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The Analysis of Students' Ability in Identifying Parts of Speech in Narrative Text

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Abstract
This study was aimed to measure the ability of students in identifying parts of speech in narrative text. It was implemented to students of a public vocational high school) in Bangka Belitung Province. This study utilized quantitative research emphasized in descriptive method in analysing the data. In this study, all of the eleventh grade students from 4 classes which consists of 124 students were taken as the sample. The data were obtained through a test. This study was only focused on five parts of speech including noun, verb, adjective, adverb, and conjunction. It was found that there were 31% of students achieved "good" or B score with the total of 38 students. The accumulation of the entire students' score or mean of the students' score was 58. Based on the criteria of the ability stage, it showed that the students' ability was "fair".

Keywords: analysis; parts of speech; students' ability

INTRODUCTION

Before learning to the next level of English, we have to know first about the basic things that are really needed in mastering English correctly. It is about learning 'parts of speech' in English. This lesson becomes one of crucial things in learning English because it explains the learners about how the words connect to others and what the function of the words that they have met, read, written, spoken, or listened to in a sentence, and helps the learners to arrange the words to become a sentence in English (Wierzbicka, 2000).

Parts of speech are classes of words in some languages, such as in Latin and English. Those are divided into the basic meaning and form, or the function of the syntax (Dictionary, 2019). In English, there are eight parts of speech. They are pronoun, adjective, noun, conjunction, adverb, verb, interjection, and preposition (Eastwood, 1994). Part of speech is distinguished into kinds of ideas when it takes place and works in a sentence (Börjars & Burridge, 2019). In another definition, parts of

speech are defined as categories of different words depend on their meaning, structure, and function in a sentence (Herring, 2016).

Based on the preliminary study conducted in the tenth grade students, some problems were found in students' ability in recognizing the use of past tense verbs in language features of narrative text. Most of the students did not have basic English skill. Another problem was students' motivation in learning English. It could be seen when students had low enthusiasm in English subjects and rarely attended their class.

There have been studies concerning parts of speech identification ability by students, such as the ones by Anggraini and Putri, Rangga, Harahap, Murtajiah, and Wati (Anggraini & Putri, 2022; ARIYANTO RANGGA, 2014; Harahap et al., 2023; Murtajiah, 2016; Wati, 2010) to name the few. However, they were focused on different parts of speech and different types of texts. Therefore, this study is focused on finding out students' ability in identifying parts of speech, especially in narrative type of text, since the students have learned about that type of text. Furthermore, it also explores the factors causing the students' difficulty in identifying the parts of speech.

LITERATURE REVIEW

Parts of speech are the fundamental parts of a sentence in English. Parts of speech are word divisions by classes of words (Greenbaum, 1996). Parts of speech are also defined as categories of different words depending on their meaning, structure, and function in a sentence (Eastwood, 1994).

Parts of Speech

Actually there are eight parts of speech known in English including pronoun, noun, verb, adverb, adjective, conjunction, preposition, and interjection (Herring, 2016). However, this study was only focused on five parts of speech, those are:
1. Noun
Noun is the name of a person, place, or thing.
Some nouns are including;
   a. Proper noun
     It is the name of particular person and place specifically.
     For example; David, John, Emma, Jakarta, and the United State of America, etc.
   b. Common noun
     It is the name of the things generally.
     For example; book, pencil, writing book, shoes, etc.
   c. Material noun
     It is the name of the things that indicates material that can be seen and touched.
     For example; sand, water, gold, silver, etc.
   d. Collective noun

It indicates a number of persons or things or they are spoken together as a whole.

For example; crowd, army, a team, a group, etc.

    e. Abstract noun

It is the kinds of things that mentions about the quality without recognizing by the five senses.

For example; life, honestly, and childhood, etc.

    f. Concrete noun

It is the thing that can be seen in a physical object or it can be tasted, touched, seen, heard or smelt.

For example; Apple, tree, book, etc.

    g. Countable noun

It is the thing that can be count using number.

For example; Book, cat, car, etc.

    h. Uncountable noun

It is a noun that cannot be count or expressed using number.

For example; Sand, money, happiness, etc.

2. Verb

Verb is a word used to show actions or state of being.

There are some kinds of verb including;

    a. Auxiliary verb

       It is a verb used to help the main verb.

