



## An Analysis of the Second-Year Student's Ability in Identifying Parts of Speech at the English Department of Fakultas Bahasa dan Seni Universitas Negeri Padang

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### Article History

Submitted: 2022-MM-DD

Accepted: 2022-MM-DD

Published: 2022-MM-DD

### Abstract

*This study aims to analyze the second-year students' ability in identifying parts of speech at the English Department of the Faculty of Language and Arts, Padang State University. This research is descriptive quantitative. The population in this study were all students of English Education for the 2020/2021 academic year, which consisted of five classes with a total of 137 students. The researcher took 20% of the total population using a random sampling technique with a sample of 27 students. The results of this study indicate that students are still confused about identifying parts of speech because some words can function in different parts of speech. Therefore, students' ability in identifying parts of speech is in fair category. In other words, the ability to identify parts of speech has not been maximized. Therefore, it can be seen that the average achievement of all components of a part of speech is 63.85, which can be categorized as fair.*

### Keywords:

Analysis, Students, Ability, Identifying, Parts of speech.

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**How to Cite:** Anggraini, J., & Putri, N. E. (2022). An Analysis of the Second-Year Student's Ability in Identifying Parts of Speech at the English Department of Fakultas Bahasa dan Seni Universitas Negeri Padang. *Journal of English Language Teaching*, 11. (3): pp. 402-415. DOI: [10.24036/jelt.v11i3.118650](https://doi.org/10.24036/jelt.v11i3.118650)

## INTRODUCTION

As a set of rules, grammar is essential for comprehending the language, which is one of the language components taught to all language learners (Nuri, 2014). Meanwhile, Ur (1996) defines grammar as rules that govern how words (or parts of words) are connected or transformed inside a language to generate acceptable units of meaning. English grammar has over 3.500 rules (Crystal, 2006). Part of speech is one of the grammatical rules that concern about word classification. Schachter & Shopen (2007) define Parts of Speech (henceforth PoS) as the standard term for a language's primary class of words or lexemes. Word classes are the grammar's building components. Furthermore, part of speech is a classic concept used to build sentences.

According to Richard (2002), words are categorized depending on their roles in sentences, such as nouns or verbs. Moreover, parts of speech are divided into eight categories (adjectives, adverbs, conjunctions, interjections, nouns, pronouns, prepositions, and verbs). Furthermore, Leech (1973) distinguishes between minor and major parts of speech. The minor parts of speech are conjunctions, interjections, prepositions, and pronouns. Meanwhile, The major parts of speech are verbs, nouns,

adjectives, and adverbs. Identifying parts of speech is challenging if students do not know the key.

Moreover, part of speech is an essential subject in grammar knowledge for English learners. Mardhatillah (2020) stated that English language learners must understand the function of the parts of speech so that they may write more quickly and readers can understand the content and purpose more quickly. If learners' comprehension of the part of speech is limited, they may be unable to properly listen, speak, read, or write in English. Therefore, learners can easily understand the target language using speech parts (Khaisaeng and Dennis, 2017).

Based on Choemue and Bram's (2020) research, even if English is students' third language and has studied for six years, more than 90% of foreign language students still have grammatical issues. The researchers found that students had difficulties identifying parts of speech in both spoken and written English. Moreover, in research conducted by Khaisaeng and Dennis (2017), students stated that, although they enjoyed learning English, they were perplexed by the parts of speech they had studied. This issue hinders their English learning.

Parts of speech identification might be difficult for students (Wati (2010) since it may be altered by adding a prefix and a suffix. For example, the word "learn" is a verb, but if the word adding with the suffix "ing," it becomes a noun (learning). Moreover, Xiaolei and Xijiang (2018) say that if two words have the same meaning but distinct forms, they should be classified as different parts of speech. For example, the word "Learning" can be a verb in the sentence "I am learning English."

Furthermore, when some words are joined together (noun phrases), the function of the word will be different. For example, the word "Learning" is a part of a verb, but it becomes a noun when combined with "online" (online learning). Another example: "English" is a noun, but it becomes an adjective when combined with texts (English texts). Moreover, every word has different parts of speech.

