

**STUDENTS LEARNING EXPOSURE ON PART OF SPEECH
AT SMP N 1 KARANG BARU**

Thesis

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor
of Education in English Education

By :

Syarifah Maulinda Fasya
1042017047



**ENGLISH EDUCATION DEPARTMENT
THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2024 M / 1446 H**

STATEMENT OF APPROVAL

**STUDENTS LEARNING EXPOSURE ON PART OF SPEECH
AT SMP N 1 KARANG BARU**

Submitted of Tarbiyah And Teacher Training IAIN Langsa as a Particular
Fulfillment of The Requirement For The Degree of *Sarjana Pendidikan (S.Pd)* In
English Education Department

By

**SYARIFAH MAULINDA FASYA
1042017047**

English Education Department

Approved by :

Supervisor I



Wahidah, M.Ed
NIP. 19830126 201503 2 003

Supervisor II



Mauloeddin Afna, M.Pd
NIDN. 0126118401

STATEMENT OF CERTIFICATION

**STUDENTS LEARNING EXPOSURE ON PART OF SPEECH
AT SMP N 1 KARANG BARU**

By

**SYARIFAH MAULINDA FASYA
1042017047**

Has been Defended in Sidang Munaqasyah by the Board of Thesis Examiners and
has been accepted as a Partial Fulfillment of Requirement for *Sarjana
Pendidikan (S.Pd) in English Education, on : August 7th, 2024*

Council of The Examiners :

Chairman,



Wahidah, M. Ed

NIP. 19830126 201503 2 003

Secretary,



Mauloeddin Afna, M.Pd

NIDN. 0126118401

Examiner I



Dr. Fakhruddin, M.Hum

NIP. 19881222 201503 2 004

Examiner II



Fadhillah Wiandari, M.S

NIP. 19881222 201503 2 004

Certified By :

**The Dean of Tarbiyah and Teacher Training Faculty
State Institute for Islamic Studies Langsa**



Dr. Amiruddin, MA

NIP. 19750909 200801 1 013

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Syarifah Maulinda Fasya
NIM : 1042017047
Tempat/Tgl lahir : Karang Baru, 26 Juni 1999
Alamat : Dusun Damai Desa Dalam Karang Baru Aceh Tamiang

Menyatakan dengan sebenarnya bahwa skripsi yang berjudul “**Students Learning Exposure On Part Of Speech At SMP N 1 Karang Baru**” benar karya asli saya, kecuali kutipan-kutipan yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggungjawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Langsa, 07 Agustus 2024
Yang Membuat Pernyataan



Syarifah Maulinda Fasya
Syarifah Maulinda Fasya

ACKNOWLEDGEMENT

The researcher would like to thank Allah the Almighty for giving her strength and health, in order to accomplish the thesis entitled " *Students Learning Exposure on Part of Speech at SMP N 1 Karang Baru*". Praise be upon to prophet Muhammad SAW who has brought the *ummah* from the darkness to the place that full of knowledge.

The researcher realized that in writing this thesis, there are many people have given their valuable suggestion, guidance, advices, and assistance for the completion of writing this thesis. Therefore, the researcher would like to give the deepest sincerely appreciation for:

1. Prof. Dr. Ismail Fahmi Arrauf Nasution, MA as Chancellor of IAIN Langsa.
2. Dr. Amiruddin, MA as the Dean of Tarbiyah and Teaching Faculty of IAIN Langsa.
3. The researcher's supervisors, for their assistance in guiding and advising the researcher to complete writing this thesis.
4. The researcher's parents, who always educate, give the best pray, and provide every material and nonmaterial support, so the researcher could finish writing her thesis well.
5. The researcher's brother and sister, always supported the researcher in writing the thesis.

6. Researcher friends who always supported the researcher during study in IAIN Langsa.
7. For the names who has not been mentioned by the researcher above, May Allah SWT be with us, Aamiin.

The researcher hopes that this thesis could provide valuable and useful information for the people that read this thesis. The researcher appreciates all the critics and suggestions from readers and will accept all of it.

