediately.

d. Intensifying Adverbs

Such adverbs serve as quantifiers or emphasizes. Quantifiers adverb of degree denoting how much with respect to adjectives or adverbs; very, too, quite, some what, rather, extremely, exceedingly, fairly, more (she became quite angry with the insolent boy; He always walks rather quickly).

Certain adverbs of degree are characteristic of informal speech only; so, pretty, awfully, terribly, dreadfully, horribly, mighty.

ex :

- I feel so terribly tired tonight
- The Movie was pretty bad
- She's been working awfully hard lately

Adverbs of manner sometimes also express degree; she is breath breathtakingly beautiful; He works devilishly hard. These add the stronger lexical meaning of the adjectives from which they are derived to the weaker semantic component of degree.

Those verbs that are capable of being expressed with a qualifying degree may be intensified by much, or more commonly very much.

Active verb : Every one loves her very much

His work bores him very much

Passive verb : She is very much loved by every one

He is very much bored by (or with) his work.

Adverbs of degree denoting how complete; almost, entirely, nearly, partially, practically, utterly, wholly. Most of these adverbs have the same is form as adverbs of manner do and are of ten classed with manner adverbs.

- a. Degree of completion with respect to verbs
 - They have almost finished the work
 - He has now partially recovered from his stroke
 - He completely misunderstand his wife's remarks
- b. Degree of completion with respect to adjectives
 - They 're practically ready to begin the show
 - The men were utterly exhausted
 - Entirely oblivious of all protests, the mayor went ahead with his plans.

Almost, nearly may also denote degree of completion with the indefinite adjectives function as the first part of a pronoun (nearly every body loves a bargain).

e. Emphasizes (distinguishing adverbs)

These adverbs emphasize particular words or grammatical contractions; especially, even, exactly, just, merely, not (used for contractions), only, purely, simple, solely. Such adverbs usually appear immediately before the words or constructions they modify.

Distinguishing adverbs of ten intensify adjectives (she was not especially piety) his isn't exactly right), and to a lesser extent. Verbs (He even began to address more neatly). Some types of adverb which classified by function:

a. Sentence Adverbs

These adverbs often have a loose grammatical connection with the rest of the sentence, and are looked upon as modifying the whole sentence rather than the verb; fortunately, presumably, actually, obviously, evidently. Such adverbs may be interpreted as representing as may be presumed. Many of these words have the ly form of manner

adverbs, but actually they often reflect the independent opinion of the speaker rather than the manner of an action; fortunately, no one was hurt; He evidently thinks that he can do no wrong. Many words ending – ed + ly are sentence adverbs; unexpectedly, allegedly, decidedly, advisedly.

Sentence adverb can serve a single word answers to questions especially if they express affirmation (yes, certainly, surely, absolutely, precisely, undeniably), negation (no) possibility or probability (perhaps, maybe, possibly, probably).

b. Conjunctive Adverbs

These adverbs establish a relationship between one sentence or clause and the preceding sentence or clause. As in the case of sentence adverbs, they probably should be considered as modifying the whole sentence or clause rather than the verb alone.

Conjunctive adverbs indicate such relationships as result (therefore, accordingly), addition (moreover, besides), contrast (however, nevertheless), condition (otherwise), time (then). Group of words may be used to establish the same kinds of relationships as conjunctive adverbs do – in addition, for this reason, after this, if not.

c. Explanatory Adverbs

These adverbs illustrate or enumerate ; namely, for example, as, i.e. (= that is), e.g. (= for example), viz. (= namely).

e. Relative, Interrogative Adverbs

(when, where, why, how)

1. Relative adverbs → these adverbs introduce adjective clauses

e.g.: We visited the house where a famous poet once lived

2. Interrogative adverbs

a. in questions. ex : when will he arrive ?

b. in noun clauses derived from questions

e.g.: I asked when he would arrive

f. Exclamatory Adverb; How

This adverb is used with adjectives and adverbs.

How beautiful she dresses !

How beautiful she is !

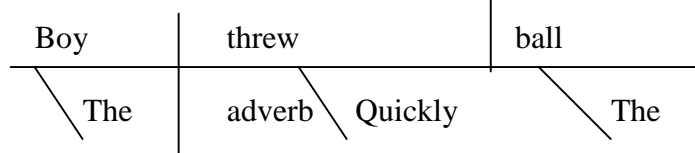
2.1.1.5.2 Function of Adverbs

An adverb modifies a verb, adjective, adverb or an entire sentence.

