

CHAPTER I

INTRODUCTION

This chapter covers several key topics for discussion by the researcher, including: the background of the problem, the setting of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the significance of the study, and the definition of key terms. The researcher outlines the problem and explains the reasons for conducting this research. To avoid the misinterpretation of the research, the researcher limited the research by mentioning the primary objective of this research. The researcher also mentions the main purpose of this research. The key terms of this research are explained in the last part of this chapter.

A. Background of the Research

Language is an essential tool for communication in everyday human life. People use language, in both written and spoken forms, to communicate their ideas. In the border scope, language functions as a means of international communication between at least two persons. In a smaller group where members share the same language, there are likely no difficulties in communication, as the people involved are accustomed to speaking their native tongue. Otherwise, if the people taking part in the conversation speak different languages, they must have difficulties or obstacles in getting along with each other; one of the problems is the language used.

Learning English is not as easy as we may imagine. Since English is the first foreign language in Indonesia, it takes a lot of effort for students to learn the elements of the language, such as grammar, vocabulary, pronunciation, and spelling. Another thing that English learners must master is parts of speech.

Parts of speech are grammatical components that can be said to be the foundation of making sentences. Parts of speech can be classified into: Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, and Interjection. According to Eckersley (1980:3), in Khusnil Khotimah, all words in English can be grouped according to the work they do into eight classes.

According to Richard (2002), Part of speech is a traditional term used to form sentences, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. So, grammar and parts of speech cannot be separated because parts of speech are part of grammar. According to Leech, parts of speech distinguish between minor and major parts of speech; the minor parts of speech are pronoun, preposition, conjunction, and interjection, and the major parts of speech are verb, noun, and adjective. According to Herring (2016), the importance of studying parts of speech is being able to understand parts of speech, if we can better understand how we put words together to form sentences. Therefore, students must understand the function of the parts of speech, so that they can more easily write the content and purpose of their writing, and readers can also understand it more easily.

Sometimes students have difficulty differentiating the types of parts of speech, such as noun, verb, adjective, adverb, preposition, and conjunction.

Because a word can be changed if it is added with a prefix and a suffix, for example, the word misjudge, this word is a verb, if it is added with the suffix -ment, it will become a new word misjudgment and change into a noun.

MAS (Madrasah Aliyah Swasta) Al-Fata is an Islamic Senior High School in Rokan Hulu Regency that implemented Curriculum 2013. This school also teaches English as one of the subjects taught. The teachers provide textbooks for the students. The textbook used by the students is “Pathway to English for SMA/MA Grade XI” written by TH, M, Sudarwati, and Eudia Grace and it is published by Penerbit Erlangga. Students learn it and find some texts from the book itself. Students read the texts and identify them line by line in sentences, and use a dictionary about the grammar of the text, such as studying the part of speech.

In the eleventh grade, a teacher taught parts of speech to the students for several meetings. Students study the parts of speech, such as nouns, verbs, adjectives, adverbs, prepositions, and conjunctions. Students are taught to identify the parts of speech in some reading text available in their textbook. The result of the study can be seen from the phenomena as in the following.

1. Some students are able to correctly identify the function of words such as nouns, verbs, adjectives, adverbs, prepositions, and conjunctions in the reading text. On the other hand, some students need more effort to answer questions about parts of speech correctly.

2. The teacher taught the part of the speech, and students gained additional knowledge about how to classify the part of speech. Students are often given an exercise to identify the part of the speech found from a text.

From the experience given to the students above, the researcher is interested in doing a research paper entitled: “An Analysis of Students’ Skill in Identifying Parts of Speech from a Text to Describe the Eleventh Grade Students of MAS Al-Fata”.

B. Setting of the Research

After the teacher gave a lesson about learning parts of speech, the researcher found that some students can identify the word function, such as noun, verb, adjective, adverb, preposition, and conjunction in reading texts. Another time, some students needed more effort to answer the questions about parts of speech correctness. The Teacher taught the part of the speech, and students gained additional knowledge about how to classify the part of speech. Students are often given an exercise to identify the part of the speech found from a text.

C. Limitation of the Problem

There are some difficulties faced by students related to grammar mastery, because there are many areas of grammar that they need to master to improve their English language skills. In this study, the researcher will not try to analyze all of these areas of grammar to students, and only limit it to students' skills in identifying verbs, nouns, and adjectives in eleventh-grade students of MAS Al-Fata.