Langsa, July 30th 2024
The researcher,


Syarifah Maulinda Fasya
Nim. 1042017047

ABSTRACT

Syarifah Maulinda Fasya, 2024 *Students Learning Exposure on Part of Speech at SMP N 1 Karang Baru.*

Supervisor (1). Wahidah, M. Ed, (2). Moulieddin Afna, M.Pd

This research aims to investigate the students' experience and perceive their exposure to different parts of speech in the process of language learning and to overview the students' backgrounds, influence junior high school student's understanding and utilization of various parts of speech in their language learning journey at the school. The research employed a phenomenological research design. This research was conducted on the students ad grade VII SMP 1 Negeri karang baru where the research saw that the students still have a low about English Language. The population of this research was taken from Grade VII of SMP 1 Karang Baru in the academic year 2024. In this research, the researcher used purposive sampling and chose VII.3 as the object of the research because the student in VII.3 Tahfidz still has a low exposure to English Language. The VIII Tahfidz Class consisted of 35 students. The procedure of collecting data in this research uses interviews and focus group discussions for the students. This study concludes that students experience and perceive their exposure to different parts of speech through a mix of engaging activities and challenges, with interactive and visual methods proving effective in aiding grammatical understanding. However, they often struggle to distinguish between similar parts of speech, such as adjectives and adverbs. Students' backgrounds, including native language structures and previous exposure to grammar, significantly influence their understanding, highlighting the importance of tailored teaching strategies to meet the diverse needs of students and facilitate effective mastery of grammatical elements.

Keywords: Learning, Exposure, Part of Speech

TABLE OF CONTENT

Statement of Approval	ii
Original Literacy Work Declaration	iii
Acknowledgment	iv
Abstract	vi
Table of Content	vii

CHAPTER I INTRODUCTION

A. Background of Study	1
B. The Study Research Questions	5
C. The Purpose of Study	5
D. The Significances of Study	5
E. The Scopes of Study	9

CHAPTER II THEORITICAL FRAMEWORK

A. Previous Studies.....	9
B. Literature Frameworks.....	13

CHAPTER III RESEARCH METHOD

A. Research Design	25
B. The Participants	25
C. The Instruments	26
D. The Procedure of Data Collection	28
E. The Procedure of Data Analysis	29

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. The Research Finding	31
B. Discussion	42

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	45
B. Suggestion	46

REFERENCES..... 47
APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Study

The landscape of language acquisition dissected into two primary environments: formal and informal. The formal environment is deliberately structured and planned, often encompassing classroom learning under the guidance of educators. However, formality extends beyond the classroom to other situations, such as the act of absorbing information from grammar books during individual study or reading sessions.

In contrast, the informal environment is characterized by unstructured interactions, where language is utilized spontaneously in everyday settings. Both formal and informal linguistic exposures play vital roles in shaping a student's language acquisition journey. In the context of junior high school education, the exploration of part of speech within language learning gains prominence, which determine the students' exposure to the nuances of grammar, syntax, and linguistic intricacies becomes a pivotal aspect of their educational experience.¹ This exposure to the components of speech not only enhances their language skills but also contributes to a deeper understanding of linguistic foundations.² Accordingly, the exploration of language's role in revealing identity and the intricate process of

¹Meikardo Samuel Prayuda et al., "Students' Writing Error in Parts of Speech: A Case Study of EFL Students," *Jurnal Educatio FKIP UNMA* 9, no. 2 (2023).

²Jeong-O Kim, "A Study on Part of Speech in English Traditional Grammar," *The Journal of Humanities and Social sciences* 21 8, no. 4 (2017).

language acquisition converge in the context of junior high school.³ Furthermore, the journey involves navigating both formal classroom settings, guided by educators, and informal scenarios where language takes on a spontaneous role. The comprehensive exploration of these dimensions provides valuable insights into students' learning experiences with part of speech.