1. An adverb as modifier of a verb

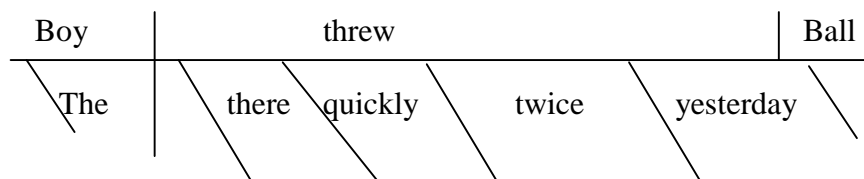
e.g.: - The boy threw the ball quickly. or

- The boy quickly threw the ball



Adverb of manner modifies the verb most directly. Adverb of place and time may also be considered as modifying the verb, although some grammarians consider these as modifying the entire sentence.

e.g.: - The boy quickly threw the ball there twice yesterday.

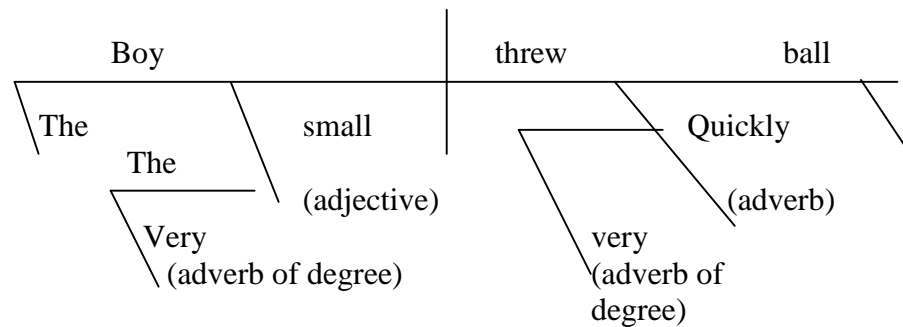


(place) (manner) (frequency) (time)

2. Adverb as modifier (intensifier) of an adjective or an adverb.

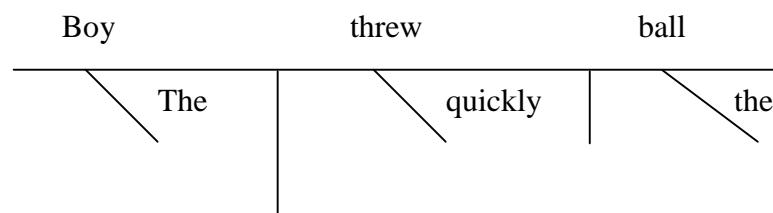
Intensifying adverbs of degree modify adjective or adverb in the same way as very in the diagram below.

e.g.: - The very small boy threw the ball yesterday.



3. Adverb as modifier of an entire sentence

e.g.: - Fortunately, the boy threw the ball quickly.



Adverb of degree can participate in several layers of modification.

e.g.: - He drank far too much coffee

- He can finish this ever so much more quickly that I can

2.1.1.5.3 Position of Adverbs

The adverb has a greater degree of maneuverability than any of the other part of speech. It can fill one of three positions.

a. Initial position

Before the subject (position of greatest emphasis)

ex : sometimes she comes late

b. Mid-position

With the verb (position of close modification of the verb)

ex : She sometimes comes late

c. Final position

After the verb is object or other complement. (position less emphatic than initial position, but more emphatic than mid position).

e.g.: She comes late some time

2.1.2 Analyzing Word

Richard Veit (...:9) all subparts of sentence can be called constituents from individual words like *Monkey* to multiword phrase like *the monkey* to the entire sentence itself. He also says that a sentence consist of phrase (noun phrase and verb phrase). A phrase is any grouping of words that acts as a constituent, these are sometimes called as subject and predicate.