       For example;

       • To be; am is, are, was, were, be, been

       • To have; have, has, had

       • To do; do, does, did

       • Modals; can, could, may, might, will, would, shall, should, must, and ought.

    b. Regular verb

       It is indicated by the typical pattern of the verb.

       For example;

       • Hate-hated-hated

       • Open-opened-opened

       • Close-closed-closed

    c. Irregular verb

       It is indicated by the different pattern of the verb.

       For example;

       • Buy-brought-brought

       • Teach-taught-taught

       • Take-took-taken

    d. Transitive verb

       It requires a direct object.

       For example; call, write, wait for

    e. Intransitive verb

       It does not require direct or indirect object.

       For example; walk, run, smile.

    f. Present tense, for example; sit, write, read, etc.

g. Present participle, for example; reading, writing, calling, etc.
h. Past tense, for example; sat, wrote, helped, etc.
i. Past participle, for example; written, eaten, drunk, etc.
j. Verb of sensation, for example; feel, look, smell, etc.

3. Adjective
Adjective is a word used to describe a noun or pronoun or to give a more specific meaning about the word.
Some adjectives are including;
    a. Adjective of quality
     This is degree of comparison including positive, comparative and superlative.
     For example; white, beautiful, kind, tall.
    b. Adjective of quantity
      It includes; some, much, little, such, any, no, all
    c. Demonstrative adjective
      There are two kinds of demonstrative adjective including;
        1. Definite: this, these, that, those, such, another, the other.
        2. Indefinite: a/an, any, a certain.
    d. Possessive adjective
      It is including; my, your, her, his, our, their, its.
    e. Interrogative adjective
      It is including; what, which, whose.
    f. Adjective of numeral
      There are three kinds of numeral including;
      1. Cardinal; 1, 2, 3, etc.
      2. Ordinal; 1st, 2nd, 3rd
      3. Multiplicative; a few, several, dozen.
    g. Proper adjective
      For example; Canadian, American, Indian.
    h. Distributive adjective
      It is including; every, each, either, neither.
4. Adverb
Adverb is a word that modifies a verb, an adjective or another adverb.
There are some kinds of adverb are including;
    a. Adverb of time
    For example; now, later, soon
    b. Adverb of manner
    For example; badly, beautifully, bravely, fast, well, etc.
    c. Adverb of place
    For example; near, here, down, there, etc.
    d. Adverb of degree
    For example; even, too, enough, very, extremely, etc.
    e. Adverb of frequency
    For example; always, often, never, usually, sometimes, etc.
5. Conjunction
It is the word used to connect one word to others.

There are some conjunctions, including;

    a. Coordinating conjunction

    It indicates the coordinate or equal words, phrases, and clauses in a sentence.

    For example; and, but, for, nor, or, so, yet.

    b. Correlative conjunction

    It indicated two words, phrases, clauses related to each other.

    For example; either-or, neither-nor, not only-but also, bot-and, whether-or.

    c. Sub-ordinating conjunction

    It is used to connect a dependent clause to an independent clause.

    For example; after, although, before, how, once, while, etc.

Narrative text is a text that tells about an imaginative story in the past. It is about life story in fiction or factual event. The characters of this story is not only about person but also animal, or thing (Mukarto et al., 2007). This text is known well in giving the readers or listeners some moral values through the story. The story includes fable, myth, legend, folk tale, fairy tale, or love story. The purpose of the text is to amuse or to entertain the readers or listeners, to teach the readers and listeners moral values, or change the social opinion (Billups-Thomas, 2011).

There are three generic structures of narrative text according to Hyland (Hyland, 2008):

1. Orientation

This introduces the characters of the story. It can be name, place, or time included in the story. It is usually written on the first paragraph as the opening paragraph

2. Complication

This tells about the problem of the story. In this time, the problem will be increased.

3. Solution

It tells the solution about the story. It is the time to solve the problem and the readers or listeners will know the ending of the story whether sad or happy ending.

Language Features of Narrative Text

There are some language features of narrative text according to Siahaan and Shinoda (Siahaan & Shinoda, 2008):

1. Using past verb, e.g. lived, went, married, had.

2. Using action verb, e.g. did, measured, began.

3. Using noun, e.g. stick, stone, apple.

4. Using adjective, e.g. beautiful, big, kind, cruel.

5. Using time connective and conjunction

   It is used to sequence the event through time.

