

# The Correlation of the Parts of Speech Mastery and Students' Writing Descriptive Text Ability

Astriadi Buaya<sup>1</sup>, Linda Efrina Nasution<sup>2</sup>, Ahmad Ripai Rangcuty<sup>3</sup>

<sup>1,2,3</sup> STKIP Padang Lawas, Sibuhuan, Indonesia

<sup>1</sup> astriadi@y@gmail.com, <sup>2</sup> lindanasution2589@gmail.com, <sup>3</sup> ahmadripairkt@gmail.com

## ARTICLE INFO

Submit	18-05-2024	Review	20-05-2024
Accepted	24-05-2024	Published	27-05-2024

## ABSTRACT

*The objectives of this research is to find out wheter there is a significant correlation between part of speech and student ability in writing descriptive text. Tenth grade students of SMA Negeri 1 Ulu Barumun are the population, which is consisted of 160 students and the sample was taken by cluster sampling that consist of 54 students. This script is carried by using experimental method. The instrument used for collecting the data is test. After collecting the data, it was analyzed by using Pearson Product Moment. after analyzing the data, it can be concluded that there is a significant correlation between part of speech and student ability in writing descriptive text at the grade tenth students of SMA Negeri 1 Ulu Barumun and categorized very good. By using the statistical analysis, based in the table of "r" value at the degree of significance of 5% with df 52, it is found that the value of 5 % of degree of significance is 0.266. The result is  $r_{observer}$  is higher than  $r_{table}$  ( $0.67 > 0.266$ ). It is found that the value of coefficient of Determination is 45 %, means the parts of speech is affected students' writing ability as much as 45%. It can be concluded that the alternative hypothesis of this research is accepted*

**Keyword :** Part of Speech, Descriptive Text, Writing.

## 1. Introduction

Writing is one of the four skills of language that should be mastered by students when they are learning English. Writing is a skill to express something in written form. Writing is a process of transforming thoughts and ideas into written form to inform or communicate with the reader. To write something in written form, the writer should consider about how to form words, how to put words together into sentences, and how to punctuate those sentences in order to make a good sentence.

According to Nunan in Sidauruk, Silalahi & Herman (2020) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Sidauruk, Silalahi & Herman (2020) concludes that writing is a process, in which by the process of writing, the writer can compose the ideas, opinions, feeling, and thought into written words. In writing activities, there is an activity of arranging, composing, describing an event, writing in the form of a collection of letters, words, sentences, paragraph, and collection of paragraphs forming the discourse or essay intact and meaningful. In addition, Mujahidah, Hidayat, & Asni. (2022) says writing is an activity carried out to communicate an idea in right words and present them in written form.

Based on the opinions above the writer concludes that writing is the activity of putting sentences together to express ideas and organize ideas in the written form.

Permendikbud No. 59 Tahun 2014 curriculum of 2013 (2014: 482) explain the aims of teaching English in Senior high school are to developing students' competency in oral or written communication. That ability include speaking, reading, listening and writing. Raising awareness of the nature and importance of English as a foreign language to be the main tool of learning and to develop an understanding of the relationship between language and culture and expand the cultural horizon. Thus, the students have cross – cultural insight and engage in cultural diversity.

Based on the national education goals of English subject above, the English learners expected to have competency in oral or written communication. Based on the curriculum of 2013, students are accustomed to compiling texts systematically, logically, and through exercises arrangement of texts and they are introduced to appropriate text rules so that it is not confused in the process of compiling the text. Of course this is in line with competencies that are expected to be achieved by students.

Students are expected to have ability in writing the short and complex text which is usually necessary in

their daily life as students, such as writing a letter for various purposes, writing congratulations and condolences, writing for describe people, objects, and places in the surrounding environment, writing about personal experience as learners.