Part of speech, also known as grammatical categories, forms the foundational elements of language structure. It categorizes words into distinct groups based on their roles and functions within sentences, that include nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections.⁴ Each category possesses unique characteristics that contribute to the richness and precision of language use. As junior high school students transition from basic language comprehension to more complex communication skills, a comprehensive grasp of part of speech becomes essential for several reasons, (1). Enriching Vocabulary: Learning about different parts of speech exposes students to a wider range of vocabulary.⁵ As they grasp the roles of nouns, verbs, adjectives, and other categories, they become more adept at selecting appropriate words to effectively convey their thoughts, (2). Establishing the foundational language skills, at the heart of effective communication lies a solid grasp of grammatical structures and linguistic nuances.⁶ Learning about parts of speech equips junior high school students with the essential tools to construct coherent

³Adi Idham Jailani et al., "Worchitect: An English Grammar (Parts of Speech) Card Game," *International Journal of Modern Languages And Applied Linguistics* 2, no. 1 (2018).

⁴Jean Pierre Koenig and Karin Michelson, "Semantic Transparency and Oneida Morphological Parts of Speech," *Linguistics* 61, no. 1 (2023).

⁵Kim, "A Study on Part of Speech in English Traditional Grammar."

⁶Claude Hagège, *Adpositions, Adpositions*, 2010.

sentences, convey precise meanings, and articulate their thoughts with clarity. This foundational knowledge empowers students to express themselves eloquently and cohesively, fostering self-assurance and a sense of accomplishment in their communication abilities, (3). Enhancing reading and writing proficiency, proficiency in recognizing and utilizing different parts of speech significantly enriches students' reading and writing experiences.⁷ An understanding of nouns, verbs, adjectives, adverbs, conjunctions, and other components of speech enables students to decipher the meaning and intent behind written texts. When writing, they can craft more sophisticated and varied sentences, imbuing their compositions with depth and sophistication. This competency paves the way for more engaging and meaningful interactions with literature and written materials, and, (4). Improving the cognitive development and critical thinking, the process of comprehending and manipulating various parts of speech fosters cognitive development and critical thinking skills.⁸ Thus, analyzing the grammatical roles and relationships of words within sentences nurtures logical reasoning and problem-solving abilities.

The Junior high school students who engage with the intricacies of parts of speech refine their capacity to deconstruct complex information, draw insightful conclusions, and approach challenges with analytical acumen. Numerous studies have investigated students' learning exposure to part of speech within the context of language education. These studies have primarily focused on how students in

⁷Tira Nur Fitria, "Grammatical Error Analysis of English Abstracts Translation in Jurnal Ilmiah Ekonomi Islam (JIEI) Journal," *LITE: Jurnal Bahasa, Sastra, dan Budaya* 17, no. 2 (2021).

⁸Herlina Lindaria Simanjuntak, "Error Analysis of Students' Writing: A Case Study of EFL Undergraduate Students at Indraprasta PGRI University," *Scope: Journal of English Language Teaching* 3, no. 2 (2019).

different educational levels, including junior high school, engaged with and comprehend the intricacies of various parts of speech. Several researchers have explored the effectiveness of teaching methods, curriculum design, and the role of technology in enhancing students' understanding of part of speech. Research findings have highlighted the positive correlation between explicit part of speech instruction and language proficiency. Studies have shown that structured instruction, encompassing grammatical rules and practical application, contributes significantly to students' grammatical accuracy, writing skills, and comprehension of written texts.⁹ Moreover, the study has investigated into the role of linguistic exposure in informal settings, such as conversations and media consumption, in influencing students' intuitive grasp of parts of speech.

Accordingly, the study addressed the four targeting reasons as comprehensive grasp of part of speech, at the SMP N 1 Karang Baru, Kota Langsa, which served as the location of study. Furthermore, the selecting of junior high school layer considered the part of speech is an important foundation for students' language development, which helps students to understand the meaning of words, to build correct sentences, and to communicate effectively. The study employed a phenomenology research approach which exploring the junior high school students' learning experience and perceiving their part of speech that exposed as they engage with different parts of speech in their language learning process in the school.