D. Formulation of the Problem

Based on the explanation and problem limitations that have been provided by the researcher above, so can be formulated by the following question: "How are students' skills in identifying verbs, nouns, and adjectives (part of speech) of eleventh-grade students of MAS Al-Fata?"

E. Purpose of the Research

Regarding the previous problem, the purpose of this research is that the researcher wants to know the students' skill in identifying verbs, nouns, adjectives, and adverbs of the eleventh-grade students of MAS Al-Fata.

F. Importance of the Research

By doing the research, the researcher hopes that the result will be helpful to provide:

1. *For the Students:* This research will be beneficial for students, as its purpose is to inform them about their grammar skills, particularly in the use of parts of speech.
2. *For the Teachers:* This research will hopefully be a reference for the English teachers who teach grammar to students.
3. *For the Next Researchers:* The result of this research, hopefully, can be extended information for those who want to do research about part of speech to senior high school students.

G. Definition of the Key Terms

1. **Analysis:** According to Lestari (2003), analysis is a study conducted to examine the structure of a language in depth. The purpose is to describe or rectify issues in the well-studied material and achieve maximum improvement.
2. **Ability:** According to Hornby (1995), ability refers to the skill or competence at doing something. In this research, the ability is to express ideas in written form.
3. **Part of Speech:** According to Carnie (2006), parts of speech tell us how a word will function in the sentence. In this research, part of speech is the class of words used to form a sentence with different functions.
4. **Noun:** According to Herring (2016), a noun is words that refer to people, places, things, or ideas. Nouns can function as the subject of a sentence and the object of a verb.
5. **Verb:** According to Herring (2016), the verb is a word that shows the actions, processes, conditions, or states of beings of people or things.
6. **Adjectives:** According to Herring (2016), an adjective is one of the parts of speech that are used to explain the noun or pronoun, which can be a thing, place, animal, etc.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to include the theories from some experts that support this research, those are about the nature of grammar, the nature of part of speech, a review of related findings, and the conceptual framework. There are some theories related to the grammar and part of speech to support the strength of this research. The researcher also adds some previous research, which is relevant to find out some differences and similarities between this research and the previous research. In a conceptual framework, the researcher shows a simple image of the line of this research.

A. Review of Related Theories

A.1. The Nature of Grammar

Scrivener (2004:54) says that when thinking of ‘grammar’ many people probably imagine a book full of explanations and rules that tell them which verbs, have what endings, how to use adverbs, how to make a superlative, etc. The word grammar is very ambiguous because it has several meanings. There many definite definition of grammar because many experts often define the term grammar differently.

Grammar is essential for English language learners since it is one of the essential aspects to mastering communication skills. According to Widdowson in Al Mekhlafi (2011), a learner can be said to have mastered a language if the learner fulfills two main requirements, namely accuracy, which refers to the

mastery of grammatical structures, and fluency, which indicates that the learner can use the target language. So, grammar is an important part of a language, which learners need to be mastered. A good grammar mastery can be used in the target language as well.

According to Swan in Padmadewi and Myartawan (2006), emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991:22) declares that grammatical knowledge is essential for learners who want to have communicative competence. Based on the explanation of the definition of grammar by the experts above, it can be concluded that grammar is an essential part of language to be mastered by the learner.

With a good understanding of grammatical concepts, students can avoid using incorrect structures. Grammar is a study in which sentences are structured and formatted, such as there is a pattern of subject, verb, object, and adverb, depending on the tense used in the sentence. So that it may be considered a bit boring to study correct grammar, since it is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

River in Padmadewi and Myartawan (2006) also states that it is understanding on grammar which plays an important role in order to be able to communicate well. Besides, it is also proven by the fact that in writing or speaking scoring, there must grammar aspect as one of the scoring criteria. Although grammar is not a high priority, it does not mean that grammar is not important to learn.

River in Padmadewi and Myartawan (2006) also states that it is understanding of grammar which plays an important role in order to be able to communicate well. Besides, it is also proven by the fact that in writing or speaking scoring, there must be a grammar aspect as one of the scoring criteria. Although grammar is not a high priority, it does not mean that grammar is not important to learn.