2.1.2.1 Noun

Noun defines traditionally is the name of person, place, or thing. In a noun phrase, the strict sense consist of a noun as the head, either alone or accompanied by determiner (which specify the reference of the noun) and modifiers (which describe or classify the entity denoted by the head noun). The noun phrase can be described by following formula:

a. NP → Art N

e.g.: the book, the car, the apple.

b. NP → Art N Adj. N

e.g.: the new car, the qualified book, a red apple.

c. NP → Art N Adj. + N

e.g.: the old gray mare, the expensive car, the gaudy purple shirt

d. NP → Npro (pronoun)

e.g.: They, we, she, he, you, it.

e. NP → Nprop (proper noun)

e.g.: Amanda, New York, Sydney, etc.

f. NP → Art N (pp)

pp → Prep NP

PP (Preposition Phrase) NP → Art

e.g.: - the pirate with a scare

- the old kind man with the moustache

g. NP → NP Cjc NP

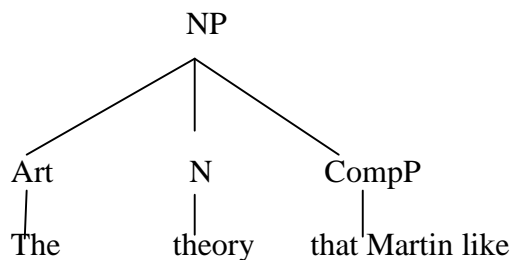
Cjc (Conjunction) e.g.: the man and the woman

h. NP → ComP (Complement Phrase)

e.g.: {S[NP That Tom remembered the appointment amazed the doctor] [VP amazed the doctor]}

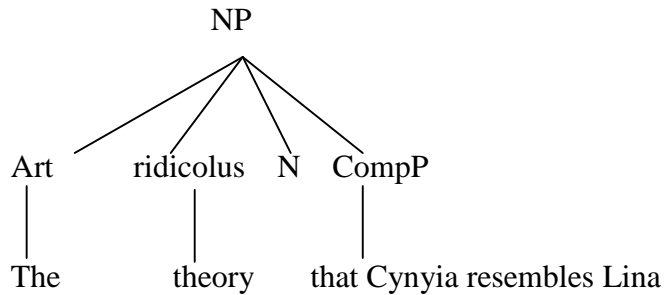
i. NP → (Art) N (CompP)

e.g.:



j. NP → (Art) (Adj) + N (CompP)

e.g.: :



2.1.2.2 Verb

Function Verb as a predicate in a clause. In the verb phrase contain lexical verb or primary verb as the head or main verb, either alone or accompanied by one or more auxiliaries and another elements, including objects and predicates. An analyzing verb can be shown by the following formula:

a. S → NP VP

VP → Vt NP

Vt (transitive verb)

e.g.: - The rain annoyed Paul

- Andi loves Mary

b. S → NP VP

VP → Vi

Vi (intransitive verb)

e.g.: - The rain continued

- She walks

c. S → NP VP

VP → V1 NV

VP → V1 Adj.

VP → V1 AdvP

VP → V1 PP

V1 → (Linking Verb)

AdvP → (Adverb Phrase)

PP → (Preposition Phrase)

e.g.: - The man is teacher
 - The rain is heavy
 - She is here
 - She is on the corner

d. S → NP VP
 VP → V NP PP

PP (Preposition Phrase)

e.g.: - I introduced him to her
 - I wrote a letter for him

e. S → NP VP
 VP → V PP
 PP → Prep NP

PP (preposition Phrase)

e.g.: - The monkeys stayed on the tree
 - They live without much money

f. S → NP VP
 VP → VP Conj. VP

Conj. (Conjunction)

e.g.: - James date Susan but Maried Phyllis.
 - She studied hard and passed the exam.

g. S → NP VP
 VP → V NP AdvP

AdvP (Adverbial Phrase)

e.g.: - He won her sympathy almost completely
 - She gets high rank very often.

h. S → NP VP
 VP → V PP AdvP

PP → Prep NP

PP → (Preposition Phrase)

AdvP → (Adverbial Phrase)

- e.g.: - Winfield gazed at the sky intently.
 - The car moved on the bridge slowly.