There is some research related to this topic. First, Wardana's (2013) research looked at the students' ability in identifying parts of speech in the song "my heart will go on" by second-grade students of MAN Gombong, Purworejo. Furthermore, Rangga (2014) has researched students' ability in identifying parts of speech of the eight-year students of SMP PMDS Putri Palopo in a short story. In addition, Wati (2010) research assisted students' ability in identifying parts of speech in reading descriptive text at the second-year SMPN 4 Rengat Regency in Indragiri Hulu. However, no research sees the students' ability in identifying parts of speech at English University students. Moreover, the researcher wants to research students' ability in identifying parts of speech as general in the grammar test at the second-year English Department, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

One of the main course of English department of Fakultas Bahasa dan Seni at Universitas Negeri Padang is grammar. The students learn basic grammar, intermediate grammar, and advanced grammar. Furthermore, the part of speech is a topic that always appears at every level of grammar learning. That is why the researcher chose the second-year of English Department students. The researcher wants to see the second-year students' ability in identifying parts of speech since they have learned about parts of speech in 3 semesters. In addition, the researcher wants to find out whether students have the same problem as the issue above.

Based on the problem stated above, the researcher was interested in analyzing second-year English students' ability in identifying parts of speech at Fakultas Bahasa dan Seni, Universitas Negeri Padang, by conducting a test on the students. Therefore, the researcher conducted the research entitled "An Analysis of the Second-Year Students' Ability in Identifying Parts of Speech at the English Department of Fakultas Bahasa dan Seni, Universitas Negeri Padang."

## RESEARCH METHOD

This is descriptive quantitative research. This research looked at the student's ability and the most common mistake in identifying parts of speech made by the second-year English Students at Universitas Negeri Padang. The population of this research was all the second-year English education students for the academic year 2020/2021, with five classes, 137 students in total. Arikunto (2002) states that if the subject has more than 100, the researcher may take 10–15%, 20–25%, or more. Therefore, the researcher took 20% of the population using random sampling. So, there are 27 students taken as the sample—furthermore, 5 or 7 students from each class.

To collect the data, the researcher gave the test adapted from the Fundamental of English Grammar and several books, with 10 questions for each part of speech to the sample. The test was multiple choice with a total of 80 items. First, the students were asked to identify the underlined word. The data were collected in March 2022.

To analyze the data, the researcher checked the score of the student's work. 1 point for a correct answer; 0 points for a wrong answer. The researcher organized students' scores into several categories. Then, the researcher calculated the score in every question item per part of speech. Finally, the researcher analyzed the students' mistakes by each component of parts of speech. The students' scores were categorized into five classifications.

**Table 1.** Classification Categorized

No.	Scores	Category
1	80 – 100	Very Good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	0 – 39	Very Poor

(Arikunto, 2002)

## RESULT AND DISCUSSION

### *Research Findings (Tentative)*

After analyzing the data, the researcher found that students were still confused in identifying parts of speech because some words could function in different parts of speech. Moreover, students' ability in identifying parts of speech is in enough category. The following are the results of the analysis of students' ability in identifying parts of speech.

a. *The Second-Year Students' Ability in Identifying Parts of Speech***Table 2.** Students' Score in Identifying Parts of Speech

No.	Category	Range of Score	Number of Students (%)
1	Very Good	80 – 100	18.5%
2	Good	66 – 79	33.4%
3	Fair	56 – 65	18.5%
4	Poor	40 – 55	22.2%
5	Very Poor	0 – 39	7.4%

Based on the above table, 48.1% of students fell into Fair, Poor, and Very poor categories, with scores less than 65, while 51.9% scored higher than 65 (Good and Very Good categories). Therefore, it seems that the percentage of the students having high and low scores in identifying parts of speech, in general, is not significantly different.

**Table 5.** Students' Ability in Each Component of Parts of Speech

No.	Parts of Speech	Mean Score	Category
1	Nouns	51.5	Poor
2	Pronouns	79.3	Good
3	Verbs	66.7	Good
4	Adverbs	55.2	Poor
5	Adjectives	38.9	Very Poor
6	Prepositions	54.4	Poor
7	Conjunctions	71.5	Good
8	Interjections	93.3	Very Good
<b>Average</b>		<b>63,85</b>	<b>Fair</b>

The above table shows that the students' ability in identifying parts of speech in general is categorized as "fair" (63.85). The students' ability is good in interjections, pronouns, conjunctions and verbs. Meanwhile, students' ability in identifying nouns, adverbs, and prepositions, especially adjectives needs serious attention.

