

The Student's Ability in Identifying Parts of Speech on the Text of NHU Pematangsiantar

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Abstract This paper attempted by the ability in identifying parts of speech on the text 'Housekeeping' at the first semester students of teachers training college of NHU Pematangsiantar. The objectives of this research are: 1. It is formulated to know the ability in identifying parts of speech through text "Housekeeping". The method used in this research is descriptive qualitative. This research is carried out on the first semester students. There are sixteen (16) students as the participant. The data is obtained by conducting a test. The data is analysed by finding the presentages of error analysis. The researcher found that The student's ability in identifying parts of speech on the text entitle "Housekeeping" applied at the first semester students of teachers training college of NHU Pematangsiantar got the highest one is Very good category with 11 students with 68%, then followed by the good category with 3 students on the 19%, and the last fair category with 2 students on the 13%.

Keywords: *Identifying, Parts of speech, Vocabularies*

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I. Introduction

English is an international language. There are many countries which use English in international forum; namely: politics, economy, diplomatic, technology, and educational forum. Efendi (2008: 4) says that English as a second language, by which English is taught based on the users' local language cultures, to suit each of their backgrounds, as it popularly spoken in America. Nevertheless, people in the whole of the world use English. More of a quarter inhabiting in the world use English as a mother tongue, more of a quarter as a second language, and the remaining use English as a foreign language. As learning about the other languages especially English, students should master four skills of English. Those are very important in learning language. But not only master of four language skills, students should master the language components such as grammar, vocabulary, pronunciation, spelling, punctuation, etc. Regarding with the importance of grammar proficiencies, it is important for as to know what grammar is about. Grammar is concerned with labelling sentences with part of speech (Vivian, 1991:9-10; in Ruri, 2008:2). Part of speech is a traditional term to describe the different word that are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection (Richard, 1992: 266). So, it is necessary that the students understand the function of word in sentences. Dealing with the statements above, the writer can assume that both grammar and part of speech cannot be separated in English learning teaching because parts of speech are the aspects of grammar that hold important role for one to master the language skill in English. Such as in writing English sentences, it must using grammar. Based on the previous research, it is formulated by the students' ability in identifying Part of Speech on the written test. After explaining the material and taking the test, the researcher takes the result of their ability namely based on the value of them is poor. It means that after teaching them about Part of Speech, they still have the difficulties in analyzing it. So, based on the phenomena above, the researcher tries to analyze their ability by testing them. Based on the description above, the researcher tries to conduct a research entitled "The Students' ability in identifying Parts of Speech on the text "Housekeeping" at the first semester students of teachers training college of NHU Pematangsiantar".

II. LITERATURE REVIEW

2.1 Concept of Ability

In learning English especially writing case, many aspects should be mastered by the students if they want to be success in writing. One of them is employing part of speech in writing English sentences. The students should be able to employ the part of speech in writing. Saikaku (2003:17), ability is the mental or physical power to do something. Definition of ability, namely:

a. The quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something.

b. A natural acquired skill or talent.

c. The quality of being suitable for or receptive to a specified treatment: capacity.

The ability in employing part of speech means that the students are able to employ part of speech knowledge that they accept from their lecturer. Students should be paying attention in learning part of speech in writing English sentences.

2.2 Grammar

The word 'gramma' meaning 'letter' has come down to us in a path through several languages Dykes (2007:5). David Crystal, author of The Cambridge Encyclopedia of the English Language, wrote, 'In the popular mind, grammar has become difficult and distant, removed from real life, and practiced chiefly by a race of shadowy people (grammarians) whose technical apparatus and terminology require a lengthy novitiate before it can be mastered. It is a shame because the fundamental point about grammar is so very important and so very simple.' The final statement is the significant one. We need to show that grammar need not be dry or tedious, but can be both fascinating and relevant. Barbara Dykes say that Grammar provides a whole cohesive system concerning the formation and transmission of language.

Grammar is 'a language to talk about language'. Just as one cannot explain how a motor engine functions (or is falling to function) without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure according Dykes (2007:5). Aristotle and Socrates realized the importance of grammar for all forms of language expression, particularly public speaking (rhetoric) and debate. Frank palmer, Grammar is not restricted to the study of form and function word. It is concerned, more widely, with categories such as tense, number, gender and with syntactic functions such as subject and object. Penny Ur says that Grammar is sometimes defined as 'the way words are put together to make correct sentences'. This is, as we shall see presently, an over-simplification, but is a good starting-point.