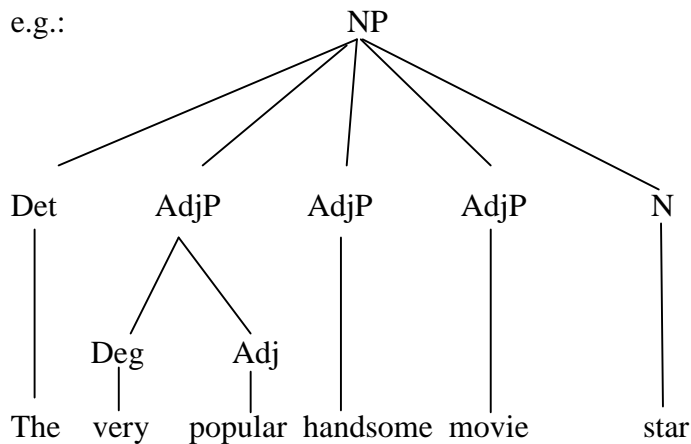
2.1.2.3 Adjective

An adjective is a word that describes (or modifies) a noun. An adjective can occur in an English noun phrase. From this reason Richard Veit (...: 29) a phrase contains a noun, which may (but need not) also be preceded by one more adjective. Both the article and adjective are optional.

- NP → N
 NP → Art N (the reporter)
 NP → Adj. N (tall buildings)
 NP → Art Adj. N (a beautiful woman)

The adjective can be an adjectival phrase when a degree modifier precedes all adjective, the two words constitute a phrase. The rules of it are:

AdjP → {(deg) Adj}

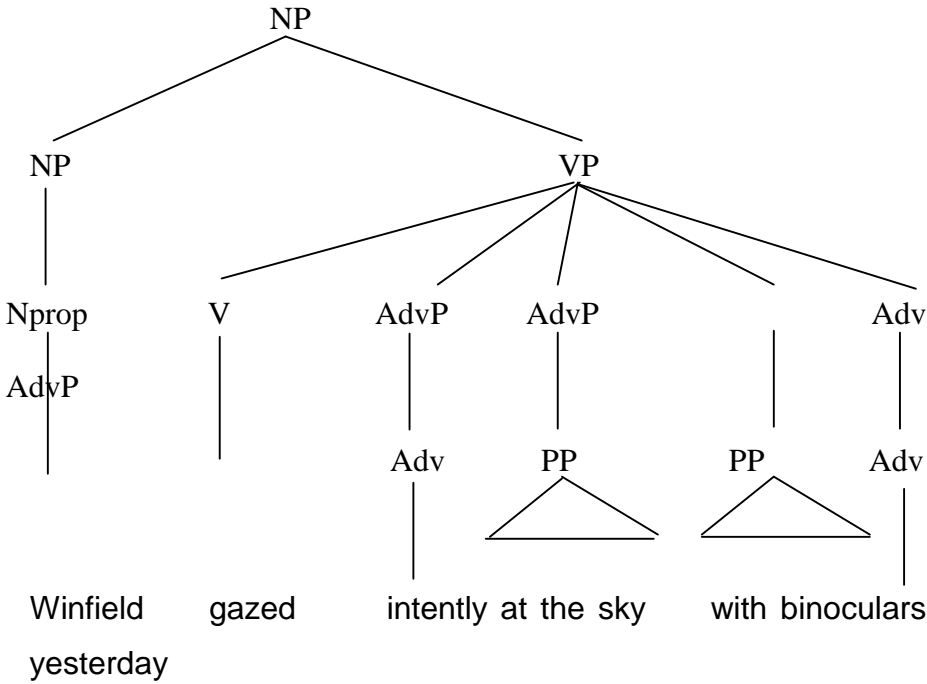


2.1.2.4 Adverb

Adverb functions to modify verbs and sentence. Most adverbs are easy to spot because they formed by adding the inflectionally to an adjective: rapidly, angrily, happily. Adverb that do not end in -ly in -clude well, much, little, once, twice, as well as many place adverb such as here, there, east word, skyward, and also many time adverb such as soon, often, yesterday, now, and then.

Prepositional phrase and adverb seem to occur interchangeable in a variety of combination. there is a limitless number that can not write the rule's for all of them. despite they are equivalent in meaning, such as enthusiastically and with enthusiasm. They can be included by the name of adverbial phrase can occur within a verb phrase.

AdvP → {AdvP}



2.2 Related Study

In this research, the writers tried to find out the related study, but there is no one research that the nearest to this research.

2.3 Conceptual Framework

In studying English, there are many subject that have to be mastered. They are: *grammar, structure, writing, speaking, listening and reading*. All of them have to mastered by student. In this research, the writer will explain parts of the subject, it is structure.