1. **Nouns****Table 6.** Students' Ability in Identifying Nouns

Nouns				
No	Questions	N	Score	Category
27	I go to the <u>fair</u> every summer.	17	63,0	Fair
37	The <u>outside</u> of the boat needs scraping.	9	33,3	Very Poor
43	They worked through the <u>night</u> .	16	59,3	Fair
48	Airplanes land on <u>runways</u> at the airport.	14	51,9	Poor
50	The ship reached <u>land</u> after seventeen days at sea.	21	77,8	Good
55	Alex's aunt enjoys his <u>visits</u> every week.	4	14,8	Very Poor
56	Dark <u>places</u> frighten small children.	21	77,8	Good
60	Anna speaks French. She studied in France for two <u>years</u> .	14	51,9	Poor
61	On Valentine's Day (February 14), <u>sweethearts</u> give each other presents.	11	40,7	Poor

80	Jaxon has a nice <u>smile</u> when he is happy.	12	44,4	Poor
<b>Average</b>		<b>51.5</b>		<b>Poor</b>

Table 4.3 shows that the lowest scores are items 55 and 37. 37) The outside of the boat needs scraping. The students were asked to identify the word "outside," which functions as a noun (abstract noun). Only 9 respondents answered correctly. Meanwhile, in item 55) Alex's aunt enjoys his visits every week. The word "visit" functions as a noun (abstract noun) in the sentence. Given this item, 21 out of 27 respondents answered it as a verb. The above mistakes might occur due to the lack of accuracy of the students in identifying parts of speech. The students were likely only to remember one function of a word. In contrast, some words may function differently depending on the context of the sentence.

Furthermore, the students get the highest score in items 50 and 56. In the two questions, 50) The ship reached land after seventeen days at sea, and 56) Dark places frighten small children, the students were asked to identify the words "land" and "place," which are concrete/common nouns. The students seem familiar with these common and concrete nouns.

Based on the above description, it can be concluded that the students' ability is still low for some nouns, especially abstract nouns. However, their ability in identifying concrete/common nouns is good. Moreover, students' ability in identifying ten noun items is in the poor category, with an average score of 51.5.

## 2. Pronouns

**Table 7.** Students' Ability in Identifying Pronouns

<b>Pronouns</b>				
No	Questions	N	Score	Category
40	I don't think <u>it</u> is as hot and humid today as yesterday.	22	81,5	Very Good
45	Arghh! I cannot find my keys. Have you seen <u>them</u> ?	24	88,9	Very Good
52	<u>I</u> train my dogs to sit on command.	18	66,7	Good
59	The yellow sweater is <u>mine</u> .	22	81,5	Very Good
62	Oh no! Annie blamed <u>herself</u> .	23	85,2	Very Good
63	The book, <u>which</u> I read last night, was exciting.	4	14,8	Very Poor
64	Is the brown dog <u>yours</u> ?	27	100,0	Very Good
65	My umbrella is black, while <u>hers</u> is grey.	25	92,6	Very Good
66	Uh! Leave <u>us</u> alone!	27	100,0	Very Good
74	Poof, it is so crazy for <u>me</u> .	22	81,5	Very Good
<b>Average</b>		<b>79.3</b>		<b>Good</b>

Table 4.4 shows eight items are in very good category, with two items answered 100% correctly, namely items 64 (yours – possessive pronoun) and 66 (us – personal pronoun). Meanwhile, six other items in the very good category are items 40,

45, and 74 (personal pronoun), 59 and 65 (possessive pronoun), and 62 (reflexive pronoun).

Furthermore, there is 1 item in good category, namely item 52 (I train my dogs to sit on command). The students were asked to identify the word "I" which is a personal pronoun. Their ability in identifying the other personal pronoun was categorized as very good. However, in item 52, students are in the good category since 33.3% (see appendix) of students answered it as a noun. Therefore, it seems that the students were less careful in identifying it. Surprisingly, there is 1 item in the very poor category, namely, item 63 (The book, which I read last night, was exciting). The word "which" is a relative pronoun. Of 27 respondents, only four respondents answered correctly.

It can be concluded that students' ability in identifying pronouns is very good, especially in personal pronouns and reflexive pronouns. However, the relative pronoun is very poor. Moreover, students' ability in identifying ten pronoun items is in the good category, with an average score of 79.3.