⁹Basil C Preisig, Lars Riecke, and Alexis Hervais-Adelman, "Categorical Encoding of Speech Sounds: Beyond Auditory Cortices," *bioRxiv* (2021).

Therefore, the teacher should give the students a learning exposure about part of speech at SMP N 1 Karang Baru. Based on the reasons of teaching part of speech above, researcher is interested in doing research entitled “*Students Learning Exposure on Part of Speech at SMP N 1 Karang Baru*”.

B. The Research Questions

Based on the reason above, the researcher formulated two questions:

1. How do the students experience and perceive their exposure to different parts of speech in the process of language learning?
2. How do the students' backgrounds influence junior high school students' understanding and utilization of various parts of speech in their language learning journey at the school?

C. The Purpose of Study

The purpose of this study intended an attempt to:

1. To investigate the students' experience and perceive their exposure to different parts of speech in the process of language learning.
2. To overview the students' backgrounds, influence junior high school students' understanding and utilization of various parts of speech in their language learning journey at the school.

D. The Significances of Study

The study theoretically signifies the experiences of junior high school students in their journey of learning parts of speech, this study contributes to both

the theoretical understanding of language acquisition and the practical enhancement of language teaching strategies.

1. Theoretically

The study contributes to enhance theoretical understanding of how students engage with grammar components such as parts of speech. The study adds to the existing body of knowledge by shedding light on the nuanced ways in which junior high school students interpret and internalize grammatical structures. The findings can offer insights into the cognitive processes involved in language learning, contributing to theories of second language acquisition and cognitive linguistics. Within the expansive domain of Teaching English to Speakers of Other Languages (TESOL), this research stands as the intricate interplay between students and the fundamental elements of language, particularly the grammar components encompassing parts of speech. By delving into the experiences of junior high school students as they navigate these linguistic building blocks, the study effectively extends the boundaries of the existing scholarly landscape.

2. Practically

The study practically offers valuable contributions to various stakeholders in the TESOL field: (1). The student, the study's insights into students' experiences with parts of speech guide educators in designing more engaging and effective language instruction. Understanding students' challenges and preferences helps tailor teaching methods to enhance comprehension and retention of grammar concepts, fostering students'

language proficiency and confidence, (2). The teachers, findings from this research equip teachers with a deeper understanding of students' learning journeys, allowing them to adapt their pedagogical strategies to align with students' needs and perspectives. Teachers can employ more relatable and contextually relevant examples to illustrate parts of speech, thereby facilitating better comprehension and engagement, and (3). This study's outcomes contribute to the body of knowledge in TESOL, serving as a foundational resource for further research in the field. Researchers can build upon these insights to explore other facets of language learning or adapt the methodology to investigate different linguistic concepts.

In summary, the study not only advances our theoretical understanding of language acquisition but also offers practical implications by focusing on junior high school students' learning experiences related to parts of speech, this research enriches the field with valuable insights that have the potential to shape language instruction and research endeavors.

E. The Scopes of Study

In this study, the scope of the thesis involves studying how junior high school students at SMP N 1 Karang Baru learn and engage with the concept of parts of speech in their language education. The research specifically targets junior high school students, implying that participants are likely to be within the age range of 13 to 15 years, which corresponds to junior high school levels. The students enrolled in SMP N 1 Karang Baru become the primary focus of the study. The primary theme of the thesis is to investigate how these junior high

school students comprehend and interact with different parts of speech as they engage in their language learning curriculum. This includes understanding their perceptions, experiences, challenges, and successes related to learning grammar components.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter named research finding and discussion. In this chapter, the researcher will show the result and the discussion of this research. The research questions will be answered in this chapter.

A. The Analysis of Research Finding

To collect the data, the overall data was taken from interview and focus group discussion. The researcher interviewed English teacher at SMP N 1 Karang Baru.