2.3 Types of Grammar

Ramelan (1992: 22) explains that there two kinds of grammar. They are prescriptive grammar and descriptive grammar. Prescriptive grammar is grammar that is based on observation of the actual usage of the language. Descriptive grammar is attempted to describe the knowledge people must have in order to speak and understand language.

Gerot (1995:4) states that there are three grammars which have had a major influence on schools in this century. They are:

1. Traditional Grammar

Traditional Grammar aims to describe the grammar of Standard English comparing it with Latin. Students learn the eight parts of speech.

2. Formal Grammar

Formal Grammars are concerned to describe the structure of individual sentences.

3. Functional Grammar

Functional Grammars view language as a resource for making meaning.

2.4 Part of Speech

Part of speech is the basic types of words that English has. English learners should be able to recognize and identify the different types of words in English, so that they can understand grammar explanation and use the right word place. Parts of speech are words that can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more part of speech, depending on the context. According to Richards, et al (1992: 266), part of speech is a traditional term to describe the different types of word that are used to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Part of speech may be identified by:

a. Meaning (e.g., a verb is the name of a state or event: go)

b. Form (e.g., a verb has an – ing - form, a past tense and a past participle: going, went, gone)

c. Function (e.g., a verb may form or be part of the predicate of a sentence: they went a way).

These criteria will identify the most typical representatives of each part of speech. However, many problems remain. For example, in the sentence:

Their going away surprised me

In this sentence, the word of "going" is subject. Based on the explanation above, part of speech is used in writing or sentence such as; noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. Parts of speech are important aspect of grammar that determines to employ in writing English sentences. *Below the eight parts of speech by Adbrite:*

The eight parts of speech

No	Part of Speech	Function or "job"	Example words	Example sentences
1	Verb	action or state	(to) be have do like work sing can must	a. English Club.com is a web site. b. I like English Club.com.
2	Noun	thing or person	pen, dog, work, music, town, London, teacher, John,	a. This is my dog . b. He lives in my house . c. We live in London .
3	Adjective	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	a. My dog is big . b. I like big dogs.
4	Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	a. My dog eats quickly . b. When he is very hungry, he c. Eats really quickly.
5	Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
6	Preposition	links a noun to another word	to, at, after, on, but	We went to school on Monday.
7	Conjunction	joins clauses or sentences or words	and, but, when	a. I like dogs and I like cats. b. I like cats and dogs. c. I like dogs but I don't like cats.
8	Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	a. Ouch! That hurts! b. Hi! How are you? c. Well, I don't know.

2.5 Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby (1995)defines vocabulary as "the total number of words in a language; vocabulary is a list of words

with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". In addition, Burns (1972) defines vocabulary as "the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

2.6 Kinds of Vocabulary

The expert divides vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the word which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005)

c. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself.

The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

a. How to build your vocabulary?

b. What is a good vocabulary?

c. Why is a good vocabulary important?

It's important for you to have a good vocabulary because it helps the world see you as more useful. If you know a word, that's mean you understand it, what it means and the concept it represents. Very often, single words represent complex concepts that literally take books or even whole libraries to examine. But even you don't understand everything about the full range of concepts that one word represent, if you are familiar with the word, you at least know something about it. Whereas if you don't know the word at all – if your vocabulary is not that big – then you know nothing about it and you are worse off because of that. Ultimately, you will be rewarded less, whether it's in the workplace or in your personal life.

The words in your vocabulary are important because they are the foundation of communication between people. *Words represent ideas*. They are the building words of how we form thought – of how we transform ideas and concept into reality. So the more words you know and understand. The more tools you have to understand the world around you and to communicate that understanding to others. And for every new word you learn and understand, you also get an added benefit: it will help you better understand the words you already know. A

good vocabulary is one of the characteristics most common to successful people all over the world, in all walks of life. This doesn't mean you will automatically be successful if you have a good vocabulary – *but it sure can help you*. The bigger your vocabulary, the more ideas you can express accurately – and the more you will be rewarded or your value to the world.

III. METHODOLOGY

This part discusses about Research Design, Object of the Research, Technique of Collecting the Data and Technique of Analysing the Data to answer the problems of this research.

3.1 Research Design

The research topic here is about the use of text 'housekeeping' to know students' ability in identifying parts of speech as a qualitative research. Research design refers to the schema or plan that constitutes the entire research study. In conducting this research, the researcher uses Descriptive Qualitative Research. Qualitative Research describes phenomena in the form of words. This research belongs to qualitative because Bogdan (2002:3) defines that qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and their behaviour.