Grammar is the foundational knowledge and skill necessary for understanding and using language naturally. As mentioned above, grammar consists of the rules that govern how words can change their forms and be combined into sentences. Therefore, it can be said that grammar plays a crucial role in how learners master a language. Without learning grammar, learners cannot construct sentences properly, and without a solid comprehension and competence in sentence construction, it becomes impossible for learners to master English.

A.2. Definition of Part of Speech

In the Oxford Advanced Learner's Dictionary, parts of speech are one of the classes into which words are divided according to their grammar, such as nouns, verbs, adjectives, etc. According to Hornby (2000), there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection. Vikas in Khusnil Hotimah (2005) but, in these cases, the researcher limits them to only nouns, verbs, adjectives, found in the textbook used by students learning English at school. According to James P (1996:96), the teacher

asks the students to discuss the words and to use the reading selection to sort the words into the appropriate categories. This means the students can read descriptive text to practice parts of speech.

Term parts of speech refers to classifying words according to their common uses in sentences. Traditionally, words have been classified into eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Any modern grammarians distinguish between four essential parts of speech, called form classes (nouns, pronouns, verbs, adjectives, and adverbs), and function words. Function words fall into groups such as prepositions (and, but, for, either...or, yet, still, when, while, as, since, because) and interjections (well, ouch! oh! hey!). Word can function as different 'parts of speech' with no change in form. A good example is the form *fast*:

Because of their beliefs, they *fast* twice a week (Verb)

Today is a *fast*, and so we shall eat nothing (Noun)

He is a *fast* worker (adjective)

He runs *fast* (Adverb)

We can determine its category only when it appears in a sentence; in other words, when we observe its function. (*Learning about Linguistics an Introductory Workbook: 95*). From the statement above, it can be concluded that most words have multiple meanings, which can vary depending on the context of the sentence.

a. Noun

A noun is a word that refers to one or more persons, places, objects, or ideas. Most nouns indicate singular or plural forms by altering their structure: laser, lasers, werewolf, werewolves. A few nouns do not change form to indicate numbers: a sheep, a flock of sheep, an elk; a gang of elk. Nouns are usually classified as common or proper. Proper nouns are the names of particular persons and places: Fred, Pac-Man, Uncle Sam, Oklahoma City, Nicaragua. Proper nouns are always capitalized. Nouns that refer to objects that can be touched are called concrete nouns. According to Burton 1982: 131), there are four kinds of nouns:

Common nouns name a member of or an item in a whole class of persons or things. Examples: man, farmer, letter

Abstract nouns name qualities or states of mind or feeling. Examples: diligence, benevolence, wealth, etc.

Collective nouns group or collections of people or things. Example cricket team.

A noun is a word that serves as the name for anything: a person, an animal, an object, a place, a situation, a quality, or an idea. Nouns are divided into six kinds: a proper noun is a word that stands for the name of a person, country or any particular name which begins with a capital letter. Example:

- a. Randi listens to the radio.
- b. Jakarta is the capital of Indonesia.

A common noun is a word that denotes no one thing in particular, but it is common to any number of the same kind

Example:

- a. Take your book, please!
- b. I met a man yesterday.

A material noun is a word that signifies the matter or substance from which things are made.

Example:

- a. Salt is necessary to live
- b. The lady is dressed in cotton

Collective noun is a word that denotes the group of a collection of multitude taken as one of a complete whole.

Example:

- A. I saw a large congregation at the mosque
- B. Those are navy

Abstract nouns are words that denote qualities, states, or actions independent of any specific instances or material objects.

- a. Quality: the teacher will be happy with your kindness
- b. State: We have good pleasure today possessive noun is ownership.

