



ANALYSIS ON THE USE OF PART OF SPEECH BY EFL STUDENTS

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan fenomena yang nyata dari situasi siswa didalam menganalisis part of speech sebagai pengetahuan dasar mereka dalam memahami kemampuan ber Bahasa Inggris. Metode yang digunakan adalah metode deskriptif. Data dianalisis dan diambil dari mahasiswa semester tiga program jurusan Bahasa Inggris Universitas Graha Nusantara Kota Padangsidempuan di kelas matakuliah Curriculum and Textbook Analysis. Tugas dari mahasiswa adalah menganalisis part of speech dari kamus Inggris- Indonesia yang ditulis oleh pengarang M John Echols dan Hassan Shadily. terdapat delapan jenis part of speech yang dianalisis yaitu; verb, noun, pronoun, adjective, adverb, preposition, conjunction and interjection. hasil yang didapatkan selama proses analisis adalah baik. Karena sambil menganalisis, mahasiswa mengetahui banyak pengetahuan. Mahasiswa juga menjadi familiar dalam membuka kamus dan mengetahui apa yang akan dicari dari kamus itu. selain ilmu menganalisis, mahasiswa juga mendapat pengetahuan tentang ilmu phonology, ilmu pronunciation dan ilmu phonetics.

Kata kunci: analisis. part of speech. pelajar bahasa asing

Abstract

The aim of this research is to describe the real phenomenon of the students in their evident situation on analyzing the part of speech as their basic knowledge in understanding English. The method used in this research was a descriptive method. The data was analyzed and taken from the third semester students at English Department Graha Nusantara University in the Curriculum and Textbook Analysis Class. The task of the students is analyzed the part of Speech from the English-Indonesian dictionary which written by M John Echols and Hassan Shadily. There are eight parts of speech that students analyze such as; verb, noun, pronoun, adjective, adverb, preposition, conjunction and interjection. The student's task toward analysis of the part of speech is very good. Because by doing analysis in their task, they know much about the part of speech knowledge. The students know and able to look up the English-Indonesian dictionary. Beside the student's ability in looking up the dictionary, they know more knowledge from it, such us about the phonology, pronunciation, and the phonetic science

Keywords: analysis, part of speech, EFL students

INTRODUCTION

Teaching and introducing the part of speech to the English Foreign Language students is needed, for it was the very basic knowledge in learning English. Aprianti F (2020) states in her article that the part of speech is so significant for students to learn, because in producing the words, the part of speech is automatically used. Whether they

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produce the simple sentence moreover in the complex sentences. The function of teaching part of speech to the EFL students is to help the students, manage their knowledge from the very basic science in constructing the words order Rhamadani S and Olivia R (2022). In line with Maili et al (2022) stated that understanding the part of speech means you learn the grammatical structure and morphology.

According to Mardhatillah R (2020) said that the part of speech guides the meaning of the word. To make a sentence, someone needs the part of speech, although not all the part of speech is used, but one of the kinds of it is need in producing the word sentence.

Khairani, M (2019) delivers the general part of speech as follows; noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. He stated that the English teachers should understand well about the part of speech and able to teach it to their students. It can be start from the simple sentence for example: subject verb and object in one simple sentence. Analysis is the activity which check and critic about one phenomenon based on the true data. Komaruddin (2001) states that analysis is about the activity to think about describing the kind of component in order to know the whole correlation and the functions of each component. The focus of this research is the student's task about the analysis on the part of speech at English- Indonesian Dictionary.

This research is done based on the real phenomenon in the teaching English foreign language students. They are the third semester students at Graha Nusantara University at Padangsidempuan City. One of the researcher is a lecturer for this subject. The subject of the learner is the Curriculum and Textbook Analysis. One of the reasons why this research should be done is the students' ability in analyzing the textbook and understanding the curriculum. The total of the students are 25 students. The fact that researcher found in the class, there are so many mistakes which students did in their ability about the part of speech when they did the task of analysis.

The researcher taught the curriculum and analyzed some textbooks of Mts, MA and SMK's schools. to the students, but unfortunately the students need to analyze more about the part of speech in English. There are so many students got difficulty in differentiate and understand about the part of speech. When they did their task in analysis the textbook, some of students could not make good sentence even the simple sentence. This is a reason why analyzing the part of speech is so important to them.

The analyzing is focus on looking up the part of speech at the English Indonesian dictionary which written by M. John Echols and Hassan Shadily. So many advantages the students get by analyzing these part of speech. Besides it the students can also learn about the pronunciation of each part of speech and learn the written of its pronunciation.

