

ABSTRACT

Ridho, Ade Septian. 2012. *The effect of Parts of Speech Mastery on Tenth Grade Students' Descriptive Writing Skill at Nuris Senior High School Jember*. Thesis, English Educational Program faculty of Teacher Training and Education, University of Muhammadiyah Jember, Advisors: (1)Prof. Dr. Suparmin, MA (2)Indri Astutik, M.Pd

Key Word: Parts of Speech Mastery, Descriptive Writing Skill

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 and started 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 $t_{(\alpha, db)} = 2.0017$. Because the *t*-table was higher than *t*-score, it shows that there is no any significant difference between the score of both classes. In 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 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 found that $t_{(\alpha, db)} = 2.0017$. Because the *t*-table is lower than *t*-score, there is a significant difference between the scores of both classes. It means that parts of speech mastery affects students' descriptive writing skill