Example:

- a. Hadi's sincerity.
- b. Hani's hand.

b. Verbs

A Verb is a word that expresses an action or a state of existence. Verbs can be recognized by their forms. Regular verbs add d, ed, or the suffix to the

present-tense forms to create the past tense and the past participle. In most cases, irregular verbs form the past tense and past participle by a change of vowel. When a verb indicates an action carried out by the subject on an object, it is referred to as a transitive verb: Tom grabbed his hat. When a verb expresses an action carried out by the subject without an object or indicates a state of existence, it is referred to as an intransitive verb. For example, Joni jumped.

c. Adjective

An adjective is a word, phrase, or clause that describes a noun or restricts its meaning in some way. Single-word adjectives typically precede nouns. Adjectives serve as attributes when they pre-modify nouns, meaning they appear between the determiner and the head of the noun phrase:

Predicative adjectives can be

(a) Subject complement: Your daughter is *pretty*

(b) object complement: He made his wife *happy*

Adjectives can often function as head noun phrases. Therefore, they do not inflect for number or the genitive case and must take a definite determiner. Most commonly, such adjectives have personal references:

The *extremely old* need a great deal of attention

We will nurse *your sick* and feed *your hungry*

d. Adverb

An Adverb is a word, phrase, or clause that modifies or qualifies the meaning of a verb. Two types of syntactic functions that characterize an adverb, but an adverb needs to have only one of these:

(1) Adverb

(2) Modifier of adjective and adverb.

Modifier of adverb

An adverb can pre-modify another adverb and serve as an intensifier.

Example:

They are smoking very *heavily*

There are many types of adverbs. The adverb of frequency appears before the main verb in the sentence. Example:

John *constantly* studies at night.

Always is 100% all of the time

Usually most of the time

Often is, much of the time

Sometimes it's 50% most of the time

Seldom is rarely

Never is 0%, not any time

The adverbial of place follows the verb and its object. The expression of place derives from the expression of time. Example:

We study in the *library*

He comes to class at 9:00 A.M

e. Preposition

Prepositions are words that come before a noun or pronoun and connect it to the rest of a sentence. Some of the common ones are: above, about, across,

after, along, among, at, before, behind, beside, between, down, for, from, in, like, near, of, off, on, out, over, since, to, under, up, and with.

f. Conjunctions

Conjunctions are words that connect or combine elements within a sentence, such as words, phrases, or clauses. Common examples include: and, but, yet, for, either-or, neither-nor, when, while, as, since, and because.

g. Interjections

Interjections are exclamations used alone or inserted into a sentence. They generally express an emotion. Some common examples include: Hey! Ouch! Gosh! Oh my fur and whiskers! Aha!

A.3. Definition of Textbook

Textbooks are one of several teacher guidelines for teaching. Oxford Advanced Learner's Dictionary defined the textbook as a book which teaches a particular subject, which is used in schools and colleges (2000, p. 1238). In the English classroom, an English textbook has an essential role for both the teacher and the students. It provides students with language skills, necessary knowledge, and information about English. Later on, these steps prepare them to interact with native English speakers

William (1983) came up with the ESL textbook indicators that the textbook should meet the following requirements:

- a. Give introductory guidance on the presentation of language items and skills (General).

- b. Suggest aids for pronunciation teaching: e.g., phonetic system (Speech).
- c. Present purposeful situations and techniques variations for teaching structural units (Grammar).
- d. Distinguish the different values and skills involved in vocabulary teaching (Vocabulary).
- e. Provides guidance on the initial presentation of sections for reading comprehension (Reading).
- f. Illustrate various devices for controlling and guiding content and expression in composition exercises (Writing), and include appropriate figures, diagrams, tables etc. (Technical).

A.4. The Role of Textbook

In Cunningsworth's view (1995, p. 7), the roles of textbooks were identified as follows:

- a. A practical resource for self-directed learning and self-study.
- b. A valuable resource for presentation material (written and spoken).
- c. A source of ideas and activities for learner practice and communicative interaction.
- d. A reference source for students.
- e. A syllabus.
- f. A resource for less experienced teachers to build confidence and showcase new methodologies.

A5. Advantages of Textbook

Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), Cortazzi and Jin (1999), and others claimed that textbooks are essential instruments for language teaching and learning. Ur (1996) supported this statement by asserting that the textbook offers clear instructions. Through a clear framework, both teacher and learners are aware of the learning direction they are going to, and the sense of structure and progress will have coherent footprints. Secondly, a textbook includes a syllabus within the bundle that fulfills the facilitation required by the teacher. Third, textbooks provide appropriate learning text and worksheets for each level in each grade. Fourth, textbooks are the cheapest way to provide learning materials for learners. Besides, the textbook is packaged in a practical package as a helpful guidance and support for teachers and a way to learn new material, review, and monitor self-progress.