### 3. Verbs

**Table 8.** Students' Ability in Identifying Verbs

Verbs				
No	Questions	N	Score	Category
28	We will sand and <u>fair</u> the hull for winter.	11	40,7	Poor
33	We <u>have</u> class in this room every day.	17	63,0	Fair
39	The outside of the boat <u>needs</u> scraping.	16	59,3	Fair
47	Airplanes <u>land</u> on runways at the airport.	15	55,6	Fair
49	The ship <u>reached</u> land after seventeen days at sea.	23	85,2	Very Good
53	Alex <u>visits</u> his aunt every week.	26	96,3	Very Good
54	Alex's aunt <u>enjoys</u> his visits every week.	16	59,3	Fair
57	Dark places <u>frighten</u> small children.	15	55,6	Fair
58	Before the development of agriculture, primitive people <u>gathered</u> wild plants for food.	21	77,8	Good
78	Yummy! This food <u>is</u> so delicious.	20	74,1	Good
<b>Average</b>			<b>67.7</b>	<b>Good</b>

Table 4.5 shows the lowest score was item 28 (We will sand and fair the hull for winter). In this item, the students were asked to identify the word "fair", which is a verb (action verb). It seems that the students were unable to identify "fair" as a verb as it is parallel to "sand," which appears after the modal auxiliary verb "will". Furthermore, the higher score is in items 49) the ship reached land after seventeen days at sea, and item 53) Alex visits his aunt every week; the students were also asked to identify the action verb. Moreover, students' abilities in identifying it are categorized as very good. Those sentences are simple.

Moreover, in 5 simple sentences in the item questions below, the students' ability is still in fair category with a score range of 56–65. For example, 33) We have

class in this room every day. 39) The outside of the boat needs scraping. 47) Airplanes land on runways at the airport. 54) Alex's aunt enjoys his visits every week. 57) Dark places frighten small children.

Based on the above description, students' ability in identifying verbs is very diverse. It can be seen that the student's ability is inconsistent, whether in simple sentences or the verb action/auxiliary/linking verbs. Moreover, students' ability in identifying verbs is generally categorized as good, with an average score of 67.7. This is still very unfortunate since the verb is an element that must exist in a complete sentence. The students' ability in identifying verbs should be much better. This needs serious attention.

#### 4. Adjectives

**Table 9.** Students' Ability in Identifying Adjectives

Adjectives				
No	Questions	N	Score	Category
23	Hawaii has <u>eight</u> principal islands.	7	25,9	Very Poor
24	The hungry man stuffed <u>his</u> mouth with rice.	2	7,4	Very Poor
25	Her <u>fair</u> reputation was ruined by gossip.	19	70,4	Good
26	Steve cleaned the shelves of the refrigerator with <u>soapy</u> water.	21	77,8	Good
30	The local police searched the <u>stolen</u> car for illegal drugs.	7	25,9	Very Poor
31	Huh! I'm <u>thirsty</u> .	22	81,5	Very Good
34	We have class in <u>this</u> room every day.	4	14,8	Very Poor
39	You should scrape the boat without <u>outside</u> help.	5	18,5	Very Poor
67	Duh! <u>My</u> mother is going to be angry.	12	44,4	Very Poor
79	Sam had an unbelievably <u>huge</u> appetite for chips.	18	66,7	Fair
<b>Average</b>			<b>43.3</b>	<b>Poor</b>

The table above shows students' ability in identifying adjectives was still deficient. The lowest score was item 24 (The hungry man stuffed his mouth with rice). In this sentence, students are asked to identify the word "his," which functions as an adjective – possessive adjective (explaining noun: mouth). Only two of 27 respondents answered it correctly. Besides, 98% of students answered it as a pronoun. The same thing was found in item 67 (Duh! My (possessive adjective) mother will be angry). The students' ability in identifying this item is categorized as very poor. There are 12 people out of 27 respondents who answered correctly.

Students seem to misunderstand possessive adjectives (my, your, our, his, her, its, their). Those words are known as a pronoun. However, it shows the possession which is placed before a noun. Moreover, the word which describes or modifies a noun/pronoun is an adjective. This possessive adjective functions as the possession of it.

Furthermore, the highest scores are found in item 31) Huh! I'm thirsty, item 26) Steve cleaned the shelves of the refrigerator with soapy water, and item 25) her fair reputation was ruined by gossip. The word "Thirsty," "Soapy," and "Fair" are descriptive adjectives. The students were familiar with these adjectives.

