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Students' Response Given by Welding Engineering Study Program at Politeknik Perkapalan Negeri Surabaya to the Study of Part of Speech in English Learning

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ABSTRACT

Part of Speech becomes the basic learning of English which must be understood by the students in Learning. This study focused on the students' response after getting the teaching about the basic patterns of English. The Data of this research was the information given by the students of Welding Engineering in Politeknik Perkapalan Negeri Surabaya. There were 28 students filling the questionnaires after getting the teaching of English Lecture. The data was analysed quantitively by using the diagram to know the students' responses. The result showed that 78,6 % answered they knew well on the basic patterns and 21,4 % answered the did not understand them well. However, the students stated that 92,9 % learning about the basic patterns helped them speak English better. Even they gave comments that Speaking and Structure were related each other. It could be concluded that learning part of speech help the students understand the sentence accurately so they speak more fluently and accurately.

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INTRODUCTION

English plays a vital role as a global medium of communication in today's era of digitalization and globalization. Achieving effective communicative competence requires a solid grasp of grammar. Among the various grammatical elements, "parts of speech"—which include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—serve as the fundamental pillars upon which every sentence is built. A misunderstanding of the functions of these parts of speech not only hinders productive skills such as writing and speaking but also leads to confusion in receptive skills like reading and listening.

The primary urgency for studying parts of speech lies in the development of accurate syntactic competence. Without an adequate understanding of these categories, learners will struggle to place words in their correct positions within a sentence. Recent studies indicate that mastery of parts of speech is significantly and directly correlated with the ability to construct well-structured sentences and minimizes critical grammatical errors (Sari & Fitriani, 2022). Therefore, the study of parts of speech should not be viewed merely as theoretical rote memorization, but rather as an operational, mechanical tool for constructing texts.

Beyond structural proficiency, the study of parts of speech has a direct impact on academic and professional writing skills. In the contexts of scholarly writing and business communication, the precision of word choice (diction) relies heavily on an understanding of the grammatical nature of those words. In his book, Hyland (2023) asserts that the clarity of an argument in modern English texts is determined by the writer's skill in identifying and varying the functions of words—for instance, by transforming verbs into nouns (nominalization) to increase information density. Errors in distinguishing between parts of speech often result in ambiguity, which ultimately diminishes the quality of formal communication. From the perspectives of psycholinguistics and language pedagogy, the difficulties faced by second-language (L2) learners often stem from interference from their first language (L1), particularly when the two languages possess different systems of parts of speech. Many learners mistakenly apply the distributional patterns of words from their native language—such as Indonesian—to English, failing to recognize the underlying differences in their respective mechanisms. Classroom-based action research by Sukmawati (2024) demonstrates that integrating visual and contextual strategies into the teaching of parts of speech significantly enhances both students' confidence and their linguistic accuracy. This suggests that instruction in these fundamentals serves as a crucial bridge for overcoming the psychological and technical barriers encountered by learners.

Furthermore, the rapid advancement of artificial intelligence (AI) and natural language processing (NLP) necessitates a higher level of linguistic awareness, enabling individuals to interact with digital systems with greater precision. Learners are now expected not only to understand the meanings of words but also to grasp how those words function within specific commands a skill essential for "prompt engineering." In this context, Brown and Lee (2025) emphasize in their latest language-teaching principles that mastering foundational grammar such as parts of speech is key to enabling autonomous learners to self-correct the language they produce or encounter through digital platforms.

Nowadays, the students answered all questions given by teacher or lecturer by exploring the answers by using artificial intelligent in their mobile phone. They could not identify the part of speech in English Sentences although it is in the basic of sentence. Subject and Verbs were difficult to analyse. They even did not the basic meaning of the words or vocabularies used to build up the basic sentence or simple sentence.

Overall, Part of Speech is not just introductory material, but rather the main framework that determines the success of the entire English language acquisition process. Ignoring this foundation will weaken all other aspects of language skills. Based on the urgency above, research/learning regarding optimizing mastery of English Part of Speech based on innovative methods was very important and relevant to be implemented in educational institutions today.

