

The Correlation Between Students' Ability In Identifying Nouns And Adjectives To Analyzing Compound Noun And Compound Adjectives Of Tbi Students Iain Padangsidimpuan

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Abstract

This research is designed by quantitative approach and correlational research. In this research, participants were students in third semester of English Educational Department at Tarbiyah and Pedagogy Faculty Institute of Islamic Studies Padangsidimpuan. The participant of research is TBI-1. They are 30 students. The instrument used in this research is a test. Then, the test analyzed by applying product moment formula to test hypotheses.

The calculating of product moment by getting correlation coefficients $r_{xy} = 0.53$. The significant correlation level was done by looking r_{tabel} (r_t) on significant level 5% was 0.361 and on significant level 1% was 0.463. The hypothesis in this research was accepted namely $r_{count} > r_{tabel}$. It meant there was significant correlation between students' ability in identifying noun and adjective to students' ability in analyzing compound noun and compound adjective.

Key words : Noun, Adjective, Compound Nouns and Compound Adjectives.

Abstrak

Penelitian ini dirancang berdasarkan pendekatan kuantitatif dan penelitian korelasional. Dalam penelitian ini, sampel yang diteliti adalah mahasiswa semester ketiga Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Peserta penelitian adalah TBI - 1 yang berjumlah 30 peserta. Instrumen yang digunakan dalam penelitian ini adalah ujian. Kemudian, tes dianalisis dengan menggunakan rumus product moment untuk menguji hipotesis.

Hasil dari product moment yang digunakan untuk mendapatkan koefisien korelasi $r_{xy} = 0.53$. Tingkat korelasi yang signifikan dilakukan dengan mengunci tabel (r_t) pada tingkat signifikan 5% adalah 0,361 dan pada tingkat signifikan 1% adalah 0,463. Hipotesis dalam penelitian ini diterima yaitu $r_{count} > r_{tabel}$. Ini berarti ada hubungan yang signifikan antara siswa kemampuan dalam mengidentifikasi kata benda dan kata sifat untuk kemampuan siswa dalam menganalisis kata benda majemuk dan kata sifat compound

Kata Kunci: kata benda dan kata sifat kata benda majemuk dan kata sifat compound

INTRODUCTION

English is an International language that used by many people in some countries for social relationship. Indonesia is one of many countries that used English for connecting a huge relationship to another country people. Then, Indonesian government make English as a subject in the school until university. University students, especially English Departement of state Institute for Islamic Studies (IAIN) Padangsidempuan, learn many subjects in English in order to make them be able in every skill. Vocabulary is one of many subjects given to students learnt in first grade of their study¹. Studying vocabulary in order to prepare the students to study the other specific fields of English.

Vocabulary is one aspects needed to be mastered by the students. It is an interrelated group non-verbal system, symbols, signs, gesture, and so on. It is used for communication or expression in particular art and skill². BY mastering vocabularies, English students are expected to be able to express their opinin, idea, and thought written and orally, because vocabulary is an important component in learning foreign language so that's why they should be mastery vacabulary, the more vabulary is mastered by learners, and the better will be their performance in all aspects of learning English. Therefore, students who enrich in vocabulary will be successful in 4 language learning skill.

Further, vocabulary is divided into eights; namely part of speech. They are noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. Noun and adjective are important parts of speech. The arrangement of noun with the verb helps to form the sentence core which is esential to every complete sentence, and addition of adjective helps sentence becomes complete with the quality. These Vocabularies have been learnt for more years, so that the students have been able to build sentences.

Unfortunately, not all students mastered vocabularies well; not all students are success to remember and to memorize their new vocabularies. Then, they have not known the way to develop and add their vocabularies³. Thereby, it caused their language skills and their confidence are far way from what is expected.

Further, many of the students of English (TBI) are less interest and also less enthusiastic in studying vocabulary; thus make their vocabulary score are low. Most of her students categorized into low ability becassue of it⁴. Its problem make the students are unable to master another skill.

Actually, the student often meet ythe word nouns and adjectives, but they cannot differentiate where is noun and where is adjective or they do not know the position of noun and the position of adjective in the sentences. Even, more specified, they seldom find the

¹ Syllabus Prodi TBI STAIN Padangsidempuan, *Syllabus TBI*2013

² Howard Jackson and Etienne ZeAmvela, *words, Meaning, and Vocabulary*, (Great Britain : Cassel, 2000), hlm.286

³ Dedi Syahputra, et. Al., *Private Interview with students*.