So, it can be concluded that students' ability in identifying descriptive adjectives was good. However, students' general ability in identifying adjectives was categorized as poor, with an average score of 43.3. Therefore, it requires serious attention from the English teacher and English Learners, especially in possessive adjectives.

## 5. Adverbs

**Table 10.** Students' Ability in Identifying Adverbs

Adverbs				
No	Questions	N	Score	Category
7	I like Atar for he is <u>very</u> humble and friendly.	20	74,1	Good
18	She speaks English <u>fluently</u> .	22	81,5	Very Good
19	These questions are <u>too</u> difficult for them.	10	37,0	Very Poor
20	Let us sit <u>outside</u> and laugh at you as you work in the blazing sun.	9	33,3	Very Poor
21	<u>Always</u> follow through with what you start.	15	55,6	Fair
22	They are <u>almost</u> 23 years old.	17	63,0	Fair
26	He doesn't play <u>fair</u> .	6	22,2	Very Poor
36	Sam had an <u>unbelievably</u> huge appetite for chips.	14	51,9	Poor
41	Did you hear that song <u>before</u> ?	13	48,1	Poor
46	People <u>usually</u> store milk in the refrigerator.	23	85,2	Very Good
<b>Average</b>			<b>55.2</b>	<b>Poor</b>

The table also shows the highest scores in items 46 and 18. Students were asked to identify the word "usually – adverb of frequency" in item 46 (People usually store milk in the refrigerator). While in item 18 (She speaks English fluently), students were asked to identify the word "fluently – adverb of manner." The students' abilities were in the very good category in both questions. It seems that students are usually known and familiar with words that function as adverbs.

However, the ability of students when asked to identify words that can function differently depending on the sentence is still deficient. As seen in item 26) he does not play fair. In this sentence, students are asked to identify the word "fair – adverb of manner." Moreover, in item 20 (Let us sit outside and laugh at you as you work in the blazing sun), students are asked to identify the "outside – adverb of place." The function of these two words can change depending on the sentence, as found in table noun 4.4, item 37 (the outside of the boat needs scraping). In this sentence, the word "outside" functions as a noun. Furthermore, table verb 4.6, item 28 (We will sand and fair the hull for winter), functions as a verb. In this sentence, the word "fair" functions as a verb.



Based on the above explanation, students' ability in identifying adverbs is good in some words that only function as adverbs, like fluently and usually. However, they were still lacking when they were asked to identify words that could function differently. This is because students tend to be careless and do not understand the function of the adverb itself. Moreover, students' average ability in identifying all items from adverbs is still in the poor category with an average score of 55.2.

## 6. Conjunction

**Table 11.** Students' Ability in Identifying Conjunctions

Conjunctions				
No	Questions	N	Score	Category
1	<u>Although</u> the school is far from their home, these children do not give up studying.	18	66,7	Good
2	We would <u>rather</u> stay at home <u>than</u> go to the mall.	15	55,6	Poor
3	<u>As</u> I know, Bobby does not smoke.	14	51,9	Poor
4	<u>Even</u> if it is rainy, I must go home now.	10	37,0	Very Poor
5	Zayn is <u>not only</u> handsome <u>but also</u> cool.	22	81,5	Very Good
6	I like Atar <u>for</u> he is very humble and friendly.	22	81,5	Very Good
8	Today is Gina's birthday, <u>so</u> I bought a birthday cake.	24	88,9	Very Good
9	I don't eat shrimp <u>because</u> I have an allergy.	25	92,6	Very Good
10	I don't like durian. <u>Moreover</u> , the price is too much.	20	74,1	Good
11	When I was on holiday in Belgium, I tried to find you. <u>However</u> , until the holidays were over, I never met you.	23	85,2	Very Good
<b>Average</b>			<b>71.5</b>	<b>Good</b>

The lowest score was item 4) Even if it is rainy, I must go home now, and item 3) as I know, Bobby does not smoke. In both sentences, students are asked to identify the word "even" and "as" – subordinating conjunction." However, the subordinating conjunction in item 9 was the highest score. 9) I don't eat shrimp because I have an allergy; this item is categorized as very good, with an average score of 92.6. Even so, in item 1) although the school is far from their home, these children do not give up studying, it achieved good category.