Unfortunately, different from the other three skills, speaking, reading and listening. Writing is the most difficult skill to be mastered by students in SMA Negeri 1 Ulu Barumun. Based on the writer observation the students face some difficulties in developing their writing skills such as they lack of knowledge in part of speech, vocabulary and less capable in grammar. During teaching practice programe (PPL) the writer found that students unable categorize the words into specific parts of speech. Students still confuse in categorizing word "kindness" which is belong to noun but students say it is adjective.

During the teaching practice programe (PPL) writer had tested the students about the their ability in recognizing the kinds of the parts of speech and the relation of parts of speech with their ability in writing. Besides can not categorize the kinds of the parts of speech, they also can not make a good phrase, such as in translating "*gadis cantik*" to English they say "girl beautiful" which incorrect. Translating "*gadis cantik*" into english means "beautiful girl". This misconception happen because students have lack understanding and knowledge in part of speech.

There are many aspects that should be mastered by students to increase their writing skills. The English learner should learn about how to arrange the word in good sentences. The sentence is the largest unit to which the grammatical rules of a language apply. Sentence are composed of one or more clause. A clause is composed of at least two phrases, one of them plays the rule of subject, the other of predicate. Phrases are composed of one or more words functioning as a single grammatical unit. Word can be group into parts of speech or word classes. A part of speech is just the name given to a word based on the function that it does in a sentence. Learning parts of speech is necessary for understanding the correct definition of a word and accelerate your study of English grammar.

Parts of speech are sentence elements that work together to make up a sentence. Parts of speech are important because they show us how the word relate with each other. A correct sentence often depends on students ability in identifying the function of words. Therefore, the students should understand about parts of speech and also about the function of the parts of speech. If the students understand about it, the students can make up a sentence clearly in writing. Furthermore, the English learner who master in part of speech can get the best achievement in writing.

Widanti (2022) says Part of speech is the type of words which is used to compose a sentence into a coherent sentence and gives the appropriate meaning. Then, Carnie in Mardhatillah (2020: 22) said that parts of speech tell us how a word is going to function in the

sentence. In this research, part of speech is the class of word used to form a sentence that has different functions.

According to Roziqin (2013: 23) said the term parts of speech shows the function of a word in a sentence. Therefore, in understanding a sentence someone must understand and master the parts of speech. In addition, according to Longman Dictionary of Contemporary English, technically part of speech is one of the types into which words are divided in grammar according to their use, such as noun, verb, or adjective. In writing descriptive text, students should consider some writing component that should be mastered by students. One of them is grammar. One of basic in grammar is part of speech. There are eight of part of speech , noun, verb, determiner, adjective, preposition, conjunction, pronoun and adverbs. In addition, two of standars in writing achievement are sentence structure and convention. In convection the students should write a paragraph grammatically.

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Gerot and Wignell in Jayanti (2019), "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc".

According to Pardiyoono cited in Sumarsih and Sanjaya (2013: 108) says that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to the reader clearly. Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way.

Dirgeyasa (2016:56) also describes that descriptive writing is a type of written text, which has specific function to give description about an object (human and non human or idea) vividly so that the reader can visualize the object described.

Students still facing difficulties in arranging the words to make a good sentences. This difficulties occur because they don't understand about the parts of speech. Based on the preliminary data at SMA Negeri 1 Ulu Barumun that the researcher did through interview, it was found that some problems in this school were:

1. Some students had known vocabularies but do not know about the parts of speech.
2. Some students were difficult to determine the mining of similar words, difficult to know the use of correct spelling, punctuation and capitalization.
3. Some of the students are less capable in grammar whereas in organizing the content,



they are not know the generic structure, the social function and language feature of descriptive text.

## 2. Research Methods

The design of this research is correlational design. Correlational design is used to find out the relationship between students' part of speech mastery and writing descriptive text ability. According to Gay (2019: 11) correlational research involve collecting data to determine whether and to what degree, a relationship exists between two or more quantifiable variables. Quantitative research is used to measure the data of the relationships of the variables. Gall, Gall and Borg (2014: 137), Correlational analysis is one way to describe the relationship between distributions of scores on two (and sometimes more) measures.