⁴ Eli Nondang Saragih, *Private Interview to Vocabulary Lecturer*

topic about compound nouns and compound adjectives in a daily subject of vocabulary⁵. It caused their language skill is far away from the expected. But actually the case is Compound noun and compound adjective are one of ways to develop and add vocabulary. Then, it is one of the word enrichment and formations. In which, students can get new vocabularies from the combination of noun and noun, adjective and noun, verb and noun, adjective and adjective, and verb and preposition.

Moreover, noun and adjective as the basic of compound nouns and compound adjectives have been taught since the students at fourth grade in Elementary School, or even in the kindergarten. So, the students in the third students of TBI IAIN Padangsidempuan have been studying them not less than nine years. But, based on the interview which has been done by the researcher to the students in the second semester in TBI at IAIN Padangsidempuan, they were still found difficulties in mastering the part of speech especially in mastering noun, adjective, compound noun and compound adjective. Not able in mastering noun and adjective make them unable to master the complete thing; as compound nouns and compound adjectives.

Based on the these phenomenon, the researchers are interested to do a research about "The Correlation between Students' Ability in Mastering Noun and Adjective to Analyzing Compound Nouns and Compound Adjectives of English Department Student at IAIN Padangsidempuan". It is as an umbrella research from Fauzan Lahmuddin and Nondang Sari Bulan. This research will connect students ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English department students at IAIN Padangsidempuan.

THE THEORETICAL REVIEW

1. The Description of Noun and Adjective

a. Description of Noun

Noun is a word used as the name of all things; people know about, have, see, hear, taste, smell, or feel. This includes words for people, things, word, for thing someone knows exist but cannot touch, and idea or a quality of mind is defined as a noun⁶. The explanations of them can be seen as below:

1) Proper Noun

Proper noun is the name of some particular person or place. Proper nouns are always written with a capital letter at the beginning⁷.

2) Collective Noun

Collective noun is the name of collection of things or person⁸.

⁵ Dedi Hariadi Zai, Student of IAIN Padangsidempuan, Interviewed at 04 Mei 2014.

⁶ Jean Yates, *Practice Makes Perfect: English Vocabulary for Beginning ESL Learners*, (United State Amerika: McGraw Hill Companies, 2006), hlm.1.

⁷ Marcella Frank, *Modern English: a Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), hlm. 5

3) Common Noun

Common noun is a name given in common to every person or thing of the same class or kind⁹.

4) Material Noun

Material noun is the name of material or substance out of which things are made¹⁰.

5) Abstract Noun

Abstract noun is a word for a concept. It is ideas that exist in our mind only. It usually the name of Quality or state, action or state considered apart from the object¹¹.

6) Concrete Noun

Concrete noun is the name of thing that can be touched or seen. Concrete noun also is a word for a physical object that can be perceived by sense, it can see, touch, smell the object¹².

7) Countable Noun

A countable noun is the name of things that can be counted or divided into singular or plural¹³.

8) Uncountable Noun

An uncountable noun is the name of thing that cannot be counted or divided into singular or plural¹⁴.

So, uncountable noun is the name of thing that cannot be broken into parts or counted. These also cannot be used as a plural noun. Generally, uncountable nouns are things that are considered abstract, thing that you cannot touch. Some items can touch are considered abstract, thing that you cannot touch. Some item can touch are considered uncountable nouns as well, generally all liquid are consider as countable noun. Some food items are also considere as uncountable nouns as well. In general, uncountable nouns are often confused with countable nouns.

b. The Description of Adjective

Adjective is a word used with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or

⁸ Jayanthi Dakshina Murty, *Contemporary English Grammar*, (delhi: Nook Place, 2003), hlm. 10.

