**THE STUDENTS’ ABILITY IN IDENTIFYING PARTS OF SPEECH ON THE SONG “MY HEART WILL GO ON” AT THE SECOND GRADE STUDENTS OF MAN GOMBONG IN THE ACADEMIC**

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**By**

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**Abstract**

The purpose of this study are to know the students’ ability in identifying parts of speech on the song “My Heart Will Go On” and find out kinds of errors at the second grade student of Man Gombong in the academic year 2013/ 2014. After that the researcher can classify level of ability the students. The subject in this research is 15 male students and 35 female students from total number of students that is 202 students. This research is designed as a descriptive qualitative research. It is mentioned as a descriptive since this study aims to describe the obtained data in the field. The researcher uses test to collect the information from the students. The researcher also uses west song as instruments to support him in conducting the research. Some supporting instruments are laptop, speaker, and English Dictionary. The result of this research is that students’ ability in identifying parts of speech is 56.54 or we can called fair categories The highest all of the errors occurred in this research is misformation about 46, 42%. And the second error that students get in this research is omission about 28, 58%. And the last error is addition about 25%.

Keyword: *Ability, parts of speech, song, “My Heart will Go on”*

**Introduction**

Language is a complex, specialized skill, which develops in the child spontaneously, without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. English, as an international language is very useful for Indonesian people. It is because of English is the first foreign language so the teacher have to given in elementary school until senior high school. But learning English as a foreign language is not an easy work. English consists of four skills those are listening, speaking, reading and writing the emphasis will usually be firmly on fluency. Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. A song is a piece of music for accompanied or unaccompanied voice or voices. Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. A part of speech is a linguistic category of words, which is generally defined by the [syntactic](http://en.wikipedia.org/wiki/Syntax) or [morphological](http://en.wikipedia.org/wiki/Morphology_%28linguistics%29) behavior of the lexical item in question. Common linguistic categories include *noun* and *verb*, among others. There are [open word classes](http://en.wikipedia.org/wiki/Open_class_word) and [closed word classes](http://en.wikipedia.org/wiki/Closed_class_word). Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. We could gather all the errors relating to verb and then identify the different kinds of verb errors in our sample- errors in the past tense, for example. Another way might be to try to identify general ways in which the learner’s utterances differ from the reconstructed target-language utterances. Such ways include ‘omission’ (i.e. leaving out an item that is required for an utterance to be considered grammatical), ‘misinformation’ (i.e. the use of ‘big’ instead of ‘bigger’, of ‘was watching’ instead of ‘were watching’ and, perhaps, of ‘in the traffic’ instead of ‘into the traffic’).

**Research Method**

The research topic here is about the use of western songs to know student’s ability in identifying parts of speech as a qualitative research because the most important factor that the researcher attempted to observe the students ability in identifying parts of speech through western songs as a media. This research is designed as a descriptive qualitative research. It is mentioned as a descriptive since this study aims to describe the obtained data in the field. The research was held on July, 27 2013 in the second grade students of second grade students of MAN Gombong in the academic years 2013/ 2014. The researcher takes 50 students from 202 student of the total number of students at the second grade class. The students consist of 15 male students and 35 female students. The researcher wants to know students ability in identifying parts of speech on the western song. The students have to identify the word correctly grammatical and meaning. They listen western song for five times through speaker and earphone in language laboratory. After they listen and get some word based on the song they write down on answer sheet. The researcher uses western songs as instruments to support him in conducting the research. Some supporting instruments are laptop, speaker, and English Dictionary. Those items are very important for they provide the detail of information for the researcher to do his study. In this research, the researcher uses description technique to look for the data. He comes to the class and takes data from the student as source (Description step), after that the researcher explains about his purpose. The test will be held only one time. The student listen western song and they write-down in their paper. After they get the word based on the song they classify that word into correct parts of speech. In this way, the researcher wants to get the data as objectively as possible.

**Research Finding and discussion**

There are only 8 students that belongs good category, 25 students that belongs to fair category and 17 students that belongs to low category. They faced errors when they classify word based on correct parts of speech based on the song. Also they can not catch the word based on the song. It can describe for their category that they get. The percentage result of students’ ability in identifying parts of speech can be seen in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| No | Score | Frequency | Total |
| 1 | Very good | 0 | 0% |
| 2 | Good | 8 | 16% |
| 3 | Fair | 25 | 50% |
| 4 | Low | 17 | 34% |
| 5 | Very low | 0 | 0% |
|  | **Total** | **50** | **100%** |

Based on the song, the researcher find 60 the correct parts of speech after the researcher identifying the words in that song and he uses dictionary to help him. He found Noun (11), Verb (15), Adjective (4), Adverb (11), Pronoun (8), Conjunction (2), Preposition (6), and Article (3).

These are the list of parts of speech in this research:

1. Noun: Night, dreams, distance, spaces, heart, door, love, one, time, lifetime, life, fear, and way.
2. Verb: See, feel, know, go, come, show, believe, open, touch, gone, let, hold, stay, loved, does, and do.
3. Adjective: Far, Near, True, and safe.
4. Adverb: Once, Here, last, never, always, there, forever, every, and how.
5. Pronoun: My. I, You, That, Us, We, Nothing, This.
6. Conjunction: And, Wherever, Till, and when.
7. Preposition: In, On, Across, to and Between.
8. Article: The, every and A

The researcher also not classifies all kinds of error because the researcher just found some kinds of error. To get some detail information, the researcher analyzed each type of errors as follow:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In this research, it could be concluded that there were 8 or 28, 58 from total number of errors. Those are dream, nigt, space, croos, feer, love, between, ner

1. Addition

Addition errors were characterized by the presence of an item which must not appear in a well-formed utterance. From this research, it could be seen that there were 7 or 25% from total number of errors. Those are hearts, loveed, holed, foreever, alwayis, laset, and between.

1. Misformation

Misformation error is characterized by use of wrong form of structure. From this research, it could be seen that there were 13 or 46, 42% from total number of errors. Those are Live, heard, fill, belief, hole, so, now, save, one, lass, as, may, and four.

**Conclusion**

From the result of the study, the writer can draw some conclusion. The conclusions are The student’s ability in identifying parts of speech on song “My Heart Will Go On” on second grade students of MAN Gombong is 56.54. It means that students’ ability in identifying parts of speech is fair. The student’s errors for omission are 28, 58%, addition 25%, and misformation error is the most frequent error that the students produced, which is 46, 42%.

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