The research was taken place at SMA Negeri 1 Ulu Barumun which is lies on jalan Sibuhuan – Sosopan Desa Matondang, Kecamatan Ulu Barumun, Padang Lawas.

### Population and sample

Population is the entire group that you want to draw a conclusions about. In this case the population is the entire students in the grade tenth of SMA Negeri 1 Ulu Barumun. Sugiyono (2016:215). There are six classes of students which consist of 160 students in the tenth grade of SMA Negeri 1 Ulu Barumun.

Sample is the specific group that you will collect data from in other words sample is the portion of a population. Mills & Gay (2019: 147) state that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn.

In this research, the writer takes two classes as the sample. The research used cluster sampling technique to take the sample. Thomas (2020) says Cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. Researchers usually use pre-existing units such as schools or cities as their clusters. Cluster sampling will be better to used in this research because the sample is in group as Arikunto Says (2013) that cluster sampling is used if the population is in group. The sample of this research are the students of X 1 and X 2 which consist of 54 students.

### Instrument

The researcher was got the data from two kinds of instrumentation, they were test and documentation

a) Test: The researcher used a test as instrument in this research. Mills and Gay (2019:171) states that a test is a formal, systematic, paper-and-pencil or online procedure for gathering information about peoples' cognitive, social, behavioral, and affective characteristics (a cognitive characteristic is a mental characteristic related to intellect, such as achievement; an affective characteristic is a mental characteristic related to emotion, such as attitude or feeling).

b) Documentation: According to Siyoto and Sodik (2015:77) documentation is ways to collect the data by finding notes, transcripts, books, newspapers, magazines, agenda, and so on. Compared with other ways to collect the data, this way is not difficult because the data will remain if there are errors in the research. Thus, in this research, the researcher used documentation as a way to collect the data. The researcher asked the students' writing descriptive score to the English teacher in SMA Negeri 1 Ulu Barumun to find out the achievement of the students' writing. After that, the reseacher correlated it with the students' parts of speech mastery.

### Technique of Analysis Data

Before finding out the correlation between variables, there were some requirement that should be fulfilled such as:

a. Testing the normality of the data

The purpose of testing the normality of the data is to find out whether our data has a normal distribution. Lilliefors technique was used as technique in testing the normality of the data in this research. The data are normal if  $Lo < L @$  means the hypotesis is accepted and if the  $Lo > L @$  the data are not normal and the hypothesis is rejected. In order to test the normality of the data, the writer used the formula below:

$$Z_i = \frac{x - x_i}{s}$$

b. Correlation Analysis

To find out the correlation of each variable, the researcher used correlation product moment which is developed by Carl Pearson. Sudijono (2015:27) says Correlation product moment is used to show whether there is a correlation between X variable and Y variable. The symbol of the correlation product momen is "r". The formula of "r product moment" can be seen as follows: (Sugiyono, 2017:228)

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

where:

r : correlation coefficient

n : sample total

X : Students' Part of Speech Score

Y : Students' writing descriptive score

$\sum X$  : The total score of part of speech

$\sum Y$  : The total score of writing descriptive score

$\sum X^2$  : The total square of part of speech score

$\sum Y^2$  : The total squares of writing descriptive score

$\sum XY$  : Total multiplication score between X and Y

the index scores of "r" correlation were interpreted by using the tabel below.