⁹ Ibid., phlm. 5

¹⁰ Ibid., hlm. 11

¹¹ Marcella Frank, *Modern English:....*, 1972, hlm. 6-7

¹² Ibid., hlm. 6

¹³ Jayanthi Dakshina Murty, *Contemporary...* , 2003, hlm.10

¹⁴ Ibid., hlm. 11.

quantity¹⁵. Adjective is used to give character of noun and all nouns have restrictive strength limited. Adjectives are divided into ten types, namely :

- 1) Adjective or Quality.
- 2) Adjective Of Quantity
- 3) Adjective Of Number
- 4) Demonstrative adjective
- 5) Distributive adjective
- 6) Interrogative Adjective
- 7) Possessive Adjective
- 8) Emphasizing Adjective
- 9) Exclamatory Adjective
- 10) Proper Adjective¹⁶

2. Description of Compound Nouns and Compound Adjectives

a. Description of Compound Nouns

A compound derives from two word used together to form new vocabulary. It is a way of expansion of vocabulary. Actually, “the term compound, as it is used for a part of speech, refers to a group of word. It is usually two, but sometimes more that joined together into one vocabulary unit that functions as a single part of speech”¹⁷. Furthermore, the compound is also defined as a stem that consist of combining more than one root together. The meanig and writing of compounds are by no means constituent. This observation tends to suggest that compounds consist of some roots but in some case, one of the roots of a compound may be modified by an inflection¹⁸. Thus, the specific characteristic of compound is consisting of more than one root. For example, notebook, cupboard, money-box, and so on in wich they consist of two roots.

Based on the explanation above, it can be concluded that compound is the process of word formation that creates compound word. That is, in familiar terms, compounding occurs when two or more word are joined together to make them one word. The meaning of the compound may be very different from the meanings of its components in isolation.

b. Detailed Description of Compound Nouns

As stated above that compound is a word formatin when two words or more joined together to build one meaning. So, compound nouns is the combination of words to form noun. Marcella Frank adds that forming of noun

¹⁵ Wren and Martin., Op. Cit.,hlm.19

¹⁶ Jayanthi Dakshina Murty, *Contemporary...* , 2003.

¹⁷ Marcella Frank, *Modern English:...*, 1972, hlm.7

¹⁸ Howard Jackson, *words, Meaning...*, 2000, hlm. 79-80.

compound can be derived from combination of Gerund + Noun and Noun + Verb. For example of Gerund + Noun are waiting list, drawing book, visiting card, spelling book, and so on¹. Then, compound nouns use Noun + Verb is like handshake, lifeguard, bodyguard, bus stop, sunset, trademark, and so on¹⁹. The second root must be a noun while the first root may be any root. So, it can consist of any root (noun, verb, adjective or an adverb) plus noun. Examples of compound nouns are as follows:

- 1) Noun + Noun (modifier-head): ash-tray, arm-chair, text-book.
- 2) Verb + Noun (verb-object): dare-devil, pick-pocket
- 3) Adjective + Noun (modifier-head): black-bird, blue-collar, hard-cover
- 4) Adverb + Noun (not syntactic): after-thought, back-talk, down-grade

Actually, the difficulty in this compound nouns is the location of noun, whether a noun is in front of another noun or behind it because if the place is changed it can make confusing that used in general meaning. The important thing is practice to use it.

c. Description of Compound Adjective

Compound adjectives formed by two or more words joined together to build one meaning as adjectives. The second root of compound adjective must be an adjective and the first root may be a noun, an adjective, or an adverb. Meanwhile, verbs do not combine with adjectives in English compound. Examples of compound adjectives are as follows:

- 1) Noun + Adjective (not syntactic): earth-bound, ox-eyed, sea-sick.
- 2) Adjective + Adjective (co-ordinate): blue-green, metallic-green, south-west.
- 3) Adverb + adjective (modifier-head): near-sighted, off-white²⁰.

Further, Michael and O'Dell:

Another special group of compound adjectives are those where the second part is a preposition. They are listed with a typical noun such as all-out strike, broken-down bus, hard-up student, run down area, burnt-out car, built-up area, and well-off bankers²¹.

Compound adjective is usually written with a hyphen. For example, well-dressed, never-ending, shocking-pink and so on are written with a hyphen. Its meaning is usually clear from the words it combines. The second part of the compound adjectives are a present or past participle form²².

¹⁹ Marcella Frank, *Modern English:...*, 1972, hlm. 8

²⁰ Howard Jackson, *words, Meaning...*, 2000, hlm. 83

²¹ Michael McCarthy and Felicity O'Dell., p.24

²² *Ibid.*,

“ Present participle is a verb formed with adding ‘ing’ to indicate an action going on, incomplete, or imperfect [Verb + ing]. Meanwhile, past participle ends with ‘-ed’, ‘-d’, ‘-t’, or ‘-n’ and is used to indicate an action as completed”²³. These compounds adjectives are usually written with hypnens, but sometimes they are not. Hypens are necessary when pronunciation or meaning make unclear and ambiguous without using them.