3.2 Subject of the Research

The researcher makes the subject of the research as a participant namely the first semester student of teachers training college amount 16 students.

3.3 Object of the Research

The firstly, namely held by doing a test in identifying the parts of speech. Secondly, the researcher analyzing the error of the data

3.4 Instrument of the Data

The instrument of the Data is a test, namely a written test that design by the researcher to the participants

3.5 Data Collecting and Processing

Arikunto (2006:134), states that there are five methods in data collection; interview, observation, test, questionnaire, and documentation. The research instrument of this study was gained in the form of test. Test in conducted to know where the error occurs and type of the error.

In collecting the data, the researcher collects the data based on the students' ability in identifying vocabulary. Firstly, the researcher conducts the text that contains of parts of speech. Secondly, the researcher tests them by giving them a written text entitled "housekeeping" that contains of 390 words. Thirdly, the researcher explains the instruction of analysing the data. Fourthly, the researcher gives 30 minutes to read the text. Latest, the researcher gives them time 90 minutes to analyse the vocabulary based on the part of speech.

3.6 Technique of Analysing the Data

After collecting the data, the researcher makes the steps how to analyse the data. Firstly, the researcher counted the vocabulary that contains of part of speech. Secondly, the researcher classified them into their groups. Thirdly, the researcher counted the amount of words that really often appear. Fourthly, the researcher analyzed the word which is correct to be chosen and incorrect to be chosen. Afterwards, the researcher takes the percentages based on the totality number of words that state of Excellent, Good, Fair, and Low.

IV. FINDINGS AND DISCUSSION

In this chapter, the researcher shows the result of the research, and its discussion. Here, the content is Research Findings and Discussion. The subject of the research is Part of Speech identifying by 16 students namely about 10% of amount totality at the first semester student from 166 of 4 classes of teachers training college of NHU Pematangsiantar. The researcher held on NHU Pematangsiantar for a day taking the data. The source of the data was analyzing the passage with the "Housekeeping" title in 90 minutes. The instrument of supporting the data was a script which is contained of the 390 words on the 18 sentences. The researcher used post-test in identifying them into the part of speech.

Based on classified by using Arikunto's standard degree of mastery as stated below.

Figure 1. Standard degree of mastery

Range	Category	Criteria of ability stage
80-100	A	Very good
66-79	B	Good
56-65	C	Fair
40-55	D	Low
0-39	E	Very Low

The descriptive test analysis is used to find out students ability in identifying parts of speech on the text 'Housekeeping' at the first semester students of teachers training college of NHU Pematangsiantar.

4.1 Findings

Based on the passage, the researcher found 388 words included on part of speech. In this research, the Object of the research was the students did the test in identifying the eight of Part of Speech. The researcher made the acronym of those vocabularies became Noun (N), Pronoun (Pro), Verb (V), Adjective (Adj), Adverb (Adv), Preposition (Pre), Conjunction (Con), and Interjection (Inj). The display of analyzing the Part of Speech based on the text 'Housekeeping' can be seen as follows:

Figure 2. The Display of Analyzing the Part of Speech

No	Sentences of the Text	The Amount of Part of Speech							
		N	Pro	V	Adj	Adv	Pre	Con	Inj
1	It was a hard winter, too.	1	1	1	2	-	-	-	-
2	The snow crested, finally, far above our heads.	2	1	1	1	1	1	-	-
3	It drifted up our eaves on one side of the house.	4	2	1	-	-	3	-	-
4	Some houses in finger bone simply fell from the weight of snow on their roofs, a source of grave and perpetual anxiety to my great-aunts, who were accustomed to a brick building, and to living below ground.	14	3	3	2	1	9	2	-
5	Sometimes the sun would be warm enough to send a thick sheet of snow sliding off the roof, and sometimes the fir trees would shrug, and the snow would fall with surprisingly loud and earthy thuds, which would terrify my great -aunts.	10	2	9	5	5	3	3	-
6	For some reason the lake was a source of particular pleasure to Finger bone that year.	7	1	1	1	-	3	-	-
7	It was frozen solid early and long.	-	1	2	3	-	-	1	-
8	Several acres of it were swept, for people brought brooms to tend and expand it, till the cleared ice spread far across the lake.	5	2	7	2	-	5	1	-
9	Sliders heaped snow on the shore into a precipitous chute that sent them sailing far across the ice.	6	2	2	2	-	3	-	-
10	There were barrels on the shore for fires to be built in, and people brought boxes to sit on and planks and burlap bags to stand on around the barrels, and frankfurters to roast, and clothes-pins to clip frozen mittens to the lips of barrels.	15	-	8	-	1	13	5	-
11	A number of dogs began to spend most of their time at the ice.	4	2	2	-	-	4	-	-
12	They were young, leggy dogs, affable and proprietary, and exhilarated by the weather.	2	1	2	4	-	1	2	-
13	They liked to play at retrieving bits of ice which sped fantastically fast and far across the lake.	4	2	2	3	1	4	1	-
14	The dogs made a gallant and youthful joke of their own strength and speed, and flaunted an utter indifference to the safety of their limbs.	8	2	2	3	-	3	3	-
15	Lucille and I took our skates to school, so that we could go to the lake directly and stay there through the twilight.	4	5	4	-	2	4	2	-
16	Usually we would skate along the edge of the swept ice, tracing its shape, and coming finally to its farthest edge; we would sit on the snow and look back at Finger bone.	9	4	5	2	3	5	2	-
17	17We felt giddily far from shore, though the lake was so solid that winter that it would certainly have supported the weight of the entire population of Finger bone, past, present, and to come.	9	5	6	3	2	4	2	-
18	Nevertheless, only we and the ice sweepers went out so far, and only we stayed.	2	2	2	3	2	1	2	-
TOTALITY 390		106	38	60	36	18	66	26	0
		390 words							

Based on the figure 1 on Display of Parts of Speech can be seen as above. The housekeeping text is contained of 390 words on 18 sentences. And the result of the students' ability in identifying can be seen as follow:

Figure 3. Result of Test on identifying Parts of Speech

No	Code	Correct Answer	Total Words	Score	Percentages
1	P 01	378	390	96	96%
2	P 02	360	390	92	92%
3	P 03	301	390	77	77%
4	P 04	200	390	51	51%
5	P 05	280	390	71	71%
6	P 06	355	390	91	91%
7	P 07	370	390	94	94%
8	P 08	345	390	88	88%
9	P 09	323	390	82	82%
10	P 10	312	390	80	80%
11	P 11	363	390	93	93%
12	P 12	376	390	96	96%
13	P 13	345	390	88	88%
14	P 14	364	390	93	93%

15	P 15	276	390	70	70%
16	P 16	240	390	61	61%

Based on the result above found that dominantly the students at the first semester of teachers training college of NHU got the VERY GOOD category in identifying the text include Parts of Speech with 11 students and GOOD category with 3 students then followed by FAIR category with 2 students. It is about 68% able to identify the text in the high score with category A, about 19% on B category and the last 13% with C category.

4.2 Discussion

Based on this research, the researcher found that there is no Interjection included on the text. The researcher found that this text dominantly used the determiner/ article out of the box of Parts of Speech with 40 words. It's about 10% full of it. The discussion based on the finding is the P 01 got the highest score with 378 words on the correct answers, followed by P 12 with 376 correct answers, P 07 with 370 correct answers, P 14 with 364 correct answers, P 11 with 363 correct answers, P 02 with 360 correct answers, P 06 with 355 correct answers, P 13 with 345 correct answers, P 08 with 345 correct answers, P 09 with 323 correct answers, P 10 with 312 correct answers, P 03 with 301 correct answers, P 05 with 280 correct answers, P 15 with 276 correct answers, P 16 with 240 correct answers, P 04 with 200 correct answers with lowest score.

V. CONCLUSION

5.1 Conclusion

The conclusion of the research deals with the answer of the statement of the problems based on the findings and discussion in the previous chapter. In this section, conclusion is drawn to answer one by one; The student's ability in identifying parts of speech on the text entitle "Housekeeping" applied at the first semester students of teachers training college of NHU Pematangsiantar got the highest one is Very good category with 11 students with 68%, then followed by the good category with 3 students on the 19%, and the last fair category with 2 students on the 13%.

5.2 Suggestion

From the conclusion above, the researcher would like to propose some suggestions as follows; The students are suggested to pay attention to their study of English, especially in analyzing the passage, in order to improve their competence in writing and comprehend the meaning of vocabularies. By this research, the students also should be aware of their error and try to overcome their problems and difficulties faced.

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