**Table 1. The Interpretation of Correlation “r” Product Moment**

The score of “r” product moment ( $r_{xy}$ )	Interpretation
0.00 – 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So, it is considered no significant correlation in this rating
0.20 – 0.399	There is a correlation between X and Y, but it is weak or little
0.40 – 0.599	There is a correlation between X and Y. The value is medium
0.60 – 0.799	There is a high correlation between X and Y
0.80 – 1.000	There is a very high correlation between X and Y

### c. Significance Analysis

To know the significance between two variables, the formula of significance test is:

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

Where:

$t_{\text{count}}$  = t value

r = value of correlation coefficient

n = number of participants

The testing criteria between the variables with  $dk=(n-2)$  with the significance level at 5 % obtained the following criteria:

if  $t_{\text{count}} > t_{\text{table}}$  means  $H_a$  accepted and  $H_0$  is rejected

if  $t_{\text{count}} < t_{\text{table}}$  means  $H_a$  rejected and  $H_0$  is accepted.

### d. Testing the coefficient of Determination

Determination coefficient is used to know how much the dependent variable affect independent variable. The formula used to calculate the coefficient of determination as follows:

$$KD = r^2 \times 100 \%$$

## 3. Results and Discussions

After conducting the research, the writer calculated the scores of the variable by applying statistical analysis which can be illustrated into description of the data in order to describe the students result. Meanwhile, to know the correlation between ability of speech and students writing descriptive text ability the formula of Pearson product moment was applied.

### 3.1 Results

#### *The Description Data of Students’ Mastery in Parts Of Speech*

After conducting the test on grade tenth students of SMA Negeri 1 Ulu Barumun on English class, it is found the highest score is 90 and the lowest score is 50. The result of the students’ score in parts of speech mastery test can be seen in the table below:

**Table 2. The Position of Mean, Median, and Mode**

No.	Item	Score
1.	Mean	76.85
2.	Median	80
3.	Mode	80
4.	Std. Deviation	10.47

#### *The Description Data of Students’ Writing Descriptive Text Ability*

To collect the data about writing descriptive text ability, the researcher used writing test. Students are asked to write a descriptive text based on the theme which is given by the researcher. Then, the students’ assignment is calculated by using Dirgeyasa’s writing score rubric.

After conducting the test on grade tenth students of SMA Negeri 1 Ulu Barumun on English class, it is found the highest score is 90 and the lowest score is 68. The result of the students’ score in writing descriptive test can be seen in the table below:

**Table 3. The Position of Mean, Median, and Mode**

No.	Item	Score
1.	Mean	80.61
2.	Median	82
3.	Mode	90
4.	Std. Deviation	7.76

Lilliefors technique was used as technique in testing the normality of the data in this research. The calculation of the data found that the value of the  $L_{\text{observer}}$  from part of speech (variable X) is 0.10 and the value of the  $L_{\text{table}}$  from 54 sample with 5% significance is 0.12. The value of  $L_{\text{observer}}$  is lower than  $L_{\text{table}}$  ( $0.10 < 0.12$ ) means the data normal.

The calculation of data from variable Y, writing descriptive text ability got the value of  $L_{\text{observer}}$  is 0.11 which is lower than the value of  $L_{\text{table}}$  which is 0.12. According to normality test hypothesis if  $L_{\text{observer}} < L_{\text{table}}$  means the data are normal ( $0.11 < 0.12$ ).

After calculating the data by using Pearson Product Moment, it is found that the value of Pearson correlation coefficient is 0.67. The degree of freedom (df) of this research is 52 ( $df = n-2$ ). Then, the writer compare the result of calculation of Pearson coefficient with “r” table and it is found that the value of the “r” table with  $df = 52$  with 5 % significance level is 0.67.

Based in the table of “r” value at the degree of significance of 5% with  $df = 52$ , it is found that the value of 5 % of degree of significance is 0.266. The result is  $r_{\text{observer}}$  is higher than  $r_{\text{table}}$  ( $0.67 > 0.266$ ).

According to the hypothesis if  $r_{\text{observer}}$  is higher than  $r_{\text{table}}$ , hypothesis alternative is accepted, means there is a significant correlation between students’ part of speech mastery and students’ ability in writing descriptive text at the tenth grade students of SMA Negeri 1 Ulu Barumun.