Thus, it can be concluded that compund adjective is joining word forming by adjectives and another root of word. Generally, forming of compound adjectives consist of the following composite forms, they are Noun + Adjective, Adjective + Adjective, and adverb + Participle.

A. RESEARCH METHODOLOGY

1. Research Method

The method that was used in this research was quantitative research. Quantitativ method is “A method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some group of people²⁴. In this research, the researchers ddi a correlational research, to correlate both variable. Correlational research is a process undertaken to complete a study, for it was necessary to take measures in order to study systematically realized, planned and followed a scientific concept. In this case, the researchers used a method of quantitative descriptive correlation approach.

Next, the researchers did the research on building two researches of students become one stated as an umbrella research. The research of students was done for the first year who entered English Departemen at 2013; it is from Fauzan Lahmuddin and Nondang Sari Bulan who did researchs for their thesis for getting S-1.

2. Place and Time of the Research

The location of the research took place in IAIN Padangsidimpuan, at Jl. M. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan Tenggara. The time of this research had been done from may up to November 2014.

3. Population and Sample of the Research

a. The Population of the Research

²³ Jayanthi Dakshina Murty, *Contemporary...*, 2003, hlm.121

²⁴ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), hlm. 279.

In this research, the researchers chose all of students second semester in TBI at IAIN Padangsidempuan 2014 academic year. They consist of three classes and the total numbers of them are 104 students.

b. The Sample of the Research

Researchers took the data from TBI-1 that consist of 30 students.

4. The Instrument of Data Collecting

The researchers must have an instrument in this research, because a good instrument can guarantee for taking the valid data. In this research, the researchers used test as the instrument for collecting the data from the student. The is test multiple choice test to choose a, b, c, and d about students' ability in mastering noun and adjective, and also for students' ability in analyzing compound nouns and compound adjectives. The researchers make the test related the lesson of TBI students. The indicator of students' test in mastering noun can be seen as table below:

Table 1
Indicator of Noun

No.	Indicators	Score/ Item	Number of Test	Total Score
1.	Proper Noun	1	1,3,8,22,27,41	6
2.	Collective Noun	1	2,4,6,9,13,17	6
3.	Common Noun	1	11,12,14,32,38,47	6
4.	Material Noun	1	15,16,19,21,26,37	6
5.	Abstract Noun	1	23,24,28,30,44,50	6
6.	Concrete Noun	1	7,31,33,35,42,48	6
7.	Countable Noun	1	5,18,25,34,38,40,43	6
8.	Uncountable Noun	1	10,20,29,36,45,46,49	6
	Total	50		50

The indicator of students' test in mastering adjective can be seen as table below:

Table 2
Indicator of Adjective

No	Indicators	Score/ Item	Number of Test	Total Score
1.	Adjective of Quality	1	2,3,4,8,12	5
2.	Adjective of Quantity	1	6,7,14,17,27	5

3.	Adjective of Number	1	10,11,13,19,20	5
4.	Demonstrative Adjective	1	15,16,18,23,29	5
5.	Distributive adjective	1	21,22,24,28,30	5
6.	Interrogative Adjective	1	25,26,29,34,35	5
7.	Possessive Adjective	1	32,33,35,36,37,40	6
8.	Emphasizing Adjective	1	31,38,41,42	4
9.	Exclamatory Adjective	1	1,9,44,47,49	5
10.	Proper Adjective	1	5,43,46,48,50	5
	Total	50		50

Besides that, researchers also have some indicators of compound nouns in the following table :

Table 3
Indicator in analyzing compound noun

No.	Indicators	Value	Number of Item	Total Score
1.	Combine one word to another word to form compound noun	5	1,5,9,13,17	25
2.	Identify compound noun is written with a hyphen	5	2,6,10,14,18	25
3.	Identify compound noun is written as one word	5	3,7,11,15,19	25
4.	Give translation of compound nouns	5	4,8,12,16,20	25
	Total	20		100

The following table is about indicators on analyzing compound adjective, they are:

Table 4
Indicator in analyzing compound Adjective

No.	Indicators	Value	Number of Item	Total Score
1.	Combine one word to another word to form compound Adjective	5	21,25,29,33,37	25
2.	Identify compound Adjective in	5	22,26,30,34,38	25

	which past participle as second root			
3.	Identify compound Adjective in which present participle as second root	5	23,27,31,35,39	25
4.	Give translation of compound Adjective	5	24,28,32,36,40	25
	Total	20		100

5. The Test Validity and Instrument reliability

Multiple choices test vocabulary was an instrument that needs to be tasted to determine the reliability and validity of the test to be used in this study. The steps were:

a. Test Validity

To know validity each question will be refer to list r product moment with $\alpha = 0.05$. If $r_{\text{account}} > r_{\text{list}}$ Question valid.

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\}\{N(\sum y^2) - (\sum y)^2\}}}$$

Which: r_{xy} = Effect coefficient of total question
 N = Total Respondent
 x = Element score
 y = Total Score

Further tested byt-test, with the formula $t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

Which :
 t = t_{count}
 r = Coefficient of correlation of results r_{count}
 n = Number of respondents

Rule-making: If $t_{\text{count}} > t_{\text{table}}$ means valid, and if otherwise $t_{\text{count}} < t_{\text{table}}$ means invalid²⁵. So, based on the table of validity of instrument about students' ability in identifying nouns and adjective, it was gotten conclusion that 5 items were invalid. The items test for examinig the validity was 55 items. After examining the validity of each item, the researchers got 5 items were invalid. They were 6,13,17,30, and 41. So, the researcher didn't use 5 invalid items.

²⁵ Riduwan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula (Bandung; Alfabeta, 2000), hlm. 98.

b. Test Riability

To know reliability each question, so that was refer to list product moment with $\alpha= 0.05$. If $r_{count} > t_{table}$ So question reliable.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \infty^2_b}{\infty^2_t} \right]$$

Descriptions :

- r_{11} = Reliability instrument
- k = total score each item
- $\sum \infty^2_b$ = total varians score each item
- ∞^2_t = varians total²⁶.

The formula of varians $v_1 = \frac{[\sum x^2 - (\sum x)^2]}{N}$ ²⁷

The from score rcount was that was equivalent with r_{table} If $r_{count} > r_{table}$ So the was reliability and soon.

6. The Technique of Data Analysis

To know the correlation between variabel x and y was calculated by applying product moment formula²⁸. as shown below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

In which :

- r_{xy} = The correlation between patrs of speech mastery towards sentences mastery
- N = The number of sample
- $\sum x$ = Sum of parts of speech mastery
- $\sum y$ = sum of sentences mastery
- $\sum xy$ = Total sum of x and y

To look for the contribution or coefficients correlation of variable x to variabel y as follows :

- KP = The score of determine coefficient
- r = the score of the coefficients correlation
- KP = $r^2 \times 100\%$.

²⁶ Suharsimi Arikunto, *Manajemen Penelitian*, hlm. 235-236

²⁷ *Ibid.* 160.

²⁸ Ridwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan, dan Peneliti Pemula*, (Bandung : Alfabeta, 2005) hlm. 138.

Then, Testing the truth of significant correlation, used the formulate t count or ttest : was calculated by:

$$T_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The result should been appropriated with the interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table.

Table 5
The Table Interpretation of xy

The Value	Degree
Between 0,00-0,199	Very low correlation
Between 0,20-0,399	Low correlation
Between 0,40-0,599	Significant correlation
Between 0,60-0,799	High correlation
Between 0,80-1,000	Very high correlation ²⁹

B. The Hypotheses Testing

Hypotheses testing aims to determine the correlation between students' ability in identifying nouns and adjectives to analyzing compound nouns and compound adjectives of English Department students IAIN Padangsidimpuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the score obtained by the respondents as the table below:

$$\begin{aligned} \sum x &= 1518.2 \\ \sum y &= 2095 \\ \sum x^2 &= 80733.64 \\ \sum y^2 &= 140737.5 \\ \sum xy &= 103530.5 \end{aligned}$$

By using the values above, calculated the value of correlation between variabel x and y.