The aims of this research is to describe the real phenomenon of the students in their evident situation on analyzing the part of speech as their basic knowledge in understanding English. These students are the English Foreign Language Students, for they are the Indonesian people who learn English for their bright future to face the developing world. English is so important to learn for the EFL students because English is the number one of the International Language in the world Anita D (2012).

METHOD

The method used in this research was a descriptive method. The data was analyzed and taken from the third semester students at English Department Graha Nusantara University in the Curriculum and Textbook Analysis Class. The task of the students is analyzed the part of Speech from the English- Indonesian dictionary which written by M John Echols and Hassan Shadily. This kind of dictionary is very recommending for the EFL students because this dictionary is covered by the American phrases and words. This





dictionary is also finished and developed for the Indonesian students. The words from A to Z are investigated clearly. The pronunciation of each words are written correctly. The students can analyze many meanings of one word and able to analyze in the sentence example. Then, the data of this research was taken from the real phenomenon of the students in this class. It was described in detail what the students do and get from this analysis time. All the part of speech was analyzed from the dictionary and in the las time the researcher or lecturer did the reflection toward the of part of speech task of the students.

DISCUSSION

This research was done for one semester of the third semester students at Graha Nusantara University students at 2022-2023year academic. The analysis time is run as good as possible. Almost all of students are so spirit in doing the analysis time, before the time for analysis, they were asked to buy their own English- Indonesian dictionary which written by written by M. John Echols and Hassan Shadily. The aims of it, was to help students in doing this kind of research. It also has many advantages for them whether for now or for their future as the EFL students. Every EFL student needs this dictionary as long as possible.

The following are the students' real activities at the classroom while they did the research of analysis the part of speech from the dictionary. Here is the part of speech that the students learn and analyze, first is about verb. In this stage the students ordered to find the action verb; transitive verb and intransitive verb. When they look up at dictionary, they can analyze it one by one. One of students said that she is happy to know the kinds of these verbs. Beside they know the meaning, they also know the difference and the sentence example of each verb. Some of them really said that he just known this kind of verbs. For instance, the verb run. It was the intransitive verb; it does not need the object directly. The sentence example is I run this morning. Run is a verb that the sentence is complete although without object. This morning is analyzed as the adverb of time in that sentence. While the transitive verb which needed the object directly. For example; Maghza drinks lemon tea. The verb in this sentence is drink. The verb drink should use the object to make this sentence be understood and complete sentence. The object of the verb drink is lemon tea.

The other kind of verbs analyzed such as; infinitive verb, present tense verb, past tense verb, present participle verb, past participle verb, linking verbs (verb of sensation and verb of being) and the last is helping verbs/ auxiliary (primary helping verb and modal helping verb).

The second is about the noun. It is hoped by knowing the kinds of verbs, the students can differentiate the meaning of the verb and noun is really different. The function of noun and verb in the sentence are not same. Noun means the name of person, name of place, name of thing and the idea. The stage of noun, the students analyze it at English dictionary and find out the twenty nouns of each alphabet at dictionary. When they come to the alphabets X, the students only found no more than ten nouns in this alphabet. The students analyze the kind of noun as common noun, proper noun, concrete noun, abstract noun, even the noun in the single words, separate words and hyphenated words. While discussing about noun will be more complex like a noun phrase, Nisa K et al (2020) found that the Senior High School students made some errors in their descriptive text analysis.

The third is about pronoun. In this stage the students the students analyze from each alphabet about the kinds of pronoun. Such as: personal pronoun, indefinite pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, and relative pronoun.



From the personal pronoun the students analyze the subject, the object, possessive pronoun, and reflexive pronoun. They can analyze when the sentence like I do my homework by myself. I as a subject pronoun, do as a verb, my homework as the object pronoun as a possessive pronoun and myself as a reflexive pronoun. In the indefinite pronoun they can find in the dictionary such as; anyone, anybody, everyone, everybody, no one, no body, someone, some body, either, neither, each, one etc. this noun is a noun as a subject or as an object. By knowing this kinds of noun as a singular or plural noun, the students can define the verb of it in the sentence. Harianja R et al (2019) stated that the pronoun is usually found in the many kinds of journal's written. It can be subject pronoun, object pronoun or many other kinds of pronoun.

