

**THE CORRELATION BETWEEN PARTS OF SPEECH MASTERY AND  
WRITING ACHIEVEMENT OF XII GRADE STUDENTS AT SMA PLUS  
BAHRUL ULUM SUNGAILIAT BANGKA**



**A THESIS**

**Submitted to the Undergraduate School  
in Partial Fulfillment of the Requirements  
for the Degree of  
*Sarjana Pendidikan (S.Pd)* in English Language Education**

**by**

**SITI NOVIA ADE PUTRI**

**1913037**

**Tarbiyah Department**

**English Education Study Program**

**STATE INSTITUTE OF ISLAMIC STUDIES**

**SYAIKH ABDURRAHMAN SIDDIK**

**BANGKA BELITUNG**

**2023**



**KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI  
SYAIKH ABDURRAHMAN SIDDIK BANGKA BELITUNG  
FAKULTAS TARBIYAH  
PRODI TADRIS BAHASA INGGRIS**

Jalan Raya Petaling KM 13 Kec. Mendo Barat Kab. Bangka Prov. Kep. Bangka Belitung

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Nama : Siti Novia Ade Putri  
NIM : 1913037  
Program : Strata 1  
Fakultas : Tarbiyah  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : *The Correlation between Parts of Speech Mastery and Writing Achievement of the XII Grade Students at SMA Plus Bahrul Ulum Sungailiat Bangka*

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Bangka, 18 Oktober 2023

Ketua Program Studi



*[Handwritten Signature]*  
Siti Novia Ade Putri, M.Pd  
NIP. 197802232009122001

## LETTER OF DECLARATION

The undersigned:

Name : Siti Novia Ade Putri  
Students' Number : 1913037  
Department : Tarbiyah  
Study Program : Tadris Bahasa Inggris

Hereby declare the fact that is my thesis entitled “The Correlation between Parts of Speech and Writing Achievement of XII Grade Students at SMA Plus Bahrul Ulum Sungailiat Bangka” is the original work or research of mine and not the works that have been proposed by other people to obtain a degree at a college. To my knowledge, there is no works or others quotations except in writing as a reference in the thesis.

Bangka, October 11<sup>th</sup>, 2023

Proposed by



Siti Novia Ade Putri  
1913037

**OFFICIAL MEMO OF ADVISORS**

**“THE CORRELATION BETWEEN PARTS OF SPEECH MASTERY  
AND WRITING ACHIEVEMENT OF XII GRADE STUDENTS AT SMA  
PLUS BHRUL ULUM SUNGAILIAT BANGKA”**

A Thesis by  
Siti Novia Ade Putri  
1913037  
English Education Study Program  
Tarbiyah Faculty

TARBIYAH  
IAIN SYAIKH ABDURRAHMAN SIDDIK  
BANGKA BELITUNG  
2023

Approved by

Petaling, October 2023

Advisor 1



Ihda Husnayaini, M.Pd  
NIP. 197412152009122002

Advisor 2



Yohan, M.Pd  
NIP. 197710092007011014

**OFFICIAL MEMO OF EXAMINERS**

**“THE CORRELATION BETWEEN PARTS OF SPEECH MASTERY  
AND WRITING ACHIEVEMENT OF XII GRADE STUDENTS AT SMA  
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1913037  
English Education Study Program  
Tarbiyah Faculty

TARBIYAH  
IAIN SYAIKH ABDURRAHMAN SIDDIK  
BANGKA BELITUNG  
2023

Approved by

Petaling, December 2023

Examiner 1



Supiah, M.Pd

NIP. 197710201009122003

Examiner 2



Dina Novrieta, M.Pd

NIP. 19797111202008012011



**KEMENTERIAN AGAMA RI**  
**INSTITUT AGAMA ISLAM NEGERI**  
**SYAIKH ABDURRAHMAN SIDDIK BANGKA BELITUNG**  
**FAKULTAS TARBİYAH**  
 Jalan Raya Petaling Km. 13 Kec. Mendo Barat, Kab. Bangka, Prov. Kep. Bangka Belitung  
 E-Mail: [humas@iainsasabel.ac.id](mailto:humas@iainsasabel.ac.id), Website: [www.iainsasabel.ac.id](http://www.iainsasabel.ac.id)  
**BANGKA 33173**

