ABSTRACT

A word may serve a variety of purposes; it can act as an adjective, a preposition, an adverb, a conjunction, a noun, or a verb. It often makes confusion upon the students to write in proper manner. They simply put adjective after noun and use double verbs in a sentence. In fact, sentence is not a functioning sentence without the correct placement of certain words. Moreover, Senior High School students often use conventional and electronic dictionary which do not give them the word function but meaning. Eventually, they find it hard to compose a simple writing. In the mean time, Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 syllabus of senior high school curriculum requires the students to have ability in writing descriptive text. In fact descriptive writing appeals to the senses which require vivid and suitable word in order to enable the reader imagine the description in his or her mind. Thus, to help the students to accomplish that requirement, parts of speech mastery is assumed to facilitate the students a word choice understanding.

Based on the idea above, the research was conducted to know whether parts of speech mastery affect the students' descriptive writing skill. Moreover, in accordance with a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. Therefore, the nonrandomized control group, pretest-posttest design was used in this research. This research took place at Nuris Senior High School on May 3rd, 2016 and chose XC Social Science Class and XD Social Science Bilingual Class as the research respondent. Data was collected through research instrument which was designed to measure descriptive writing skill. Thus, the test was subjective test with scale measurement 1-5. The test was administered in pre-test and post-test and was analyzed using independent sample t-test.

The result showed that there was no any significant difference between the score of pre-test from both of classes with t *score* 1.53. This conclusion was derived from comparing the t- table with t-score. With level of significance 0.05 or 5%, the *df (degree of freedom)* was found on 58 so that $t_{(\alpha,db)} = 2.0017$. Therefore, because the t-table was higher than t-score, it shows that there is no any significant difference between the score of both classes. On the other words, the condition of those classes is equal. After all, the analysis proceeded to posttest result which showed that there was a significant difference between the score of post-test of both of classes with a t *score of 7.1*. This conclusion was derived from comparing the t- table with t-score. With level of significance of 0.05 or 5%, the *df (degree of freedom) =58, it was fo*und that that $t_{(\alpha,db)} = 2.0017$. Therefore, because the t-table is lower than t-score. There is a significant difference between the scores of both classes. This means that parts of speech mastery affect students' descriptive writing skill.

INTRODUCTION

The researcher assumes that the quality of writing leans on the word choice understanding. This assumption brings the researcher to conduct the research on the writing skill. Moreover, in the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 syllabus of senior high schools curriculum requires students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Based on the above, descriptive writing is one genre that must be mastered by students in learning English. And theoretically, according to Houge (2008: 50)

> "Description is writing about how something (or someone) looks and uses space order. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind *of the reader"*

Moreover, Fardhani (2005:190) states that using concrete and specific word will be best assurance of writing not only a vivid but a fully developed description.

In this regard descriptive writing needs suitable word in order to make the message of the writing clearly sent to the reader. For instance, the word "**like**" serves a variety of purposes, it can act as an adjective, a preposition, an adverb, a conjunction, a noun, or a verb. We may know how to put them in proper place in a sentence by Parts of speech mastery. Once we put them in the wrong place the meaning will be different. E.g. *I'm like monkey* and *I like monkey.* Those sentences have different meaning even though there is a word *"Like"* in both sentences. In the first sentence, the word "like" is classified as an adjective. It indicates similarities in qualities or characteristics. However, the word "like" in the second sentence is classified as a verb which indicates a state of being or preferring something. Therefore, parts of speech mastery has essential role in composing the best descriptive writing. In addition, an article written by Messie on *westmaneditorial.com entitled* "Improve Your Writing: Know the Parts of Speech" states that;

> "These parts of speech can be considered the building blocks of the English language. Every word has a different function. Once you understand and can identify all the parts of speech, your writing will inevitably improve. Your word choices will get better, your sentences will get stronger, and your message will become clearer"

Therefore, was conducted at Nuris Senior High School on May 3rd, 2016 and chose XC Social Science Class and XD Social Science to prove that parts of speech mastery effect students' descriptive writing skill.

RESEARCH METHOD

It is not possible to randomly assign subjects to treatment groups due to the school system. Therefore, the researcher uses quasi experimental design in which random assignment to treatment groups is not used. Quasi experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Moreover, although true experiments are preferred, quasi experimental designs are considered worthwhile because the researcher can reach reasonable conclusion even though full control is not possible.

In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. Therefore, the nonrandomized control group, pretest-posttest design which is one of the most used quasi experimental designs will be a perfect design to use. Moreover, this design does not require random assignment of subjects to the experimental and control groups.

Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

Ary, et al (2010:315)

Where X represents the independent variable, which is manipulated by the researcher; it is also referred as the experimental variable or the treatment. Y1 means the pretest of both the experimental and control group while Y_2 means Post test of both the experimental and control group
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Respondents

The research respondents were the first year students of SMA Nuris Jember X^C IPS Social Science Class and X^D IPS Bilingual Class in the academic year of 2015-2016

According to Ary et al (2010:315) the researcher should select two sections that at least appear to be similar. In such case, the researcher will do pretest in this research in order to make sure both groups have the same power or equal. In fact, without random assignment of subjects, the groups were may be equivalent before the study began. Perhaps the class designated the experimental group would have done better on the post test without the experimental treatment. Thus, there is an initial selection bias that can seriously threaten the internal validity of the design. (Ary et al, 2010: 317)

The pretest enables the researcher to check on the equivalence of the groups on the dependent variable before the experiment begins. If there are no significant differences on the pretest, the researcher can ignore selection bias as a serious threat to internal validity and proceed with the study.