   For example; however, although, later, then.

6. Using adverb, e.g. a long time ago, in small village, in a big island, in a castle.

Student's Ability

Ability is a power, capacity, or competence in doing something because of one's skill, training, or other qualification (Dictionary, 2012). It is also an action or capability

of understanding something (Turnbull et al., 2010). Thus, students' ability can be shown from their capability to connect or decode about problems or something. In other words, students' ability in this study is the capability of students in identifying some parts of speech correctly from narrative texts.

METHOD

This study employed descriptive method as the research design by focusing on answering and giving the description of students' ability in identifying some parts of speech. The sample used in this study were eleventh grade students of a public vocational school in Bangka Belitung which consisted of four classes. The total number were 124 students.

To gather the data accurately on a student's ability in identifying the parts of speech, test was used as a method. In this test, students were asked to identify or choose the appropriate types of parts of speech based on the questions written. There were 63 questions that were focused on analysing parts of speech in underlined words in 4 short stories. The valid and reliable test material used was in the form of multiple choice. While the interview was performed to the students and the English teachers in an informal and natural situation in order to obtain true information. The interview was held to English teachers and some students who get the lowest, middle and highest score in the test given in the research. This interview was used to get the information about the difficulties faced by the students in identifying parts of speech, especially in narrative text.

The result of test was then analyzed by scoring each student's test result by finding the mean scores and the percentage of the correct answers. Furthermore, it was ranked by using a standard degree of mastery. Meanwhile, the transcript of the interview was summarized, the main ideas were selected, then some key points that would be the theme and form of the study became the focus. Later, it was presented in the form of brief description.

FINDINGS

The Result of Test
To analyse the degree of the students from the test held, the standard degree below was used.

Table 7. 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

Source: Arikunto's standard degree of mastery

The recapitulation of students' score in identifying parts of speech in narrative text could be seen in the following table below:

Table 8. The Percentages of Students' Score

Score	Stage	Number of Students	Percentages
A	Very good	11	9%
B	Good	38	31%
C	Fair	28	23%
D	Low	28	23%
E	Very low	19	15%
Total		124	100%

To identify deeply, the researcher then used descriptive data analysis. It can be seen in the following table.

Table 14. Descriptive Analysis Data of the Students

Number of students	124
Mean	58
Highest score	89
Lowest Score	19

Then, the writer calculated the frequency and percentages of students' correct type of parts of speech in the following table.

Table 15

The Frequency and Percentages of Students' Correct Type of Parts of Speech

Parts of speech	The number of parts of speech	Percentages of students' correct of types of parts of speech
Conjunction	10 questions	70% of students
Noun	16 questions	58% of students
Adverb	12 questions	52% of students
Verb	16 questions	66% of students
Adjective	9 questions	46% of students

The Result of Interview

Another aim of the research was to find out the reason why students got difficulties in identifying parts of speech in narrative text. The instrument used to collect those things was interview. The interview was held to the students and English teachers. For the students, there were 16 items asked to them. Those students were chosen based on their category they got from the result score of the test. Those were from

the students who got highest score, middle score, and lowest score. For the English teachers, there were 9 items to ask.

DISCUSSION

The analysis of the data gave information about the students who got highest score to the students who got the lowest score. There were 9% of students or 11 students got score "Very good", 31% of students or 38 students got score "Good", 28% of students or 28 students got score "Fair", 23% of the students or 28 students got score "Low", and 15% of students or 19 students got score "Very low". The mean of data was 58. It indicates that the students' ability in identifying parts of speech in narrative text is categorized "Fair".

There are some factors causing students' difficulty in learning English (Musa et al., 2012):
1. They believe that English is difficult.
2. The lesson depends on the stakeholders
3. Lacking of motivation in using English at home or social environment.
4. There is no chance to use English out of the class.
5. Limitation of mastering vocabulary.
6. There is no motivation in learning English and don't think if English important.