**PENGESAHAN**

Nomor: 001.B9/FT/PP.00.9/01/2024

Skripsi dengan judul: *The Correlation Between Parts of Speech Mastery and Writing Achievement of XII Grade Students at SMA Plus Bahrul Ulum Sungailiat Bangka*

Yang dipersiapkan dan disusun oleh:

Nama : Siti Novia Ade Putri  
 NIM : 1913037  
 Fakultas : Tarbiyah  
 Program Studi : Tadris Bahasa Inggris (TBI)

telah dimunaqasyahkan pada hari: Rabu, tanggal 25 Oktober 2023 dengan nilai B (72.00), dan dinyatakan sah dan diterima sebagai salah satu syarat untuk memperoleh gelar S.Pd.

**DEWAN SIDANG MUNAQASYAH**

Pembimbing I,

Ihda Husnayaini, M.Pd  
 NIP. 19741215 200912 2 002

Pembimbing II,

Yohan, M.Pd  
 NIP. 19771009 200701 1 014

Penguji I,

Supian, M.Pd  
 NIP. 19771020 200912 2 003

Penguji II,

Dina Novrieta, M.Pd  
 NIP. 19791120 200801 2 011

A.n. Ketua Panitia  
 Sekretaris,

M. Thaib Rizki, M.Pd  
 NIP. 19910430 201903 1 013



Bangka, 03 Januari 2024

Dekan Fakultas Tarbiyah,

Dr. Hikmah Soleha, M.A  
 NIP. 19750527 200501 2 008

## **MOTTO**

**“What is not Started  
Will never get finished”**

Life is the greatest teacher because it educates  
even those who really hate to learn

(Eraldo Banovac)

## **DEDICATION**

First of All, all praise to Allah the lord, who has given the researcher opportunity to study at higher school and has favored to finish the thesis. The researcher needed much time and helps from people around the researcher to complete the thesis. Therefore, I am as a researcher would like to dedicate this thesis people who have contributions in helping me to complete this thesis, as follows:

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BAHRUL ULUM SUNGAILIAT BANGKA**

**Siti Novia Ade Putri**

**1913037**

**English Education Study Program Tarbiyah Faculty**

**State Institute of Islamic Studies**

**Syaikh Abdurrahman Siddik**

**Bangka Belitung**

**ABSTRACT**

The purpose of this study was (1) to find out the correlation between students' parts of speech mastery and writing achievement. In this researcher employed correlational method by using quantitative approach. There were two variables in this research. The independent variable (X) is Parts of Speech and the dependent variable (Y) is Students' Writing Achievement. The population of this research involved all the twelfth grade students at SMA Plus Bahrul Ulum in the academic year of 2023/2024 which of 83 students. The sample was taken by using total sampling technique. The data collection methods in this research were multiple choice and test. The information was examined by utilizing SPSS 26.0 program. Researcher utilized the *Pearson Product Moment correlation* to discover the correlation result. The correlation result  $r_{\text{count}} = 0.361$  and significance value is 5%. The  $r_{\text{table}}$  for  $N=83$  is 0.220. Therefore,  $r_{\text{count}}$  is more  $r_{\text{table}}$  ( $0.361 > 0.220$ ) which mean there was a correlation within those variables. The correlation is considered as "sufficient correlation" because  $r_{\text{count}}$  (0.361) is between 0.20 – 0.399. In addition, the significance value was less than 0.05 ( $0.000 < 0.05$ ) which indicates that the correlation was significant. Therefore, the Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_a$ ) is accepted. In conclusion, there was positive correlation between parts of speech and students writing achievement. That means, students who have mastery of parts of speech would have better in writing achievement than who are not.

***Keywords: Parts of Speech Mastery, Writing Achievement***

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5. The Second Advisor, Yohan, M.Pd.
6. The First Examiner, Supiah, M.Pd.
7. The Second Examiner, Dina Novrieta, M.Pd
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