A.6. Disadvantages of Textbook

Although the role of textbooks is claimed to be beneficial usage, Ur (1996) revealed several arguments against the use of textbooks as follows:

- a. Teachers become unimaginative in teaching as they develop reliance on the textbook instead of using their initiative, which leads to the situation where the teacher teaches the book.
- b. A textbook has chosen a rational learning approach. It doesn't always cover various abilities and knowledge levels or learning strategies and style in classes.

- c. A textbook-created structure and material sequences may confine teachers' creativity and initiative, which leads students to boredom and lack of motivation in English learning.
- d. Textbook content may not always be relevant or entertaining for the class.

No textbook can accommodate individual learning styles, classroom needs, environments, and variations in learner satisfaction. It might suit one learner, but overlap or even lack learning materials for others. Despite its lack of benefits, textbooks are still in high demand as learning supports.

A.7. Exercises of The Textbook

Richards (Gomez-Rodriguez, 2010), stated that textbooks should connect communication skills, namely listening, reading, speaking, and writing, with grammar learning. Sadiku (2015) stated that students need to acquire four language skills. Listening and speaking skills aimed at developing effective oral communication in a real-life situation. Meanwhile, reading and writing skills are aimed at achieving effective written communication. Through four skills activities provided in the textbook, give students opportunities to create the context of real information exchanges.

Seven types of exercises by Shaoqun et al. (2007) to support language skills on vocabulary, grammar, reading, listening, and writing skills are mentioned: 1) multi-choice exercise takes the question form and set from which

correct answer must be chosen. It is considered a traditional language activity for listening, reading, and grammar; 2) a matching exercise that involves the students discovering two matching items with the opposite or same definition; 3) a permutation exercise, which requires the students to sort items based on order, such as letters, words, phrases, or sentences; 4) fill-in-the-blank exercise, which must fill the gaps by the students, is used for developing reading and listening skills and learning grammar structures; 5) type-the-answer exercise requires students to construct the answers and type them. For example, an audio clip might be presented, and the students must type what they listened to. These could be words, sentences, dialogues, or stories; 6) spelling exercises require students to write down the answer correctly; and 7) category exercises are used for vocabulary learning. These exercises require students to write correctly and put things according to their type.

Based on the explanation above, the textbook should accommodate lessons and exercises for students to practice and use the language in real-life communication. In this regard, experts propose exercises that help students develop language skills. To improve linguistic practice, students practice vocabulary, grammar, writing, listening, reading, and speaking. These help students produce correct words and sentences to communicate. After the students master the linguistics, they practice the language based on real-life situations. Hence, the aim of learning the language to communicate can be achieved.

B. Review of Related Findings

In reviewing the related findings, the researcher analyzed previous research conducted by various researchers. The findings of those researches will be compared with the primary purpose of this research. This final research can be undertaken by the researcher, which consists of a study that focuses solely on reported speech as the observed field, such as:

Rosmida (2022), in her research entitled “*An Analysis of Students’ Ability of Part of Speech In Paragraph at the Third Semester of English Education Program of STKIP YPM Academic Year 2019/2020*”, found that The data collected by grammar test which is purposed to get the score and find out the students’ ability of part of speech. The test about parts of speech questions consisted of about 50 items in paragraph form. It was proved by the students’ scores in this research that the highest score was 88, with only frequency students being 1 student. Then, the score of 84 with frequency was 1 student, and the score of 80, with frequency was 3 students. Most students got a score of 72 and 68, with a frequency of 5 students, and followed a score of 76, with a frequency of 5 students. In the opposite, the lowest score was 56, with the frequency students was 2 students. It can be concluded that students’ ability of part of speech in the paragraph at the third semester English Education Program of STKIP YPM academic year 2019/2020 was good with an average 72.46 or B-.