Moreover, in the correlative conjunction (item 2 – rather than), students' ability achieved poor category. However, the correlative conjunction – not only but also, students achieved very good category. Besides, students' ability was good in the coordinating conjunction (item 6 and 8) and conjunctive adverb (item 10 and 11).

Based on table 4.8 and the above explanation, 3 items achieved an average score of less than 55. In general, students' ability categorized as good. It seems the students already know the words which link or connect the sentence's ideas, connect dependent - independent clause function as conjunction.

It can be concluded that the students' ability in identifying some subordinating conjunction is still in poor category. However, in the other subordinating conjunction

was good. Students' ability achieved very good categories in coordinating and conjunctive adverbs. Moreover, their general ability is very good with an average score 71.5.

## 7. Preposition

**Table 12.** Students' Ability in Identifying Preposition

Prepositions				
No	Questions	N	Score	Category
12	The Nile River flows <u>into</u> the Mediterranean Sea.	19	70,4	Good
13	They will be working <u>during</u> the summer break.	15	55,6	Poor
14	They have been living in London <u>for</u> 10 years.	10	37,0	Very Poor
15	The ambulance is parked right <u>outside</u> the yard, next to the beehive.	15	55,6	Poor
16	The ambulance is parked right outside the yard, <u>next</u> to the beehive.	19	70,4	Good
17	Julia is writing a story <u>about</u> a lion and a deer.	12	44,4	Poor
32	My history book is <u>under</u> my desk.	18	66,7	Good
35	The happy children squealed <u>with</u> joy.	10	37,0	Very Poor
42	They worked <u>through</u> the night.	12	44,4	Poor
51	Last week, I took a train <u>from</u> New York to Boston.	17	63,0	Fair
<b>Average</b>			<b>54.4</b>	<b>Poor</b>

The above table shows that the items with the highest scores are items 12 and 16. 12) The Nile River flows into the Mediterranean Sea. The words "next" and "into" are prepositions of place/direction. Furthermore, the lowest score is on item 14) they have been living in London for (preposition of time) 10 years, and 35) the happy children squealed with (preposition of manner) joy.

Based on table 4.9, it seems that students are still confused about the preposition. As a result, students are once again careless in recognizing it. This might occur due to students' lack of comprehension of prepositions. As a result, the teacher should give analytic methods, so students do not misinterpret.

In conclusion, the students' ability in identifying prepositions is in poor category. Although, if we know the key, prepositions are one of the categories of parts of speech that are pretty easy to identify. The key in identifying it is that a preposition always follows a noun.

## 8. Interjection

**Table 13.** Students Ability in Identifying Interjection

Interjections				
No	Questions	N	Score	Category
44	<u>Arghh!</u> I cannot find my keys. Have you seen them?	27	100	Very Good
68	<u>Great!</u> You have passed the exam.	21	77,8	Good
69	<u>Congrats!</u> You won the competition.	21	77,8	Good
70	<u>Aha!</u> I have an idea!	27	100	Very Good
71	<u>Whoops!</u> I forgot to bring my wallet.	27	100	Very Good
72	<u>Hurray!</u> We are going on holiday!	25	92,6	Very Good
73	<u>Poof!</u> It is so crazy for me.	27	100	Very Good
75	<u>Yippee!</u> I like this book.	27	100	Very Good
76	It is time for me to go. <u>Cheerio!</u>	25	92,6	Very Good
77	<u>Yummy!</u> This food is so delicious.	25	92,6	Very Good
<b>Average</b>			<b>93.3</b>	<b>Very Good</b>

The table above shows that the average score of students in identifying ten interjection items is 93.3 in the very good category. It can be seen that eight items are categorized as very good, namely items 44, 70, 71, 72, 73, 75, 76, and 77. While the other two items are in a good category, namely items 68) Great! You have passed the exam, and 69) Congrats! You won the competition. However, students' ability in identifying interjections has been very good.

### *b. The Most Common Mistakes in Identifying Parts of Speech*

The most common mistake is to find out in which parts of speech the students make the biggest mistakes. The following is the percentage of students' mistakes in identifying parts of speech.

**Table 6.** The Percentage of Students Mistakes

No.	Parts of Speech	Total Mistake	Percentage Mistake
1	Nouns	131	48.5%
2	Pronouns	56	20.7%
3	Verbs	90	33.3%
4	Adverbs	121	44.5%
5	Adjectives	165	61.1%
6	Prepositions	123	45.6%
7	Conjunctions	77	28.5%
8	Interjections	18	6.7%

Based on table 4.3, it can be seen that the most common mistake answers are on the adjective, which is 61.1% mistake, and the noun, which is 48.8% mistake. In contrast, 6.7% is the lowest mistake on the interjections.