1. Result of Teacher's Interview

The researcher conducted the interview with one English teacher in SMP N 1 Karang Baru. Ten interview questions were given by the researcher. The researcher took the research in Teachers Room at July 20, 2024. The results of the interview will be described in the below.

- a. Can you explain your approach to introducing grammar elements to middle school students?

Researchers want to ask about teachers' approaches in introducing grammar elements to junior high school students. Based on the teacher's answer, he explained that the approach used involved the use of nicknames that were familiar and frequently used by students among friends and at home. By using these familiar names, teachers aim to create personal closeness with students, so that students feel

more comfortable and have the freedom to communicate openly. Teachers believe that this approach not only makes students feel closer emotionally to the teacher but also creates a more supportive and relaxed learning environment. With this familiar atmosphere, it is hoped that students will be more involved in the grammar learning process, understand the material better, and feel more motivated to be active in class. The teacher stated:

“By using names to get closer between students and teachers, these names are usually used by children among their friends and when they are at home, so students and teachers also have more closeness between students as well. have the freedom to speak to the teacher who is dealing with them.”

- b. In your experience what are the most common challenges that students face when learning the various elements of grammar?

The researcher wants to understand the common challenges students face when learning various elements of grammar. According to the teacher's response, the most significant challenge encountered is dealing with the wide range of student abilities, from the lowest to the highest levels. The teacher explains that this diversity in ability levels complicates the teaching process, as grammar materials must be adjusted to meet the needs of each student. Addressing students with such varying levels of ability requires flexible and creative teaching strategies so that all students, regardless of their ability level, can effectively understand and master grammar elements. The teacher said:

“The most difficult challenge or the most common challenge faced is dealing with different students, each of whom has very different abilities from the lowest level to the highest level.”

- c. How do you resolve your teaching methods to overcome these challenges and ensure students understand the nuances of grammatical elements?

The researcher wants to understand how teachers adjust their teaching methods to overcome challenges and ensure students grasp the nuances of grammatical elements. According to the teacher's response, the approach involves understanding each student's level of comprehension. By assessing how well students grasp the material, teachers can balance their instruction between those who struggle with English and those who are more proficient in pronunciation and grammatical elements. So, teachers could tailor their materials and teaching methods to meet the needs of each student, ensuring that all students, regardless of their ability level, can better understand and master grammatical elements. The teacher explained:

“Understanding the students' level of understanding can balance students' understanding between students who have difficulty understanding English and students who have ease in pronunciation and know the grammatical elements of English.”

- d. Have you ever observed significant differences in the way students from educational cultural linguistic backgrounds deal with differences in learning grammatical elements?

The researcher wants to determine whether there are significant differences in how students from diverse cultural and linguistic backgrounds handle learning differences in grammatical elements. According to the teacher's response, there are notable differences, particularly between students who have recently moved from more developed cities to this school and those who have been at the school longer. Students from larger cities typically have better skills and can help their peers in understanding the material, including those who may have limitations or feel reluctant to ask the teacher. Therefore, the teacher encourages students to help each other and share knowledge, allowing them to freely ask questions and explain to their peers during the grammar learning process. This approach enables the teacher to leverage the varied abilities among students to enhance collective understanding and create a more inclusive learning environment. The teacher stated:

“Yes, especially for students who have just moved from more developed cities, such as some students from big cities who have moved to this school, so work with students who have more abilities to provide understanding to their fellow friends, including friends who have limits or Those who might be reluctant to ask their teachers are afraid to ask questions like that, especially for students who have just moved from more developed cities, such as some students from big cities who have moved to this school, so work with students who have more ability to provide understanding to their fellow students. friends include friends who have limits or who may be reluctant to ask their teachers so that students have the freedom to ask each other and give each other questions to their fellow friends.”

- e. Can you share strategies you use to make instruction of grammar elements more interesting and relevant for students?