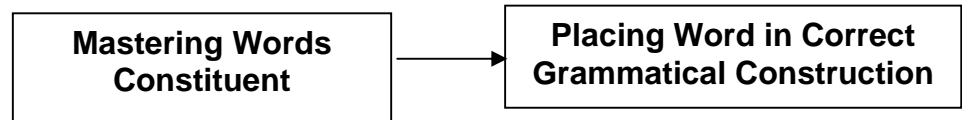
Structure has many subject. One of them to classified of word. In this written, the writer study about how to place every word in sentence .

In learning word, the student has difficulties to study it specially to place the word based on grammatical construction in a sentence. So, they need to study the ways of placing word based on the grammatical construction in a sentence.

A good technique includes some ways that can be applied by the teacher/lecturer, when he/she explains or teaches the subject especially in teaching about word such as giving detail information how to place the word based on the grammatical construction in a sentence and giving explanation and sample of it. So, the students' difficulties can be solving.

Study about word as the parts of the structure is taught through the teaching of some unit to consider that there are many unit included into word class. A location of time to teach of word is also needed more. It means that the students have more time to learn word based on the grammatical construction.

In the writer opinion, this technique is quite appropriate to be used in comprehending of words, especially to comprehend the word based on the classified of them constituent. It can be seen to the following draft:



2.4 Hypothesis

The research hypothesis, most often found in experimental and quasi-experimental studies, does provide a suggested response or expected outcome to the problem described in the problem statement, previously outlined and discussed in the review of the literature. (Graeme Keith Porte: 2002: 16)

Based on the above related literature state, it can be formulated the following alternative hypothesis::

Ha: There is significant correlation between students' Words constituent matery and their ability at placing word in gorrect grammatical construction.

Ho: There is no significant correlation between students' words constituent mastery and their ability at placing word in correct grammatical construction.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research location

3.1.1 Research Location

This research was conducted at Islamic Education Department of Islamic Religious Faculty of Dharmawangsa University which located on Jl. Yos Sudarso No. 224 Medan.

3.2 Population and Sample

The population of this research was the second semester students of 2016/2017 Academic Year of Islamic Education Department. They were 32 students.

Arikunto said, If the population of a research was more than 100, the sample was taken 10 – 15 % or 20 – 25%, but if the population was less than 100 so the population could take as the sample (Suharsimi Arikunto:1993: 102). So the sample of this research was the entire population.

3.3 The Research Method

The method of the research was Quantitative method. The data were analysed by using Correlation of Product Moment

3.4 Instrument for data collection

The Instrument for data collection was test. The test consisted of 20 questions. There were 10 questions in multiple choices. These questions were used to know the students' ability at placing word in correct grammatical construction. The others were Essay tests, They were used to know the students' mastery

in identifying word constituent or class.

3.5 Technique for data analysis

Measuring the validity of the test for this research, this research used following formula:

$$r_{xy} = \frac{\sum xy}{N.SD_x SD_y}$$

r_{xy} = the correlation of Product Moment

N = Number of sample

SD = Standard Deviation (Suharsimi Arikunto: 1991: 217)

CHAPTER IV DATA ANALYSIS

4.1 Description of Data

The data of this research were taken from the administered test to the students. The followings were the students' score.

4.1.1 The Students' Word Constituent/ Word Classe Mastery

To get data about the students' masteing words constituent, the students were given a test. The result of the test was put into scores. These scores denoted the variable data of students' masteing words constituent. The following table shows the scores of students' Test.

Table I
The Score of the Students' Word Constituent Mastery

NO	STUDENTS' NAME	SCORES
1	Prendi Napiah	20
2	Imam Khairi	20
3	Desi Kumala Sari	18
4	Murniati	24
5	Dinda Lilhawadis	13
6	Nurmala Sari Villy	17
7	Kartika Sari	13
8	Ulfina Khair	17
9	Ratna Dewi Lestari	14
10	Rahmadul Fahmi	15
11	Putri Dwi Ayu	22
12	Yolanda Anggita Sari	20
13	Arri Dayanti	17
14	Eliza Afrina	20
15	Umar Habibi Daulay	19
16	Mutia Annisa	23
17	Siti Nurhalizah Hasibuan	24
18	Nadia Hasina Nasution	22
19	Imran Safii	20

20	Tika Anggraini Batubara	20
21	Audiyah Wisandry	19
22	Zakaria	19
23	M. Andre Ali Hanafiah	20
24	Ely Syahfitri	20
25	Ilham Maulana	22
26	Novy Ayu Trisna	22
27	Ayu Azhari	21
28	Shofwan Arrosyidi	21
29	Lia Raudhoni	19
30	Salik Al-Farih	24
31	Gltta Sarah	20
32	Ahmad Rivai Siregar	20