Instrument

In this research, the achievement on descriptive writing skill is measured by writing test in form of essay. In the implementation of the test, the students are asked to make a paragraph of Descriptive text. The score based on the scale 1-5 which was through examining the syllabi of the school. The reliability of the instrument used Cronbach's Alpha formula. This is because the test scored simply as right or wrong but scaled from 1-5 depending on which option chosen. Thus, it is found that the instrument is reliable with reliability 0.79575 which means test is considered to be reliable because coefficient/Alpha (a) is ≥ 0.70

RESULT AND DISCUSSION

The result of the post- test from both control class and experimental class was analyzed with independent sample t-test. The result was found that that there is a significant difference between the score of post-test of both of classes with a t *score of 7.1*. This conclusion was derived from comparing the t- table with t-score. With level of significance of 0. 05 or 5%, the *df (degree of freedom) =58, it was fo*und that that $t_{(\alpha, db)}$ = 2, 0017. Therefore, because the t-table is lower than t-score. There is a significant difference between the scores of both classes.

Introducing and defining parts of speech to students indirectly give the students understanding of how to arrange the words into sentences. Since a good descriptive writing requires word pictures, the reader can imagine the object, place, or person in his or her mind Houge(2008 :50).

Some findings found during the research also give a clear conclusion that students really need parts of speech

mastery. Pre-test result, for instance, shows most students have problem with the word choice and word function understanding. This makes them find it difficult to determine a word's position in a sentence, whether a noun comes after or before adjective. In the mean time, some of them also failed to achieve verb agreement; they simply put "tobe" without considering whether the sentence requires that.

According to the observation, this phenomenon happened because they were accustomed to using conventional and electronic dictionary which only give them meaning. In fact, to construct the sentence they need to know the words' type and function, so that they can determine words position in the sentence which finally will fulfill the verbs agreement in writing.

Parts of speech mastery will facilitate the students to use concrete and specific word in order to compose the best descriptive writing. Learning parts of speech enable students to select a better word. Therefore, when they are about to make descriptive writing, parts of speech mastery will facilitate the choice of appropriate words so that the message will be delivered well, because grammar reflects such differences of words in sentence by classifying the parts of speech or word classes. (Fowler and Aaron, 2007:234). This is also proved by the score difference between the scores of post-test of control class and experimental class which has been explained in previous chapter.

Moreover, Previous study written by Agustiningsih on "The Error Analysis of students' descriptive writing", which took a case study on second grade student of SMAN1 Rumpin Bogor in the academic year of 2009-2010 also found that parts of speech as one of the types of error most of SMAN 1 Rumpin Bogor students made in writing descriptive text. This is why Hutchinson (2005:8-15) states that the writer should be aware of the word choice before writing descriptive writing, because in different sentences an English word may serve different functions. Therefore, it is necessary to determine how particular word works in a sentence through parts of speech mastery.

To become a better writer, students should know the fundamental of English and how they work in a sentence, because once students understand the component of sentence, they can begin to examine their writing critically to identify problems and make correction rather than just guessing at why something wrong. This is actually the answer how the students of experimental group can get improvement in their post test score. According to Barkly et al on Crafting an Effective Writer book by Mt San Jacinto College, learning parts of speech is similar to building a house. One of the first activity should be done is to build the foundation and frame house. The foundation and frame will support the rest of the house. This analogy means the better students understanding of eight parts of speech, the better foundation and frame they will have when they write descriptive writing. In addition, Farrar and Wilson) said language comes before grammar which is only an attempt to describe language. Knowing the grammar of language does not mean the students can speak or write it fluently, but it helps. Knowing various element which make up language and function they perform will help the students compose a good writing.

In the mean time, according to Grammar Handbook by Capella University, parts of speech are sentence elements that work together to make up a sentence. In other words a sentence is not a functioning sentence without the correct usage and combination of its essential parts of speech. However, not all parts of speech have to be included all of the time to actually make up a complete and functioning sentence. Instead, parts of speech do have to work together accurately for conveying clearer idea.

After all, in accordance with the result of the research, parts of speech only give

significant effect on students' word choice and structure. This might be caused by the short period of time for the students to practice the conjunction which is considered holds essential part in organizing the writing, conjunction connect words, phrases, or sentences together and make the composition written in a good arrangement.

Based on the above, it can be inferred that parts of speech mastery gives positive effect on the students' achievement on descriptive writing skill. In conclusion, building parts of speech mastery is an appropriate way for teaching descriptive writing skill. The result of this research shows that parts of speech mastery significantly affect the 1st grade students' achievement on descriptive writing skill at Nuris Senior High School Jember in the 2015/2016 academic year.

CONCLUSION

Based on the data analysis, hypothesis verification and discussion, it can be concluded that parts of speech significantly affect the first grade students' achievement on descriptive writing skill at Nuris Senior High School Jember in the 2015/2016 academic year.

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