$$\begin{aligned} r_{xy} &= \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\}\{N(\sum y^2) - (\sum y)^2\}}} \\ &= \frac{30(103530.5) - (1518.2)(2095)}{\sqrt{\{30(80733.64) - (1518.2)^2\}\{30(140737.5) - (2095)^2\}}} \end{aligned}$$

²⁹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), hlm. 193

$$\begin{aligned}
 &= \frac{3105915-3180629}{\sqrt{\{2422009.2 - 2304931.24\}\{4222125 - 4389025\}}} \\
 &= \frac{-74714}{\sqrt{\{117077.96\}\{-166900\}}} \\
 &= \frac{-74714}{\sqrt{-19540311524}} \\
 &= \frac{-74714}{\sqrt{-139786.66432818}} \\
 &= 0.53
 \end{aligned}$$

Ha : The correlation between student's ability in identifying nouns and adjective to the students' ability in analyzing compound nouns and compound adjectives is significant. So, based on the above calculating of product moment by getting correlation coefficients $r_{xy} = 0.53$ was more than $r_{table} = 0.361$ on taraf 5% and taraf 1% = 0.463. So, there were enough correlation between students' ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English departement students at IAIN Padangsidimpuan.

H0 : The correlation between students' ability in identifying nouns and adjective to the students' ability in analyzing compound nouns and compound adjectives is not significant. It means that H0 is not accepted.

Then, on the calculation of product moment that there were the correlation between students' ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English departement student at IAIN Padangsidimpuan could be received. So, the Ha was received where as H0 was rejected. The calculating of product moment by getting correlation coefficients $r_{xy} = 0.53$ was more than $r_{table} = 0.361$ on taraf 5% and taraf 1% = 0.463. So, there were enough correlation between students' ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English departement students at IAIN Padangsidimpuan. It had been written in the table of coefficient correlation interpretation value r.

Table 6
Categories value corelation coefient and strength corelation

No	Value of high r	Interpretation
1	0.90-1.00	Very Good
2	0.70-0.90	Good
3	0.40-0.70	Enough (0.53)
4	0.20-0.40	Low
5	0.00-0.20	Lowest

To look for the contribution of variable x to variable y as follows:

KP = The score of determine coefficient

r = The score of the coefficients correlation

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= (0.53)^2 \times 100\% \\
 &= 0.2809 \times 100\% \\
 &= 28.09\%
 \end{aligned}$$

Testing the truth of significant correlation, used the formulat t_{count} or t_{test} :

$$\begin{aligned}
 T_{count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.53\sqrt{30-2}}{\sqrt{1-(0.53)^2}} \\
 &= \frac{0.53\sqrt{28}}{\sqrt{1-(0.2809)}} \\
 &= \frac{0.53(5.2915)}{\sqrt{0.7191}} \\
 &= \frac{2.804495}{0.847997} \\
 &= 3.30
 \end{aligned}$$

Based on the calculation above, $t_{count} > t_{table}$ namely $t_{count}:3.30$ and t_{table} on taraf significant corelation between two variables that it was categorized to be "valid" or could be said that the validity of the contribution of variable x to variable y was "accepted".

CONCLUSIONS

After getting the result of research work, the research came to conclude the data as follows:

1. Students' ability in identifying noun and adjective of TBI-1 students IAIN Padangsidempuan mastery was "bad" by getting mean score were 50.60

2. Students' ability in analyzing compound nouns and compound adjectives of TBI-1 students IAIN Padangsidempuan mastery was "enough" by getting mean score were 69.83.

So, based on the result of calculating data, the hypothesis H_a was accepted whereas H_0 was rejected. It was gotten from the value of the correlation product moment r_{xy} between students' ability in mastering noun and adjective to analyzing compound nouns and compound adjectives of English department students at IAIN Padangsidempuan. The calculating of product moment by getting correlation coefficients $r_{xy} = 0.53$. The significant correlation level was done by looking r_{table} on significant level 5% was 0.361 and on significant level 1% was 0.463. The hypothesis in this research was accepted namely $r_{count} > r_{table}$. It meant there was significant correlation between students' ability in analyzing compound noun and compound adjective. Next, the result calculating was gotten the value of the significant t_{count} between noun and adjective students' ability and compound noun and compound adjective students' ability were 3.30. The result calculating of t_{count} was compared with t_{table} , it was accepted namely $t_{count} > t_{table}$. It meant the significant of research was valid.

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