In addition, there are two factors causing students' difficulties in English (Arikunto et al., n.d.):
1. Internal factor
   It is the factor from students themselves, such as;
   a. Physiology, for example: the body in bad condition, tiredness, etc.
   b. Psychology, such as: the intelligence, skill, interest, motivation, etc.
2. External factor
   It is a factor of the situation and condition outside the students.
   a. Family
      1. How parents do parenting to the students. Parents don't care about the students' condition and education. If this is happening continual, the students will get the difficulty and making students lazy to study or do homework.
      2. The relation between students and parents was not harmonious. It caused students don't care about the tasks given.
      3. The situation of the household
      The situation was too noisy, crowded, and makes students uncomfortable to study.
      4. Economy
      If the economy is low, students will get lacking to the facilities. Or if the economy is too high, it also will affect the students, such as students will get laziness to only use the facilities like playing game, gadget etc.
   b. School
      1. Teacher

The teacher doesn't master the material.
2. The relation between students and teacher
   Such as, the teacher is angry, rude, and students are scared of him/her and makes the students don not like the subjects.
3. Teachers' demand is too high about students' standard score
4. The method was not interesting and or the teacher is not creative.
5. The tools and facility are not supported
6. The curriculum is not arranged based on the students' ability generally.

c. Society
1. Social media
2. Social environment
How students associate out of the school and it will make a habit for the students.
3. Neighbor
4. Students join too many organizations and activities.

In this study, the findings also indicated that there were two factors causing difficulty to the students; they were internal factors and external factors.

1. Internal Factors
   a. Lacking of interest.
   Some students didn't like English so they felt bored and didn't focus on the lesson and explanation during the class. Syah said that students should have special intention in interesting aspect. This is because if someone has a high interest, so it will affect the high capability in heeding too. It could be concluded that the higher of interest in learning, the higher students' achievement. On the contrary, students would get difficulty in achieving the goal if there is no interest on the subjects. It was also supported by the statement from Nasution, he stated that the diligence of learning was happening if students were interesting of the subjects.
   b. Low vocabulary mastery
   The students only knew little vocabularies in English so they felt difficult to answer the questions. Students stated that if they didn't understand the meaning and feel uncommonly on the vocabulary, so they were hard to analyse the type parts of speech in the test. It was the same with the statement from Keraf, he said that if someone masters many vocabularies, he will easily to do communication with others. In another word, mastering vocabulary widely, understanding the functions and knowing the use of them will be able to represent the particular ideas. Base on Herlina, the more students master the vocabulary, the easier students study English, because vocabulary is one of the most important thing to master.
   c. Students rarely reviewed the lesson at home because after coming home they felt tired and lazy. It made them forget the lesson that had been taught at school, or even did not care about the lesson.

2. External Factors

a. Teacher

Teacher never taught about parts of speech in detail because of limited lesson duration. The goal of the subject was only "creating" process like the syllabus demands.

b. The situation of the class

Some students mentioned that the class was noisy because of the other students and they felt uncomfortable in learning. The learning process would be powerful if it was supported by students' environment (school and home), which enable them to get motivated. It indicated that comfortable learning environment pushed students not to be lazy. One of the most important things to do in solving the students' difficulty in learning is creating the good and comfortable learning environment (Susanthi, 2020).

d. Lacking of motivation

Some students mentioned that the teacher and their families rarely gave motivation in learning English. Those were proven when teacher sometimes did not give any action when they got low score and the parents did not care about the score achieved by the students because according to the parents, they did not understand about English. Motivation takes the place as crucial role in learning and mastering English (Ehsan et al., 2019; Fandiño et al., 2019; Purnama et al., 2019; Rehman et al., 2014; Sunatiningrum, 2012).

d. Students' society environment

According to the English teachers, the environment of the students at home they were only familiar with local language. They never used English in any way. Teachers could not control it because they could not see and force the students a whole time to use English outside school. Therefore, the students preferred to use their mother tongue to English.

CONCLUSION

In this study, it was found that the majority of the students obtained or B score or "good" with a percentage of 31% but the accumulation of whole student's score was 58. Based on the criteria of the ability stage, it showed that the students' ability was "fair".

There were two factors causing the students got difficulty in identifying parts of speech. The first was internal factors such as lacking of interest, lacking of vocabulary, and not willing to review the lesson at home, and the second was external factor such as the learning focus on the syllabus only (the teachers were not creative enough, the situation of the class, lacking of motivation and students' environment.

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