

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presented the concept of analysis, the concept of ability, the concept of part of speech, concept of ability in using part of speech and previous related study.

#### **A. Theoretical Framework**

##### **1. Concept of Analysis**

Analysis was very important in qualitative research. According Allot (2015), analysis or the study of talked in interaction was one approach to the study of conversation. It involved detail examination of naturally procedure samples of language in used. Analysis typically analyzed in great detail, looking for the structure and method in the data. So, analysis in this resarch the writer analyzed students' ability in using part of speech in writing descriptive paragraph.

The form of analysis was determined by the specific qualitative approach taken (field study,ethnography content analysis,oral history,biography,unobtrusive research). based on definition above analysis was detailed examination of anything complex in order to understood its nature or to determine its essential features and the writer used writing test to collecting the data.

##### **2. Concept of Ability**

According to Carr and Kingbury (2010) ability was measured in the term of constitutional different between individual when other factors were ruled out, method for which were suggested. It means the competency which can be done by the students convering, cognition, psychomotor, and affection. Competency

standard for English subject was a competence that students should have as a result of learning English. Competence can be defined as a person's ability to do something. According to Rynal (2010), ability was competence based on natural skill, training, or other. Ability means the competency which can be done by the students concerning cognition, psychomotor, and affection.

Based on the concepts explained above, the writer concludes that ability was natural skill, the capacity or power to do something that performed to reach the best quality, such as competence, intellectual and talent, mental, financial, or legal power.

According to Harmer (2007), many teachers were extremely worried about the fact that they have students in their classes who were at different levels of proficiency. Indeed, mixed-ability classes are a major pre-occupation for most of us because they appear to make planning and the execution of plans in lessons extremely difficult. Many teachers see mixed-ability classes as especially problematic. Yet in a real sense all classes had students with a mixture of different abilities and language levels. Know this to be true given what it said about multiple intelligences and differing primary perceived systems (what stimuli individual students respond best). And it was inconceivable that any two students will have exactly the same knowledge of English at any one time. Even if it were able to assemble a class of complete beginners, it would soon be clear that some were learning faster than others or learning different things.

In private language schools and language institutes, it tries to manage this situation by giving students placement tests, so that they can be put into

classes with people who were at roughly the same level as they were. Within other school environments, students were often streamed that was re-grouped for language lessons according to their abilities. In other situations such placement and streaming was not possible and teachers were faced with individuals who had different learning styles and preferences.

According to Witkin (1977) has identified three ability levels in relation to teaching-learning situation, such as : High, medium and low. High ability level learners were those that prefer isolation and social distance, theoretical and abstract ideas (a kind to independent learners). High ability individuals were better than medium or low ability grouped might be better in other tasks that have to do with the used of hands. In this case, high ability has grouped greater ability structure information and solve problems. However, medium ability level learners perform relatively better on learning activities involving social materials, and more likely to require external defined goals and reinforcements. According to Dinnocenti (2007), there was particular concern or the needs not only of students who were having difficulty at the lower end of the scale, but also for gifted children and even in placed and streamed grouped, as it have suggested, it will still has a range of ability in front of us.

### **3. Concept of Part of Speech**

O'Brien (2011) said that every single word belongs to one of eight word groups or part of speech: Pronoun, adjective, noun, conjunction, adverb, verb, interjection and preposition. Many English words can function as more than one part of speech. Parts of speech are a set of words with some grammatical

characteristic in common and each part of speech differs in grammatical characteristics from every other part of speech, e.g., noun have different properties from verb, which have different properties from adjectives and so on.

### **a. Concept of Adjective**

According to Rozakis (2003) a word that describes persons, places, or things was an adjective. Usually the adjective comes just before the noun it modified. Sometimes it could make the people wrong to used adjective. An adjective was a described word. It told you more about a noun. An adjective usually appears after the noun, later in the sentence.

Example : “The *important* of the case is emphasize”.

According to Rozakis (2003) there are three kinds of adjectives: common, proper, and compound articles.

#### **1). Common Adjective**

Common adjective described nouns or pronouns. According to Ting (2014,) there are some common types of descriptive adjectives were:

- Qualities : great, good, fantastic, worthless, mediocre
- Colors : blue, black, red, yellow, green etc.
- Personality : happy, cheerful, unhappy, excited, sad, angry, lazy, crazy

Example : *Strong* man. *Green* plant, *Beautiful* view.

#### **2). Proper Adjective**

Proper adjectives are form from proper nouns. According to Hartanto (2009) a proper adjective was an adjective form from a proper noun. Sometimes

the proper adjective was the same word as the noun that forms it. At other times it has a special ending. All proper adjectives begin with a capital letter.

Example:

Itali(an), Brazil(ian), Iraq(i), Israel(i), Mohammed(an), Europe(an).