The scores were analysed to know the Mean, Median, Mode, Variants, and Standard Deviation.

a. Range ditermination

Range = High Score – Lowest Score

$$= 24 - 13$$

$$= 11$$

b. The number of Class determination

Class = $1 + (3.3) \log n$

$$= 1 + (3.3) \log 32$$

$$= 1 + (3.3) 1.5$$

$$= 1 + 4.8$$

$$= 5.8 . \text{ It was rounded to } 6$$

c. Class interval determination

$$P = \frac{\text{Range}}{\text{TheNumberclass}}$$

$$= \frac{11}{6}$$

$$= 1.83. \text{ It was rounded to } 2$$

This computation was put into the following table

Table II
The work table to find Mean, Mode, Varians and Deviation Standard

Score	Fi	Xi	FiXi	Xi ²	FiXi ²
13 – 14	3	13.5	40.5	182.25	546.75
15 – 16	1	15.5	15.5	240.25	240.25
17 – 18	4	17.5	70	306.25	1225
19 – 20	14	19.5	273	380.25	5323.5
21 – 22	6	21.5	129	462.25	2773.5
23 – 24	4	23.5	94	552.25	2209
Total	32		574		12318

d. **Mean (\bar{X}) Computation**

$$\begin{aligned}\bar{X} &= \frac{\sum F_i x_i}{f_i} \\ &= \frac{547}{32} \\ &= \mathbf{17.9375}\end{aligned}$$

e. **Mode (Mo) determination**

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 18.5 + 2 \left(\frac{4}{4 + 6} \right) \\ &= 18.5 + 0.8 \\ &= \mathbf{19.3}\end{aligned}$$

f. **Variants determination**

$$\begin{aligned} S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{32 \times 12318 - (574)^2}{32(32-1)} \\ &= \frac{394176 - 329476}{1024} \\ &= \frac{64700}{1024} \\ &= \mathbf{63.18} \end{aligned}$$

g. **Median (Me) Determination**

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 18.5 + 2 \left(\frac{16 - 10}{14} \right) \\ &= 18.5 + 0.57 \\ &= \mathbf{19.07} \end{aligned}$$

h. **Standard Deviation**

Standard Deviation was determined by extract the root of variants, so the variants is $(\sqrt{63.18}) = 7.95$

4.1.2 **The Students' Ability at Placing Word in Correct Grammatical Construction**

To get the data about the students' ability at placing word in correct grammatical construction used a set of test. The following was the table of students' test score:

Table III

**The Score of the Students' Ability at placing word in
correct Gramatical Construction**

NO	STUDENTS' NAME	SCORES
1	Prendi Napiah	18
2	Imam Khairi	21
3	Desi Kumala Sari	15
4	Murniati	15
5	Dinda Lilhawadis	10
6	Nurmala Sari Villy	16
7	Kartika Sari	15
8	Ulfina Khair	17
9	Ratna Dewi Lestari	13
10	Rahmadul Fahmi	14
11	Putri Dwi Ayu	18
12	Yolanda Anggita Sari	16
13	Arri Dayanti	14
14	Eliza Afrina	15
15	Umar Habibi Daulay	14
16	Mutia Annisa	18
17	Siti Nurhalizah Hasibuan	15
18	Nadia Hasina Nasution	20
19	Imran Safii	20
20	Tika Anggraini Batubara	18
21	Audiyah Wisandry	10
22	Zakaria	11
23	M. Andre Ali Hanafiah	18
24	Ely Syahfitri	15
25	Ilham Maulana	20
26	Novy Ayu Trisna	17
27	Ayu Azhari	16
28	Shofwan Arrosyidi	14
29	Lia Raudhoni	15
30	Salik Al-Farid	25
31	Glta Sarah	18
32	Ahmad Rivai Siregar	21

The score was computed to find out the Mean, Median, Mode, Variants, and Standard Deviation.