The researcher wants to know what strategies teachers use to make instruction of grammar elements more interesting and relevant for students. According to the teacher's response, the strategies include making connections that allow students to express themselves effectively and creating a pleasant and relaxed atmosphere. This approach helps students feel more comfortable during the learning process. Additionally, the teacher provides constructive and specific feedback, which helps students better understand the material and correct their mistakes. These measures aim to enhance student engagement by making grammar learning more relevant and enjoyable.

The teacher answered:

“Namely making connections so that students can express themselves well and making it a pleasant, relaxed atmosphere so that students are more comfortable and provide constructive and specific feedback.”

- f. From your perspective, how does students' exposure to various grammatical elements affect their overall language proficiency and communication skills?

The researcher wants to know the teacher's perspective on how students' exposure to various grammatical elements affects their overall language proficiency and communication skills. According to the teacher's response, students' exposure to grammatical elements is an important foundation for building language proficiency and good communication skills. With a strong understanding of grammar, students will be better prepared to face various communication

challenges in everyday life. This exposure helps students master the structure of the language better, allowing them to communicate more effectively and confidently in various contexts. The teacher answered:

“Students' exposure to grammatical elements is an important foundation for building language proficiency and good communication skills. With a strong understanding of grammar, students will be better prepared to face various communication challenges in everyday life.”

- g. Are there any particular resources or tools that you have found to be particularly effective in teaching grammar elements to middle school students?

The researcher wants to know if there are any particular resources or tools that have proven effective in teaching grammar elements to middle school students. According to the teacher's response, some effective resources include textbooks, such as stories or several books in the library or textbooks, and worksheets that contain multiple-choice questions or descriptive questions. Additionally, educational games presented in the form of a game help students feel more comfortable and relaxed. Audio-visual media, like animated videos or songs, are also very helpful, especially for difficult grammar concepts. Learning applications provided on tablets that offer interactive quizzes or interesting learning materials are also very beneficial. One of the main excellent resources is the internet, where information is unlimited, allowing teachers and students to access more learning materials. The teacher said:

“Some of them are textbooks, namely a story or several books in the library or textbooks, secondly, worksheets, some of which have multiple choice questions or description questions, thirdly, educational games, which are presented in the form of a game so that students have a sense of comfort and feel more relaxed, the fourth is audio-visual media, yes, this is an animated video or song, which may be a difficult grammar concept, so using this resource method or tool makes students more comfortable, the fifth is a learning application where the application is provided on a tablet that provides interactive quizzes or interesting learning materials and one of the main good things is the internet where all the information is unlimited, teachers and students have a connection that has more learning materials.”

- h. In your opinion, how important is the role of students' language background in understanding and utilizing various grammatical elements?

The researcher wants to understand how important the role of students' language background is in understanding and utilizing various grammatical elements. According to the teacher's response, students' language background is a crucial factor in the English learning process. By understanding students' language backgrounds, teachers can adjust their teaching methods to be more effective and help students succeed in learning English grammar. For example, students whose native languages have different grammatical structures may require different approaches compared to those whose native languages are more similar to English. These adjustments allow for more targeted teaching, enabling students to overcome the difficulties they face and better master grammatical elements. Considering students' language backgrounds helps create a more inclusive and

supportive learning environment, ultimately enhancing their language and communication skills. The teacher explained:

“Students' language background is a factor that needs to be considered in the English learning process. By understanding the language background, teachers can adjust their teaching methods to be more effective and help students achieve success in learning English grammar.”

- i. Can you share an anecdote or experience that illustrates the impact of students' cultural background on their approach to learning grammatical elements?

The researcher wants to know an anecdote or experience that illustrates the impact of students' cultural background on their approach to learning grammatical elements. According to the teacher's response, by understanding the various cultural backgrounds of students that influence language learning, teachers can create a more effective learning environment and help all students reach their best potential. For example, the teacher observed that students with better grammar skills can assist their peers who might have limitations in the teacher-student relationship. High-achieving students or those with a better understanding can help their fellow students, especially if some students feel reluctant or hesitant to ask the teacher directly. Thus, collaboration among students and understanding their cultural backgrounds can create a more inclusive learning environment that supports the development of all students in learning grammatical elements. The teacher answered:

“By understanding the various cultural backgrounds of students that influence language learning, teachers can create a more effective learning environment and help all students reach their best potential. Back to number 4, teachers between teachers and students who have more grammar skills can help. between friends, if one or several friends have a boundary between teacher and student, then the task of the student who excels or the student who has more connections to their understanding can help their fellow friends.”