### 3). Compound Adjective

Compound adjective were made up of more than one word. According to Wiemelt (2010) compound adjectives consist of two or more words that function as a unit. Depending on its position within the sentence, the compound adjective was punctuation with or without a hyphen to join the adjective. When a compound adjective follows the noun it modifies, do not use a hyphen to join the adjectives.

Example: I am studying literature from the **nineteenth-century**. (The adjective nineteenth century comes after the noun literature so no hyphen is used.)

#### b. Concept of Pronoun

According to Marcel Danesi (2006), personal pronoun are classify to the person(s),the person speaking (first person), the person spoken to (second person), anyone or anything else (third person). Follow the table personal pronoun system.

**Table**

**The English Personal Pronoun System**

Subjects		Objects	Possesive Adjective	Possesive Pronoun	Reflective
Singular	I	Me	My	Mine	Myself
	You	Your	Your	Yours	Yourself
	She	Her	Her	Hers	Herself
	He	Him	His	His	Himself
	It	It	Its		Itself

Plural	We	Us	Our	Ours	Ourselves
	They	Them	Their	Theirs	Themselves
	You	You	Your	Yours	Yourselves

There three part in Pronoun :

- a. First person pronouns are use to refer to the person who is speaking (I/me) or a group of people including the person who is speaking (we/us)
- b. Second person pronouns refers to the person or the group of people to whom we were speaking.
- c. Third person pronouns were used use refer to spesific person or things previously mention. For a male (he/him), a female (she/her),an animal or inanimate object (it),people,animals or things in the plural (they/them).  
Pronouns change their form for person (first,second,third), for cace (subject,object,possessive),number (singular,plural),and gender (masculin,feminime,neuter) exopt for reflective pronoun making the same kind changes.

Most of learners have some difficult in using the right pronoun adapted from Mustofa (2018). Here was some problems that learner face:

1. An unnecessary pronoun after a noun subject.  
Correct : my friends tell me the whole story.
2. Vague it. The pronoun it is use without a definite atecedent.  
Correct : she is afraid to try to drive again
3. Loose use of it or they as subject  
It or they is sometimes use as the subject of a verb, while the agent that should actually be the subjects is put in prepotional phrase.

Correct : the newspaper says that the concert is cancel.

4. Shift pronoun number

Correct : the student change to be students or them changes to him.

5. Shift pronoun

Third person is not used in one part of a sentence if it is shifted back to the personal you.

Correct : a good song lends comfort to you or so that feel alone.

Pronoun compliments it appeared when the pronoun complements were often use in the objective case ( that is him:is them), they were supposed to be that was she and it is they. Only for pronoun me and us have special exception for this rule.

**c. Concept of Preposition**

A preposition was one of the eight parts of speech. Humeid (2013) sated that preposition was used to express a relation between two entities, one was represented by prepositional complement and the other was represented by another part of sentence.<sup>22</sup> Moreover, Although prepositions were simple for native-speakers to learn, they are usually difficult for English learners.

Furthermore, Frank (1972) stated that modern linguistic prefer to classify prepositions as structure of function words in contrast to content words like noun or verb. They have little or no intrinsic meaning, as one will discover when he tries to define them outside of the contexts. <sup>23</sup> It means that, preposition was a

words expressed relationship between two words (such as: noun or noun equivalent) which was placed in front of pronoun or noun. For example: My brother was in the school. In this sentence the preposition in was used to relate the pronoun my brother and the word the school. If we omit this preposition, the meaning of this sentence was ungrammatical. From the definition above, it can be said that a preposition was a word placed before noun or pronoun to show its relationship, for example: I put my pencil in the box. This sentence was complete, but if the word in is omitted, there is no sense of the sentences. The pencil might be placed under the box, on the box, or behind the box, etc. Until some prepositions have been inserted, the relation between the pencil and the box are unknown. In other words, however, the choice of preposition was determined by a preceding verb (to look at the evidence, to listen to it, to believe in it), or noun (the investigation of a problem, the remedy for it, the solution to it) or adjective (different from the others, similar for them, identical with them). According to the statements mentioned above, prepositions have very important functions. For some students it was difficult to learn to use prepositions because most of them have several different functions, and different prepositions can have similar uses. So, the students are easily made mistakes in the placement of prepositions. It was clear that the function of prepositions is very important, but some students do not pay attention very much to the importance of prepositions. Actually, prepositions were very important in a sentence. By omitting prepositions in certain sentences, it can break the meaning of the sentence and the sentence was ungrammatical.



Types of Preposition A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list gave only the more common meanings that preposition can have many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs. Some meanings however are common only to preposition.

Lingga (2007) stated that there are types of relationships three were expressed by the preposition.

- a. Preposition of place or position It was a kind of preposition, which is used to indicate the relationship of place about, above, across, among, under, beside, between, by, near, from, on, at, in, to, trough, towards, etc.

Example:

- The clock is on the wall.
- They are in the classroom.
- She sat beside son during the party.