According to the computation, it shows that the score of = 0,67. The categorized by using coefficient correlation criteria above. It shows that 0,67 is classified



interval 0,600-0,800 in the correlation indexes is a high correlation.

To know the significance between two variables, the formula of significance test is:

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

$$t_{\text{count}} = \frac{0,67 \sqrt{54-2}}{\sqrt{1-0,67^2}}$$

$$t_{\text{count}} = \frac{0,67(7,21)}{\sqrt{1-0,44}}$$

$$t_{\text{count}} = \frac{4,8370}{0,74} = 6,53$$

Based on the calculation above, it is found that the score of  $t_{\text{count}}$  is 6.53. in order to find out the level of significance between variable x and variable y, the writer compared the score between  $t_{\text{count}}$  and  $t_{\text{table}}$ . If the score of  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  means the hypothesis null is rejected and hypothesis alternative is accepted while if score of  $t_{\text{count}}$  is lower than  $t_{\text{table}}$  means the hypothesis null is accepted and hypothesis alternative is accepted. The score of  $t_{\text{table}}$  (df = 52) with 5% significance level is 1.6746.

The result of comparing  $t_{\text{count}}$  and  $t_{\text{table}}$  shows that there is a significant correlation between between students' part of speech mastery and students' ability in writing descriptive text at the tenth grade students of SMA Negeri 1 Ulu Barumon.

Determination coefficient is used to know how much dependent variable affect independent variable. The formula that used to calculation the coefficient of determination as follows:

$$CD = r^2 \times 100 \%$$

$$= 0,67^2 \times 100 \%$$

$$= 0,45 \times 100 \%$$

$$= 45 \%$$

Based on the calculation of data above, it is found that the value of coefficient of Determination is 45 %, means the parts of speech is affected students' writing ability as much as 45%.

### 3.2 Discussions

Based on the calculation above, it is found that the score of  $t_{\text{count}}$  is 6.53. in order to find out the level of significance between variable x and variable y, the writer compared the score between  $t_{\text{count}}$  and  $t_{\text{table}}$ . If the score of  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  means the hypothesis null is rejected and hypothesis alternative is accepted while if score of  $t_{\text{count}}$  is lower than  $t_{\text{table}}$  means the hypothesis null is accepted and hypothesis alternative is accepted. The score of  $t_{\text{table}}$  (df = 52) with 5% significance level is 1.6746.

The result of comparing  $t_{\text{count}}$  and  $t_{\text{table}}$  shows that there is a significant correlation between between students' part of speech mastery and students' ability in writing descriptive text at the tenth grade students of SMA Negeri 1 Ulu Barumon.

Hypothesis alternatif is accepted because the calculation of data found that the result of  $r_{\text{observer}}$  is 0.67 which is higher that the value of  $r_{\text{table}}$  is 0.266.

This research is about the correlation between students' mastery in parts of speech and writing ability at tenth grade students of SMA Negeri 1 Ulu Barumon. It

can be said that correlates between students' parts of speech mastery as a variable X and writing descriptive text ability as a variable Y. The data are gotten from test and documentation.

The coefficient of determination score shows that parts of speech mastery is affected 45 % of students' ability in writing descriptive test. This result of the research supported the previous theory about the correlation between students' parts of speech mastery and students writing descriptive text.

### 3. Conclusion

Based on the result of the analysis of the research, it is proven that there is a correlation between students' parts of speech mastery and students' descriptive text ability. Hypothesis alternative is accepted because the calculation of data found that the result of  $r_{\text{observer}}$  is 0.67 which is higher that the value of  $r_{\text{table}}$  is 0.266. According to the computation, it shows that the score of = 0,67. The categorized by using coefficient correlation criteria above. It shows that 0,67 is classified interval 0,600-0,800 in the correlation indexes is a high correlation. Based on the calculation of data above, it is found that the value of coefficient of Determination is 45 %, means the parts of speech is affected students' writing ability as much as 45%.

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