- j. How do you envision the future of grammar element instruction and what strategies or innovations do you think would be most beneficial for middle school students in this context?

The researcher wants to understand how teachers envision the future of grammar element instruction and what strategies or innovations would be most beneficial for middle school students in this context. According to the teacher’s response, the future of English grammar learning in middle schools looks very promising with the use of technology. Technology can create a more personalized, engaging, and effective learning experience. However, technology serves only as an aid to the teacher's role, and the quality of the content taught remains key to student success. By effectively integrating technology and ensuring high-quality material, grammar instruction can become more relevant and beneficial for students. The teacher answered:

“The future of English grammar learning. SMP is very promising. By utilizing technology we can create a more personalized, interesting, and effective learning experience. However, it is important to remember that technology is only an aid to the teacher's role and the quality of content experienced in learning remains the key to student success.”

2. Result of Focus Group Discussion

In the session on understanding grammatical elements, students provide responses that vary based on their level of comprehension. For example, one student might explain that grammatical elements include "nouns," "verbs," "adjectives," and "adverbs." They describe nouns as referring to people, places, or things, such as "book" or "school." Verbs are explained as actions or states, such as "run" or "eat," while adjectives describe the qualities or attributes of nouns, such as "big" or "red." Additionally, students discuss sentence structure, explaining how words are arranged to form meaningful sentences, such as "I eat an apple," which follows the Subject-Verb-Object pattern.

Regarding sharing thoughts and feelings, students express a range of experiences and emotions related to learning grammar. Some students find learning grammar enjoyable and beneficial because it helps them speak and write more clearly. They share how they feel more confident using English after understanding grammatical elements. Conversely, other students feel frustrated or confused, particularly when they struggle with understanding grammar rules or find the material too complex.

After that, students share their experiences with learning grammatical elements. For example, one student might recount how a lesson on creating sentences with new vocabulary was particularly memorable. They explain how this exercise helped them better understand the use of nouns and verbs in sentences. Additionally, students might describe challenges they encountered,

such as difficulty distinguishing between adjectives and adverbs, which led to confusion when writing descriptive passages. They also provide concrete examples of tasks they found either difficult or successful, such as completing grammar exercises in class or using language learning apps to enhance their understanding.

In the discussion about effective teaching methods, students share various techniques and approaches they find most engaging for learning grammatical elements. Some students mention that game-based learning methods, such as interactive quizzes or board games involving grammar, are very helpful in understanding the material in a fun way. They also highlight the benefits of using visual aids, such as diagrams and charts illustrating sentence structures, which make it easier to understand the relationships between different grammar elements. Additionally, students note the advantages of repetitive practical exercises and the use of real-life examples, which make grammar concepts more relevant and easier to grasp.

Regarding suggestions for improvement, students provide direct feedback on how grammar instruction could be enhanced. They propose that teachers incorporate more technology, such as learning apps that allow for independent grammar practice and immediate feedback. Furthermore, students suggest that teaching should focus more on interaction and collaboration among peers, such as group discussions or joint projects that integrate grammar into creative activities. They also desire more varied and relevant

materials that align with their interests, making the learning process more engaging and better suited to their needs.

B. Discussion

Students experience and perceive their exposure to different parts of speech in various ways throughout the language learning process. Initially, their understanding of grammatical elements such as nouns, verbs, adjectives, and adverbs is shaped by direct classroom instruction and practical exercises. For instance, students might find lessons on creating sentences with new vocabulary particularly memorable, as these activities help them internalize the use of different parts of speech. They may also appreciate visual aids and interactive methods, such as games and diagrams, which simplify the comprehension of complex grammar concepts by providing concrete examples and engaging learning experiences.