- b. Preposition of Direction It was a kind of preposition which is used to show the relationship of direction movement in regard to a point, to-from, toward, around, trough, to-from, etc.

Example:

- The bird flew through the open window.
- He always walks to school from his home.
- The pilgrims headed toward Mecca.

- The ship sailed around the island.

c. Preposition of Time It was a kind of preposition which was used to indicate the relationship of the time. At, on, after, before, behind, since, from, during, until, with, etc.

Example:

- You can call me at ten o'clock.

- I like drinking coffee in the morning.

- The task should be submitted before May, 2nd .

d. Preposition of Manner It was a kind of preposition which was used to indicate the relationship of manner.

Example:

- He goes to school by bus.

- He broke the wall with a hammer.

- This lock can not be opened with the key.

- She watered the flowers with the help of a water- pipe.

e. Preposition of Agent It was a kind of preposition which was used to express a causal relationship between the doer and the actions.

Example:

- The task was finished by him.

- A nice book was written by John Thomson.

- Some schools have been made by the government

f. Prepositional Verb It was kind of combination between verb and preposition. It was simply a verb followed by preposition. Some verbs require specific preposition to be used after them in a sentence.

Example:

- She is waiting for him
- Rinn is knocking at the door.
- We believe in God.
- He is suffering from fever.

Based on the description of preposition above, it could be said that there were various types of preposition in English. This research the researcher focused on investigating in preposition of place and time.

#### **d. Concept of Verb**

According to Azar (2006), a verb was a word that tells of an action or state. These words talked about the action or the state any noun or subject. This means that verbs show what the subject was did. Verbs were word that name an action or describe a state of be. Verbs are seriously important, because there's no way to have a sentence without them. There are two basic types of verbs: action verb and linking verbs.

##### **1). Action Verb**

An action verb was a word that described what someone or something did that express physical, mental, or emotional actions are call action verbs. For example:

1. Mary **swam** faster in her camp. ( describes a physical action)
2. Cena **calculate** the money in her head ( describes a mental action)

An action verb that was not follow by a direct object was called an intransitive verb. Some verbs can be either transitive or intransitive, depending on the words that follow them. A direct object answer the question *what?* Or *whom* ?

Example:

1. The tiger **eat** *slowly*. (The word *slowly* told how the tiger eat. It does not answer the question *what?* Or *whom?* In this sentence, the action verb *eat* is intransitive because it is not follow by a directed object.)
2. The hawk **eat** *fish*. (Word *fish* answer the question *what?* In this sentence, action verb *eat* is transitive because it is follow by the directed object *fish*.)

## 2). Linking Verb

According to Nelson (2001) linking verbs were used by themselves (in contrast to helping verbs, which come before another verb: was running). Linking verbs were usually followed by a subject complement a noun, pronoun or adjective that refers to and described or means the same as the subject.

Below are some common linking verbs:

Be	=	Am	Should be	=	Could be
Is	=	Are	Become	=	Would be
Was	=	Were	Appear	=	Seem
Shall be	=	Shall have been	Has been	=	Have been
Will be	=	Will have been	Had been	=	Can be
May be	=	Might be			

Example in a sentence : Mr. Jhon **is** a music teacher

#### **e. Concept of Ability In Using Part of Speech**

According to Eritme and Sri (2020) writing was a concept of learning about creating relationships between and among the ideas expressed in language structures called sentences. An idea (meaning) must be organized well in a sentence. Whether or not an intended meaning was precisely and clearly expressed in the sentence. Whether or not the relationship between and among its parts were clear, the writers have to analyze what they have formulated in sentences. With grammar in context, the students practice implementing their ideas and insights into their own writing. Without understanding these direct instruction methods, increase their writing in the same way the people who know nothing without engines poke at the random motors parts when their car breaks down

In this connection with the students' grammar ability, as mentioned earlier, it can help the students to see the step undertaken in the analytical process and give concrete from insight and develop the way seeing a stucture that is so crucial for comprehension in reading and proficiency in writing. The teachers approach sentence analysis as a quetioning process because language is a system of relationship, in any given sentence every word answers a question about another word,and every stucture answer a question about another word or stucture. Therefore, through analytical thinking and writing, grammar can help students write better without even realizing that there were being thought which that approach.

This research investigated how relationship between students ability and part of speech. Based on the journal Eritme and Sri (2020) stated that students have a middle level to identifying part of speech when writing sentences.

#### **f. Previous Related Study**

In this study, the writer used previous related study to compare the result of study as differences method in using part of speech. The study was written by Siti Khadijah (2018) the title is students' ability in identifying part of speech in procedure texts at the eleventh grade of SMK TRISAKTI BATURAJA and Reyza (2019) the title is an analysis students' error in using part of speech in hortatory text. The method of the research in this classroom was action research. the findings indicated that most of student had good enough ability in understanding of part of speech. The similiarities of the study ad this present study were using part of speech. Otherwise, the differences are on time,location,population and samples.