a. Range determination

$$\begin{aligned} \text{Range} &= \text{High Score} - \text{Lowest Score} \\ &= 25 - 13 \\ &= 12 \end{aligned}$$

b. The number of Class determination

$$\begin{aligned} \text{Class} &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 32 \\ &= 1 + (3.3) 1.5 \\ &= 1 + 4.8 \\ &= 5.8 \text{ the writer takes rounded } 6 \end{aligned}$$

c. Class interval determination

$$\begin{aligned} P &= \frac{\text{Range}}{\text{TheNumberclass}} \\ &= \frac{12}{6} \\ &= 2 \end{aligned}$$

The next analysis was the computation of Mean, Mode, Varians and Deviation Standard

Table IV
The Work Table to Find Mean, Mode, Varians and Deviation Standard

Score	Fi	Xi	FiXi	Xi ²	FiXi ²
10 – 11	3	10.5	31.5	110.25	330.75
12 – 13	1	12.5	12.5	156.25	156.25
14 – 15	11	14.5	159.5	210.25	2312.75
16 – 17	5	16.5	82.5	272.25	1361.25
18 – 19	6	18.5	111	342.25	2053.5
20 – 21	5	20.5	102.5	420.25	2101.25
22 – 23	-	22.5	0	506.25	0
24 – 25	1	24.5	24.5	600.25	600.25
Total	32		524		8916

d. **Mean (\bar{X}) computation**

$$\begin{aligned}\bar{X} &= \frac{\sum F_i x_i}{f_i} \\ &= \frac{524}{32} \\ &= \mathbf{16.37}\end{aligned}$$

e. **Mode (Mo) determination**

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 13.5 + 2 \left(\frac{1}{1+5} \right) \\ &= 13.5 + 0.34 \\ &= 13.84\end{aligned}$$

f. **Variants determination**

$$\begin{aligned}S^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{32 \times 8916 - (524)^2}{32(32-1)} \\ &= \frac{285312 - 28296}{1024} \\ &= \frac{257016}{1024} \\ &= \mathbf{250.99}\end{aligned}$$

g. **Mean (Me) determination**

$$\begin{aligned}
Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
&= 13.5 + 2 \left(\frac{16 - 11}{6} \right) \\
&= 13.5 + 1.67 \\
&= \mathbf{15.17}
\end{aligned}$$

h. Standard Deviation

Standard Deviation can be determined by extract the root of variants, so the variants is $(\sqrt{250.99}) = 15.84$

4.2 Hypothesis Testing

To know the effect of both variables ; the students' mastering word constituent (X) and the students' ability at placing word in correct grammatical construction (Y) , it used statistics analysis correlation product moment. The result of computation were stated in the following table.

Table V
The Computation of Product Moment of Variable X and Variable Y

No. of Sample	X	Y	X ²	Y ²	XY
1	20	18	400	324	360
2	20	21	400	441	420
3	18	15	324	225	270
4	24	15	576	225	360
5	13	10	169	100	130
6	17	16	289	256	272
7	13	15	169	225	195
8	17	17	289	289	289
9	14	13	196	169	182
10	15	14	225	196	210

11	22	18	484	324	396
12	20	16	400	256	320
13	17	14	289	196	238
14	20	15	400	225	300
15	19	14	361	196	266
16	23	18	529	324	414
17	24	15	576	225	360
18	22	20	484	400	440
19	20	20	400	400	400
20	20	18	400	324	360
21	19	10	361	100	190
22	19	11	361	121	209
23	20	18	400	324	360
24	20	15	400	225	300
25	22	20	484	400	440
26	22	17	484	289	374
27	21	16	441	256	336
28	21	14	441	196	294
29	19	15	361	225	285
30	24	25	576	625	600
31	20	18	400	324	360
32	20	21	400	441	420
Total	X = 625	Y = 522	X ² = 12469	Y ² = 8846	XY = 10350

From the above table, it was found the following scores::

$$X = 625$$

$$Y = 522$$

$$X^2 = 12469$$

$$X^2 = 12469$$

$$Y^2 = 8846$$

$$XY = 10350$$

Then, all of the above scores were computed by using product moment formula.

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

$$\begin{aligned}
&= \frac{10350}{32.7,95.15,84} \\
&= \frac{10350}{4029,696} \\
&= 2,568
\end{aligned}$$

It means, that the level of correlation of both variables 'the students' mastering word constituent (X) and the students' ability at placing word in correct grammatical construction (Y) was high level correlation.