REVIEW OF RELATED LITERATURE

In the contemporary linguistic landscape, syntax is positioned as a core component of linguistic knowledge that governs how words are organized into phrases, clauses, and sentences to convey meaning accurately.

Based on recent literature reviews and structural analyses, English sentences are hierarchically organized around major syntactic categories, such as Noun Phrase (NP), Verb Phrase (VP), Prepositional Phrase (PP), Adjective Phrase (AP), and Adverbial Phrase (AdvP). These categories interact directly with core grammatical functions: Subject (S), Verb/Predicate (V), Object (O), Complement (C), and Adjunct/Adverbial (A). Publications over the past five years demonstrate a strong consensus in categorizing basic English sentence patterns, generally drawing upon the foundational frameworks Greenbaum (2021). This framework divides basic structures into 5 to 7 primary patterns:

1. Intransitive Pattern (S - V)

a. Theory: The simplest pattern where the predicate is filled by an intransitive verb that does not require an object to complete its meaning.

b. Structure**:** NP + InV. *(Example: "The data speaks.")*

2. Monotransitive Pattern (S - V - O)

a. Theory: Involves a transitive verb that requires a Direct Object (DO) as the direct recipient of the subject's action. This pattern, along with S-V-C, is documented as the most dominant pattern appearing in both academic texts and modern textbooks.

b. Structure: NP_1 + TV + NP_2. *(Example: "Researchers found the solution.")*

3. Copulative / Static Ditransitive Pattern (S - V - C)

a. Theory: Employs a linking verb/copula (such as *be, become, appear*) to connect the subject with a Subject Complement (either a noun phrase or an adjective phrase) that functions to identify or describe the subject.

b. Structure: NP + LV + AP/NP. *(Example: "The analysis appears robust.")*

4. Ditransitive Pattern (S - V - O - O)

a. Theory: Involves a ditransitive verb that requires two types of objects: an Indirect Object (IO) as the beneficiary, followed by a Direct Object (DO).

b. Structure: NP_1 + TV + NP_2 + NP_3. *(Example: "The professor gave the students a lecture.")*

5. Complex-Transitive Pattern (S - V - O - C)

a. Theory: A pattern where a transitive verb requires a direct object followed by an Object Complement to clarify or complete the status of that object.

b. Structure: NP_1 + TV + NP_2 + OC. *(Example: "They elected him coordinator.")*

6. Obligatory Adverbial Pattern (S - V - A / S - V - O - A)

- Theory: Recent research (such as functional textbook analyses from 2024–2026) emphasizes the importance of obligatory Adjunct or Adverbial elements, which, if omitted, compromise the grammatical integrity of the sentence.
- Structure: NP + Be/LV + AdvP. *(Example: "The meeting is upstairs" or "She put the book on the table.")*

Comparison Matrix of Basic Sentence Patterns

No	Sentence Pattern	Verb Type	Essential Components	Nature of Object / Complement
1	S - V	Intransitive	Subject + Verb	Does not require an object

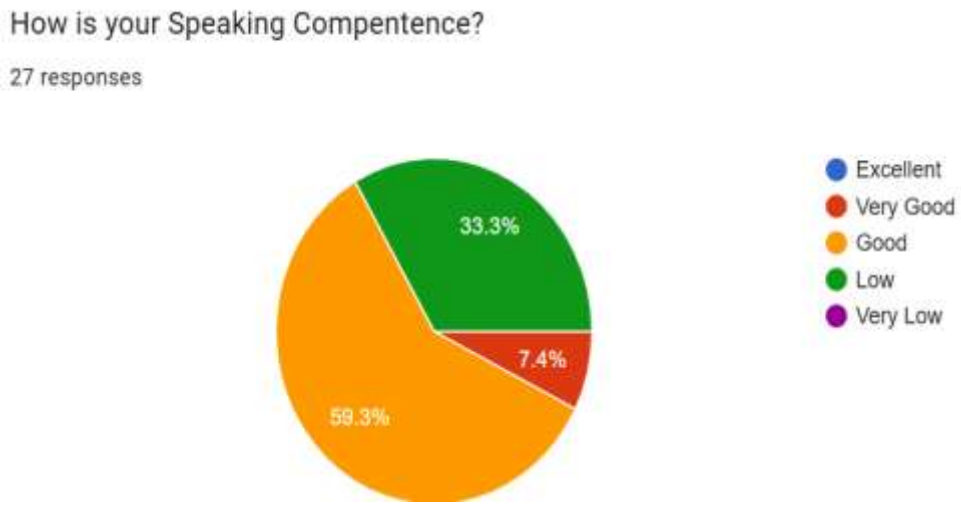
2	S - V - O	Monotransitive	Subject + Verb + Object	Requires a direct object (*Direct Object*)
3	S - V - C	Linking Verb / Copula	Subject + Verb + Complement	Complement refers to and describes the Subject
4	S - V - O - O	Ditransitive	Subject + Verb + Object 1 + Object 2	Object 1 = *Indirect*, Object 2 = *Direct*
5	S - V - O - C	Complex-Transitive	Subject+ Verb + Object + Complement	Complement refers to and describes the Object
6	S - V - A	Locational / Durational	Subject + Verb + Obligatory Adverbial	Adverbial cannot be omitted without destroying sentence meaning