The fourth is adjective. In analyzing the adjective stage, the students have to learn the noun and pronoun before, because adjective is a word which describe the noun and pronoun in the sentence. These, this, that, those are found in their analyzing time as a demonstrative noun as an adjective. The other noun is the article, it divided into two categories as a define adjective such as; the. For example; *the* school in front of mosque is our school. The in the first line is a defined noun as the adjective. While the other article, a and an as the indefinite adjective. For example; I found *a* car in the yard and *an* apple on the basket is mine. Adjective as a common adjective for example; you are a good man; a good man is a common adjective. The last is a proper adjective, usually proper adjective is written in capital word. For example; I am a Batak citizen. Batak which is written in capital is a proper adjective.

The fifth is adverb. This stage is analyzing the explanation of verbs, adjective and other adverb. There are many kinds of adverb that they found in analyzing process. Adverb of time, adverb of manner, adverb of place, adverb of degree, and adverb of frequency. Adverb of time is the explanation of the time or the answer of a question which using the word when. Here are the examples of the adverb of time that the students' found in their analysis; now, tomorrow, tonight, yesterday, later, soon, or describes the time exactly such as at 07.10 AM, at 10.10 PM etc. adverb of manner is the word which describes the explanation of the condition and how the phenomenon happens. Here is the example of it; angrily, badly, beautifully, better, fast, hard, slowly, healthy, inadequately, quickly etc. the next is about the adverb of place, it means the explanation about the place or location or the word that answer about the question word where. The examples of it; above, away, below, up, on, down, there, here, inside, outside, far, near or the location as at my school, in Jakarta, in Indonesia etc. Adverb of degree is the helping word that usually to answer the question of "how much". For instance: almost, enough, too, barely, entirely, extremely, highly, very, quite, slightly, totally, utterly etc. the last is adverb of frequency. It is to explain how often the activity done. The examples of it; often, seldom, once, twice, rarely, every, now, then, softly, hardly ever, sometimes, never, always, occasionally, eventually etc. Kurniawati (2019) states in her article that adverbs have three positions, the adverb can be in front, in the mid and in the end of the sentence.

The sixth is about the preposition. The preposition is the front word which is located before noun, pronoun, noun phrase, noun clause or as the object of pronoun. The examples of the preposition that students found in their analysis; at, about, to, by, until, beneath, with, beside, between, on, of, in, from, inside, near, off, out of, through, toward, under, within, for etc.

The seventh is conjunction. It is the word which connect the clause or some of the part in the sentence. There are two kinds of conjunction; coordinating conjunction and correlative conjunction. The examples of coordinating conjunction are for, and, nor, but, or, yet, and so while the examples of correlative conjunction are; not only- but also,





whether - or, both - and, and either- nor. Kusumawardhani P (2017) said that syntax is a knowledge which discuss about clause, phrases, and sentence. Syntax talks about the basic structure that connect the words in sentences. It is why conjunction is very recommend to learn in order to make a good correlation between words.

The eight is interjection. Interjection is about the word which express someone's condition or mind. The example of it are; oh no!, hi!, alas! Oh My God, Oh My Gosh, oh! Amazing! Hello! Cristal in Wulan Sari and Syahputri, D (2020) stated that the interjection is also about the someone's feeling happiness, sadness, anger and surprise. It can be yippee, aww, grr and holy cow.

Although this time for analyzing the part of speech, the students are also got the knowledge of writing the examples of each part of speech and they practice the pronunciation of it in the classroom.

The students are so happy and spirit because they able to practice their speaking time while doing their analyzing class. A researcher feels so amazing to teach this class because the students respond are positive. Most of students come to the classroom on time, they did the task individually in the classroom or in their home. They have a nice cooperation to the lecturer and researcher. It can be seen from their attitude during the time for this semester. It is really grateful.

CONCLUSIONS

The conclusions:

1. The student's task toward analysis of the part of speech is very good. Because by doing analysis in their task, they know much about the part of speech knowledge.
2. The students know and able to look up the English-Indonesian dictionary.
3. Beside the student's ability in looking up the dictionary, they know more knowledge from it, such us about the phonology, pronunciation, and the phonetic science.
4. In the reflection time, a lecture as one of a researcher, given them the brightly explanation about the part of speech and they were so happy to analyze the part of speech from a dictionary

The suggestions:

1. It is very good for further researcher to analyze the part of speech from many other subjects
2. It is suggested to analyze the part of speech in the kind of English skills, such as Speaking, Writing, Reading or Listening

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