Then, to know the significance between both variables, it was used the following formula.

$$\begin{aligned}
t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
&= \frac{2,568\sqrt{32-2}}{\sqrt{1-2,568^2}} \\
&= \frac{2,568\sqrt{30}}{\sqrt{1-6,594}} \\
&= \frac{2,568.5,47}{\sqrt{-5,47}} \\
&= \frac{14,045}{2,34} \\
&= 6
\end{aligned}$$

Thent, The obtained scores was 6 then it was confirmed to t_{tables} distribution. Where the value of t_{table} distribution with $N = 32$ and on the degree of $\alpha = 0,995$ was 2,75. Because t_{count} was bigger than $t_{\text{table/distribution}}$ 2,75, so the correlation between the students' mastering word constituent and the students' ability at placing words in correct grammatical construction was significant.

4.3 Discussion

From result of statistic computation showed that the students' mastering word constituent and the students' ability at placing word in correct grammatical construction had significant correlation. It means that students who mastered word constituent, they automatically had good ability at comprehending to place word in correct grammatical construction, on the other hand the lower students' mastering word constituent, they were difficult to place word in correct grammatical construction.

With the correlation testing used, it was known that the result of coefficient correlation is 0.6. According to Suharsimi Arikunto (2006) if $r = 0.6$, it concluded that the correlation of both variables were high. It meant the correlation between students' mastering word constituent and the students' ability at placing word in correct grammatical construction was high correlation.

Then, it was used a significant test with t_{test} . Where $t_{\text{count}} = 6$ meanwhile $t_{\text{table}}(0,995) = 2,75$. It means the variable of students' mastering word constituent and the students' ability at placing word in correct grammatical construction was significant with 0,995 degree.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, It was found out the following conclusions:

1. The students' word constituent mastery were the highest score 24 and lowest score 13 and mean 17.9375.
2. The students' ability at placing word in correct grammatical construction had highest score 25 and lowest score 10 and mean 15,17.
3. There was a significant correlation between students' word constituent mastery and students' ability at placing word in correct grammatical construction

B. Recommendations

Based on the research finding, there some recommenadations proposed:

1. The English lecturer should consider the students' word constituent mastery and students' ability at placing word in correct grammatical construction because both variable had significant correlation.
2. The students were hoped to increase their word constituent mstery, so they have ability at placing word in correct grammatical construction.
3. To enlarge the education research on language teaching , it was suggested that other researchers carry out researches related to the topic within more variables or populations .

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Appendix

Question sheet

I. Identify the Underlined Words into Four Classes: Noun, Verb, Adjective and Adverb)

1. This is the cook who made the cake
2. I read an interesting book to get enjoyable situation.
3. She always remembers her boyfriend's kiss at the night while she gets sleep.
4. A dog was crossing a bridge with a piece of meat in his mouth.
5. I am tired now, because I didn't have much rest last night.
6. She sings a song happily in her room.
7. I have a friendly friend that always accompanies me wherever I go.
8. The students study hard to pass the exam on Friday.
9. Do you notice other people feelings?
10. Your plan sound crazy, so I can't receive it.

II. Choose the Best Option a, b, c, or d, that is the best answer.

1. That is the building in my city.
 - a. famous
 - b. famously
 - c. the famous
 - d. famoused
2. Students musttheir studies and recreation activities.
 - a. organized
 - b. organization
 - c. organizer
 - d. organize
3. The singer has face.
 - a. beautifully
 - b. a beautiful

- c. a beautifully
 - d. beautiful
4. Put the word “fast” as adverb into the correct space below
- a. The.....car runs in the street
 - b. The car runs in the street
 - c. The car runs in the street
 - d. The car runs in the street
5. Place the word “cook” as Noun into the following spaces below
- a. The familiar cooks who the cake is famous in my city
 - b. The familiar who cooks the cake is famous in my city
 - c. The familiar who cooks the cake is famous in my city
 - d. The familiar who cooks the cake is famous in my city
6. The first Asian Games were in India.
- a. held
 - b. the held
 - c. hold
 - d. heldly
7. The product is , it has known since 1985.
- a. qualified
 - b. quality
 - c. qualification
 - d. qualify
8. His highly emotional speech want their almost completely.
- a. sympathically
 - b. sympathized
 - c. sympathy
 - d. sympathitation
9. Govind reads clearly
- a. quiet.
 - b. quietly
 - c. quick
 - d. quickly
10. The policeman could not run fast.
- a. enough

- b. very
- c. too
- d. quiet