METHOD

This study was descriptive quantitative. The data was the responses given by 28 students from Welding Engineering of Politeknik Perkapalan Negeri Surabaya, Indonesia. The lecturer gave the materials about the analysis of simple sentence. The simple sentence was developed into negative, interrogative, and wh (questions). Furthermore, the additional materials about the adjective clause was given as well to analyse independent and dependent clause. At the end of teaching and learning process, the questionnaire was given to the students to know about the response on their understanding and the effects after learning especially the beneficial materials to the other skill of speaking.

RESULTS

According to the results of the questionnaire, the students had the various competent for speaking skills. This question was given because the researcher wanted to know whether their knowledge was supported by the analysis of sentence patterns. There was 59,3 % filled that they were good for speaking. 33,3 % mentioned they were bad for speaking skill and 7,4 % they were good at speaking. The pie diagram could be illustrated as follows;



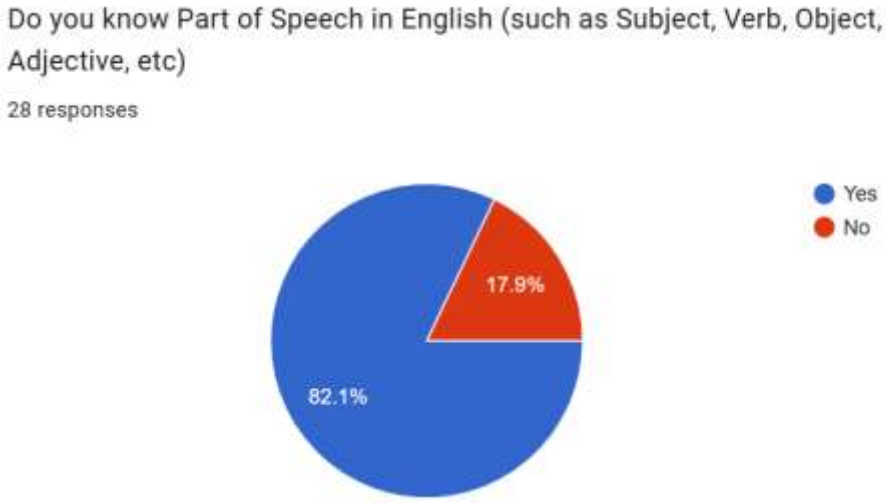
There was one student who didn't answer about the question. However, dominantly, their capability to speak English was good. The students of Welding Engineering Study Program were in the first semester of eight. They came not only from the Vocational School but the Senior High School. This was the first period to get the English Lecturing. They would have three times of period in English Learning. First Semester was called by Basic English. The third Semester was English for Technique and fifth semester was for Professional English. The students who became the source of the data in this research was from the first semester. By the numbers of 28 respondents, they claimed that 92,9 % agreed that speaking and structure was related each other. One of the student mentioned by the following utterances

"Speaking and structure are interconnected, helping the speaker organize ideas logically so that the message is more easily understood by the listener."