However, students also encounter challenges as they navigate through different parts of speech. They often struggle with distinguishing between similar elements, such as adjectives and adverbs, which can lead to confusion during writing or speaking tasks. These difficulties are sometimes exacerbated by varying levels of prior knowledge and different learning styles among students. For example, students with less exposure to grammar rules or who have language backgrounds different from the standard instructional materials might find certain concepts more challenging to grasp, impacting their overall learning experience.

To improve their learning experience, students suggest incorporating more interactive and technology-driven methods, such as educational apps and

collaborative group activities. They believe that these approaches not only make learning more engaging but also provide opportunities for practical application and immediate feedback. By integrating these suggestions, teachers can create a more effective learning environment that addresses individual needs and enhances students' understanding and application of grammatical elements.

Students' backgrounds significantly influence their understanding and utilization of various parts of speech in their language learning journey. Those coming from diverse linguistic and cultural backgrounds may approach grammar differently based on their native language and prior educational experiences. For example, students who speak languages with different grammatical structures may find certain aspects of English grammar, such as tense usage or article placement, more challenging to master. Conversely, students with a background in languages that share similarities with English grammar might find these concepts easier to grasp, thereby affecting how quickly they can apply them in practice.

Cultural factors also play a crucial role in shaping students' perceptions and engagement with grammar instruction. Students from more developed educational settings may have had more exposure to formal grammar rules and instructional techniques, which can give them an advantage in understanding and using parts of speech. On the other hand, students from less advanced educational backgrounds might need additional support and tailored instruction to bridge gaps in their grammatical knowledge. This disparity highlights the importance of adapting teaching methods to address varying levels of preparedness and background knowledge among students.

To effectively support all students, educators must consider these background differences and implement strategies that cater to diverse learning needs. This can include using differentiated instruction techniques, providing additional resources, and fostering a collaborative learning environment where students can learn from one another. By acknowledging and addressing the influence of students' backgrounds on their understanding of grammar, teachers can better facilitate their language learning journey and ensure that all students have the opportunity to develop a strong grasp of grammatical concepts.

In conclusion, students experience and perceive their exposure to different parts of speech through a combination of engaging activities and challenges. They often find interactive and visual methods, such as games and diagrams, helpful in understanding grammatical elements, though they may struggle with distinguishing similar parts of speech like adjectives and adverbs. Their backgrounds play a significant role in shaping their understanding and use of grammar; students from diverse linguistic and cultural backgrounds might face unique challenges based on their native language structures and previous educational experiences. For instance, those from less advanced educational systems may need additional support to master grammar, while students with prior exposure to formal grammar rules may find it easier to apply these concepts. This variation necessitates tailored instructional strategies to address different learning needs and backgrounds effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result, the researcher found that students experience and perceive their exposure to different parts of speech through a mix of engaging activities and challenges. They often find interactive and visual methods, such as games and diagrams, helpful for grasping grammatical concepts. However, they may struggle with distinguishing between similar parts of speech, like adjectives and adverbs, which can create obstacles in applying these elements effectively. Their understanding is also influenced by how engaging and clear the instructional methods are, impacting their overall learning experience and ability to use grammar accurately.

Students' backgrounds play a crucial role in shaping their understanding and use of various parts of speech. Those from diverse linguistic and educational backgrounds may face unique challenges based on their native language structures and previous exposure to grammar. For instance, students from less advanced educational systems might need additional support to master grammatical concepts, while those with prior formal grammar instruction may find it easier to apply these rules. This diversity underscores the importance of adapting teaching strategies to meet the varied needs of students and facilitate their mastery of grammatical elements effectively.

B. Suggestion

According to the conclusion above, the researcher gives some solutions as follows:

1. The English Teachers are suggested to find the best strategies in teaching English in the class
2. The students should be more attractive in learning English independently in order to improve their English ability.
3. Other researchers are suggest to do the deep research about Students Learning Exposure on Part of Speech.

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