It concluded that students are still confused and struggle in identifying parts of speech, especially adjectives and nouns. As a result, students misunderstand in identify it. This needs serious attention. Given that the mistakes rate is above 50%, the teacher should pay more attention. In order to solve this issue, the teacher must apply the proper strategy. Perhaps by providing a clue to distinguishing different parts of speech. Furthermore, parts of speech are essential in studying English grammar. Therefore, they will impact students' understanding of grammar at the next level if they are not evaluated.

### ***Discussion***

Based on the data description and analysis, the students' ability in identifying parts of speech is generally in the fair category, with an average score of 63.85. This result aligned with Pulungan (2019), who researched the students' ability in identifying word classes at grade VII Junior High School. The result was in the fair category, with an average score of 66.55. Moreover, it is also the same with research conducted by Wardana (2013), which stated that the second grade MAN Gombong students' ability in identifying parts of speech on the song was 56.54 in the fair category.

Nevertheless, the result of this research is contrary to the research conducted by Rangga (2012) under the title "the ability of the eight-year students of SMP PMDS Putri Palopo in Identifying Parts of Speech of Short Story." Based on his data analysis, the students still have the very poor ability, with a means score of only 5.36. Moreover, the students still struggle in identifying the parts of speech of some underlined words in a text given in the test.

The differences can arise from differences in the sample since the Rangga sample is an 8th-grade junior high school student, whereas the current study sample is a second-year student. The instrument also impacts other reasons; Rangga used short stories, while this research used grammar tests. In addition, it can be by any factor.

Although, the students' ability in identifying parts of speech is generally in the fair category, with an average score of 63.85. It is necessary to highlight that their competence in recognizing adjectives in given contexts is still at very poor level. The most common mistake in this study is in adjectives, with a total mistake of 61.5%. This result is aligned with that found by Mardhatillah (2010). She found the students' ability in identifying adjectives is categorized at very poor level. Their percentages prove that the correct percentage is 0%, whereas the incorrect percentage is 100%—the most difficult parts of speech, especially in adjectives (collective adjectives and compound adjectives).

In addition, students are still confused about identifying parts of speech because they are learning about word classes, and some words can function in different parts of speech. Wati (2010) said students find it difficult to distinguish between classes of words. This was also found in the tests conducted by English students at UNP 2020. The researcher entered several words that could function differently in each sentence, and the result was poor. It is because so many words have more than one function of parts of speech. So students must be careful to identify the function of the word.

Based on the above description, several students could not identify the parts of speech of the words. They attempted to guess, but they were wrong. This shows that

they do not fully comprehend the parts of speech of certain words in sentences. Furthermore, the students still cannot identify the place and form of parts of speech in sentences. It may be enhanced by developing the approach and strategy for studying and teaching English parts of speech.

## **CONCLUSION**

Based on the results of research and discussions carried out in the previous chapter, it can be concluded that the results of research conducted on students regarding the analysis of students' abilities in identifying parts of speech are categorized as fair, with an average score of 63.85. Moreover, students are still confused in identifying parts of speech because some words can function in different parts of speech. Therefore, it can be concluded that the students' ability in identifying parts of speech is in enough category. In other words, the ability in identifying parts of speech has not been maximized.

Furthermore, students must improve their understanding of parts of speech, especially in identifying adjectives and nouns. They must be more careful in identifying words because some words have different functions in each sentence. There are several keys and strategies for identifying parts of speech, especially in words that have different functions, so students must understand the function of each part of speech.

It is recommended for teachers to analyze the mistakes made by students in identifying parts of speech so that teachers understand the students' difficulties. Teachers should also choose the most effective way or method that is easy for students to remember. Next, the teacher explains the function and use of parts of speech in sentences. The teacher must also provide keys and strategies to identify each function of the eight parts of speech.

Moreover, exploring the parts of speech in English grammar is interesting. There are many possibilities to research, and this research is one of them. The researcher believes there are still many possibilities to further explore English grammar and parts of speech. For example, further study on each component of parts of speech or other grammatical areas for research is needed.

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