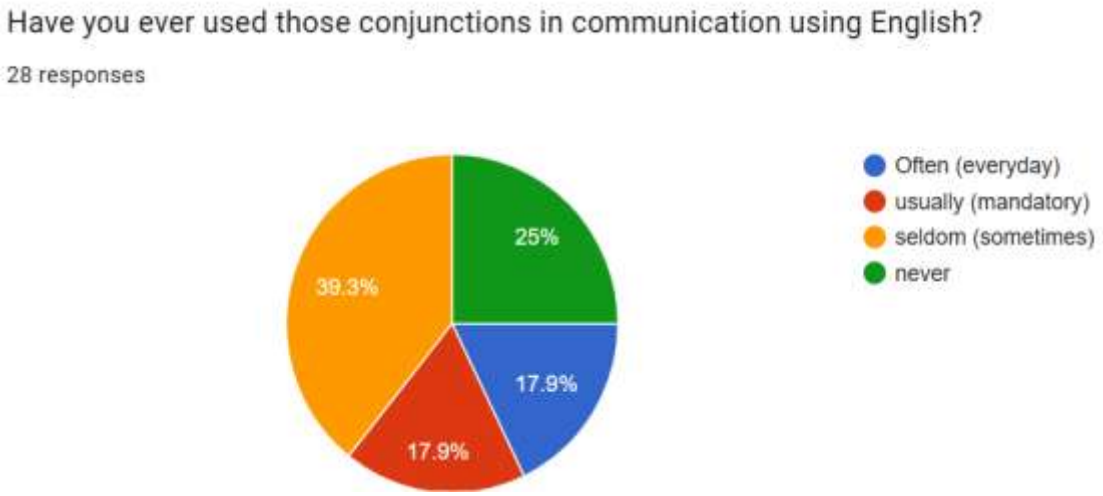
He informed that the ideas were easy to understand when it was structured by the proper sentence pattern. Other student added the comment that

"**speaking and structure are related because good sentence structure helps us communicate clearly, correctly, and confidently**"

When the lecturer asked a question about the part of speech in a sentence, they could answer well such the position of Subject, Verb, and Object, even the Adverb. 82,1 % stated that they understood about the part of speech in a simple sentence and 17,9 % of the students mentioned they did not know what the part of speech was. The illustration in the pie diagram was as follows;



In a real condition in the classroom, the analysis of the part of speech came from the lack of vocabularies. It became the main reason why the students could not identify well about the part of speech. So far they knew the meaning of the sentences, they could identify which one was Subject, Verb Object, Adverb or others such complement, article, and conjunctions. The lecturer taught the student by giving the simple sentence in the form simple present, present continuous, present perfect, present perfect continuous, and future perfect tense. The students were taught to change from positive to negative, interrogative, and questions such as what, when, where, who, why, and How. After they were practiced how to reconstruct the simple sentence, they learned the materials in the past tense and future tense. After they got the simple sentence, the lecturer gave the materials more complex such as adjective clause which belongs to the complex sentence. The conjunctions which were given in teaching and learning process were who, whose, which, whom, where, and when. Based on the students' survey, they used those conjunctions for communication. The illustration was as follows;



39,3 % answered that they were seldom to use the conjunction while speaking. 25 % mentioned that they never used conjunction for communication, and 17,9 % mentioned that the students usually used conjunction and often used them for communication. When the lecturer tried to create a complex sentence to analyse which one was dependent and independent clause. They knew about it. They could classify them well. Moreover, they got awareness that practicing the sentence pattern help them speak accurately and confidently. To sum up, the students filled the survey that 92,9 % mentioned that learning of basic pattern help them speak accurately because the knew what structure was right and wrong. They could analyse themselves whether the patterns they had been used was correct for communication. It gave their confident to speak English accurately.

CONCLUSION

Based on the data analysis about, the students had various period to learn. There were students who could learn fast about the materials of simple sentence, but dominantly they needed more time to understand the basic pattern of sentence. When the lecturer could teach step by step especially in analysis of part of speech, the basic pattern could be understood easily by the students. Furthermore, the learning materials about complex sentence could be well analysed by the students when the lecturer could clarify

which one was conjunction, which one was dependent clause. It could be well organized by the students when the lecturer explain the limitation of the pattern of the complex sentence to separate between independent clause and dependent clause.

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