Parena Wati (2010), from her research entitled “Students’ Ability in Identifying Part of Speech in Reading Descriptive Texts at The Second Year of SMPN 4 Rengat”. The research was carried out at Junior High School 4 in Rengat

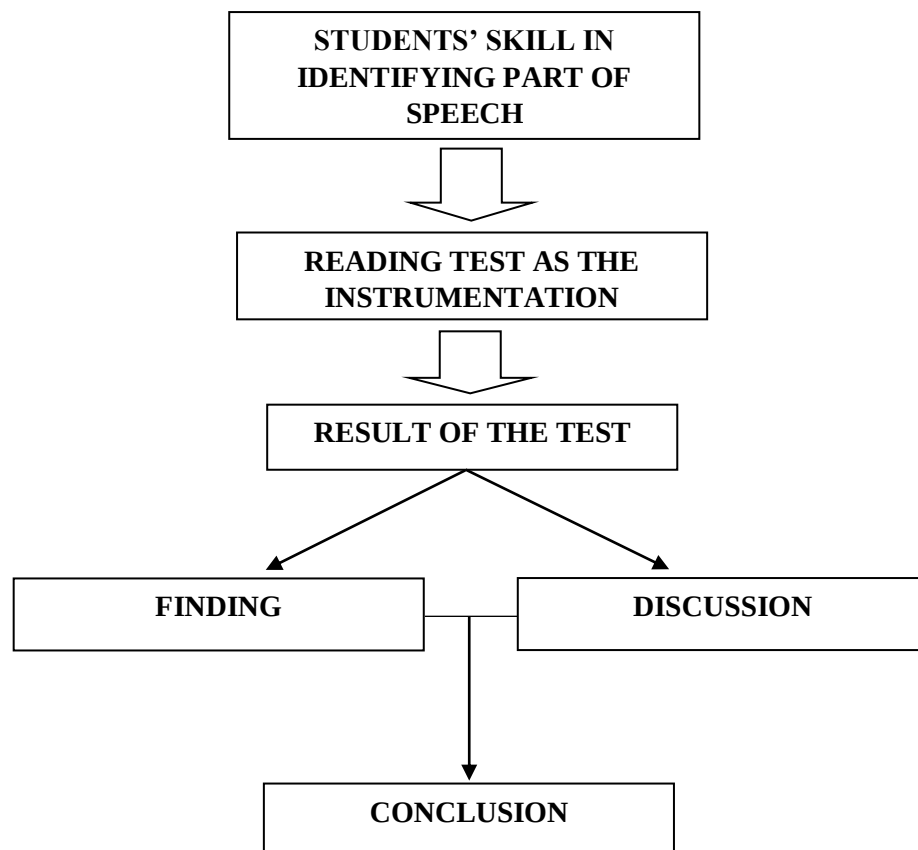
district in Rengat regency of Indragiri Hulu. To collect the research data, the writer used the test and questionnaire as instruments. The test is used to determine the student's skill in identifying parts of speech in reading descriptive text, and the questionnaire is used to determine the factors that influence the students' skill in identifying parts of speech in reading descriptive text. The form of the test is multiple-choice. From the test, they choose the number of correct answers. The test consists of 30 items, while the questionnaire consists of twenty items. After the data was obtained, the writer computed the percentage of the student's skill in identifying part of speech in reading descriptive text. Finally, based on the writer's investigation, the students' ability to identify parts of speech in reading descriptive text is categorized as Fair, as can be seen from the test average score 44.94. The result can be seen from the percentage score of students is 62.06%. The factors that influence are that the students are not serious about learning English, students find difficulties in different parts of speech, such as noun, verb, adjective, adverb, conjunction, interjection, etc. Students have adequate time to study, they prefer to play than study, are lazy to practice parts of speech.

Based on the previous research above, the researcher finds the difference between the purpose of this research and those researches above, where in this research, the researcher only focuses on finding out the students' ability in determining part of speech found in the text from their textbook used in learning English at school. The textbook used is "Pathway to English for SMA/MA Grade XI" which is published by Penerbit Erlangga.

C. Conceptual Framework

In this research, the researcher wants to know and analyze students' ability in determining verb, noun, and adjective from the text found in the textbook to the eleventh grade students of MAS Al-Fata. The following diagram describes as the conceptual framework of this research.

Figure 1. Conceptual Framework



The figure above describes the process of this research. Where the researcher wants to find out the students' skills in identifying the parts of speech. The instrument of the research will be given so that its result can be used to be analyzed by the researcher. The findings of this research can be seen on the chapter 4 and 5.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will outline the research design, background, population and sample, instrumentation, data collection methods, and data analysis techniques. Additionally, the researcher will detail the processes for collecting and analyzing data. This chapter also covers how the researcher selects samples and determines the instruments for data collection. An analysis of the collected data will be presented to uncover the answers or results of this study.

A. The Research Design

The design of this research is descriptive qualitative research. Gay (2000:275) said that descriptive research determines and describes things. In this problem, descriptive research was used to find out the ability of the eleventh-grade students of MAS Al-Fata in identifying the parts of speech. In addition, descriptive research takes place in the natural setting of language usage where the researcher can make interpretations of the data.

B. Setting of the Research

This research was conducted in MAS Al-Fata, which is located at Bangun Purba Sub District of Rokan Hulu Regency in November 2024. The participants of this research were the eleventh grade students of MAS Al-Fata of academic year 2024/2025.

C. Population and Sample

1. Population

The population in this research was the eleventh-grade students of MAS Al-Fata. The total number of those populations was 33 students. The researcher used all the students as participants of the research.

2. Sample

The number of population were 33 students. According to Arikunto (1996:117), “if the number of the population is too big to be investigated, a researcher can take 10% -15% or 20% -25% of the population as samples. So, in this research, the researcher used total sampling in taking the samples because the number of the population of the students was not big or it was only 33 students.

D. Instrumentation of the Research

According to Sugiono (2009), a qualitative researcher acts as the human instrument which is functioned to determine research focus, choose the source of the data and information, collect the data, and make the interpretation of the data. In this research, the instrumentation was formed in a reading test. The instruction of the test asked the students to identify the noun, adjective, and verb that is found from the text from their textbook used at school.

The instruments of the test were taken from a textbook used by the students in learning English at school. The textbook will be used is “Pathway to English for SMA / MA Grade XI” which is written by TH, M, Sudarwati and Eudia Grace. It is published by Penerbit Erlangga. One of the reasons of the

researcher took the instrument from this textbook is because students have been familiar with the content from this book and they use it to learn English so that the reading text was used as the instrument of the test has been read by the students.

The blueprint of the instrumentation of the research can be seen on the following table.

Table 1. Blueprint of the Instrumentation of the Research

No	Part of Speech	Question Item Number
1	Verb	3,5,7,11,15,17,21,25
2	Adjective	1,4,12,13,19,20,2,26,30
3	Noun	2,6,14,16,22,27
4	Adverb	8,10,18,24,28

E. Technique of Collecting the Data

In general, instruments used to collect data can be divided in to two types, a test and a non-test (Arikunto, 2002:122). A test is a written set of questions to which an individual responds in order to determine whether the students pass the test or not. In this research, the researcher used a test formed in a reading test. There were some texts taken from the textbook “Pathway to English for SMA/MA Grade XI” and students were asked to determine the noun, verb, and adjective in those texts.

F. Technique of Analyzing the Data

To find out the students' skills in identifying parts of speech, the researcher analyzed the students' test results by checking their skills in determining the parts of speech in the texts given as the instrumentations of the test. After that, the result of the test was interpreted to get the conclusion of the students' average ability in determining part of speech. After the data was collected, the researcher wanted to know the students' scores. When analyzing the data that has been obtained, the researcher used the following formula:

$$M = \frac{x}{n} \times 100\%$$

Where :

M = Each student's score

X = Total of correct answer

N = Total of items

100 = constant number

Harahap in Susanti (2015).

Although there were many such conversions from percentage to letter grades, one common method of assigning letter grades was based upon the following percentages.

Table 2. Percentage of the Level in Correct Answer

Score Level	Letter Case	Criterion
85 – 100	A	Excellent
70 - 84	B	Good
55 – 69	C	Fair

50 – 54	D	Poor
0 – 49	E	Very Poor

Arikunto (2002)

From the table above, it can be seen that it will be the guidance for the researcher to analyze students' result in answering the test given. The researcher will classify students' ability in identifying part of speech from the instrument of the test based on their correct answers. It can be seen that students who will get score between 85-100 will get score A or it can be classify as Excellent ability, that students who will get score between 70-84 will get score B or it can be classify as Good ability, that students who will get score between 55-69 will get score C or it can be classify as Fair ability, that students who will get score between 50-54 will get score D or it can be classify as Poor ability, and that students who will get score between 0-49 will get score e or it can be classify as very poor ability.