JELTAL
AL-KINDI CENTER FOR RESEARCH
AND DEVELOPMENT

| **RESEARCH ARTICLE**

Assessing the Mastery Level of Identifying Parts of Speech in Poetries

Graciel Jane B. Aljas[1], Ailene N. Ermac [2], Lessie Mae L. Dela Cruz-Mata[3], Ethel Theresa E. Obedientes-Alvia[4], and Mychol C. Maghamil[5]

[1and 2]*College of Education, Mindanao State University-Lanao del Norte Agricultural College, Sultan Naga Dimaporo, 9215, Philippines*
[3]*Assistant Professor, College of Education, Mindanao State University-Lanao del Norte Agricultural College, Sultan Naga Dimaporo, 9215, Philippines*
[4]*Assistant Professor, College of Education, Mindanao State University-Lanao del Norte Agricultural College, Sultan Naga Dimaporo, 9215, Philippines*
[5]*Instructor, College of Education, Mindanao State University-Lanao del Norte Agricultural College, Sultan Naga Dimaporo, 9215,*
Corresponding Author: Mychol C. Maghamil, **E-mail**: mychol.maghamil@msulnac.edu.ph

| **ABSTRACT**

This study assessed the mastery level of first-year college students at Mindanao State University – Lanao del Norte Agricultural College in identifying the parts of speech within poetic compositions. The researchers examined the students' prior knowledge, learning styles, and the challenges they faced in identifying parts of speech, specifically nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. Using a descriptive-correlational research design, data were gathered from 80 respondents through questionnaires, parsing tests, and learning style assessments. Findings revealed that a significant number of students struggled with foundational grammar skills, with 92.4% failing to demonstrate satisfactory mastery in identifying parts of speech in poetry. Moreover, interpersonal and intrapersonal learning styles were found to correlate with better performance, but prior knowledge and learning styles did not significantly influence mastery levels. Challenges included difficulties with non-standard word order, the compact nature of poetry, and identifying specific grammatical components, particularly in poetic contexts. The study concluded that foundational grammar gaps and the complexities of poetic language hinder students' mastery. Targeted interventions, such as remedial instruction, tailored teaching strategies, and collaborative learning, were recommended to address these issues and enhance students' comprehension and application of grammatical concepts in literary analysis. The findings underscore the need for strengthened grammar education and innovative teaching approaches to support students' academic and linguistic development.

1. Introduction

Poetry, as a form of literary expression, presents a unique challenge in linguistic analysis due to its creative and often unconventional use of language. Understanding the parts of speech within poetry is crucial for unravelling the intricate layers of meaning and symbolism embedded in poetic works. Despite the undeniable importance of this skill, many readers and even scholars struggle with accurately identifying the parts of speech within poetic works. This deficiency hinders not only their ability to fully comprehend the nuances of a poem but also their capacity to interpret its underlying themes and messages. This problem is particularly relevant as a strong command of parts of speech is essential for interpreting and analyzing poetry, and deficiencies in this area may impede students' ability to engage critically with literary in works.

The most current rating in the Philippine in Education First English Proficiency Index (EF EPI) was seven places lower than its previous position, according to Alova and Alova (2023). There is a lack of connection between grammatical proficiency and academic writing proficiency, and students are making progress toward grammatical mastery. This indicates that the level of student engagement with learning English grammar was inadequate. To guarantee that students like studying grammatical rules—especially when it comes to applying parts of speech—this issue needs to be fixed.

 According to Rachmat & Tri (2018), in traditional grammar, parts of speech is a category of words (or more generally, of lexical items) that have similar grammatical properties. In other words, parts of speech are a classification of word that have a function in sentences. Moreover, according to Anggraini and Puti (2022), parts of speech is an essential subject in grammar knowledge for English learners. English learners must understand the function of parts of speech so that they may write more quickly and readers can understand the content and purpose more quickly. If learner's comprehension of the part of speech is limited, they may be unable to properly listen, speak, read, or write in English.

Placing a word in the incorrect position within a sentence, unsupported by the rules of grammar, can obscure or distort the intended meaning. Without a firm grasp of parts of speech, students may struggle to construct sentences that clearly and effectively convey their ideas. However, by deeply understanding how different types of words function within the English language structure, learners empower themselves to write and speak with greater precision, clarity, and sophistication. This foundational knowledge serves as the springboard for tackling more advanced grammatical concepts and skills. In essence, parts of speech form the essential groundwork that supports the entire edifice of grammatical mastery. Just as a house built on unstable foundations will eventually collapse, a student's proficiency in English communication is heavily dependent on their solid understanding of the basic building blocks of language - the parts of speech. (Hustiana, 2023).

Additionally, of the eight parts of speech, there are five types of words which are very influential in studying English at basic level, those are noun, pronoun, verb, adverb, and adjective. All students of English have to comprehend them perfectly because those are regarded to be the main components of the basic structure of English sentences. If the five types of words are wrongly applied, the composed sentence will hardly be well understood. This condition leads to inefficient communication. That is why mastering parts of speech is very essential in learning English speaking, as cited by Hengki dan Ratna (2018).

For this reason, this study aims to investigate the mastery level of individuals in identifying the eight parts of speech – nouns, pronouns, verbs, adjectives, adverbs, conjunction, prepositions, and interjections – within poetic compositions. By examining the proficiency of readers in discerning these fundamental elements of language in the context of poetry.

It aimed to understand how well first year college students can identify the eight parts of speech in poetries. This is important because it helps to improve education by identifying areas where students may need more help. Moreover, this research has the potential to contribute to the ongoing discourse within the academic community, particularly in the field of English education. This can lead to targeted interventions and support mechanisms for students who may struggle with poetry analysis, ultimately enhancing their overall language comprehension and literary appreciation. By addressing the practical challenges faced by students and educators in the realm of poetry analysis.

Furthermore, this study could lead to the creation of specialized educational materials and resources tailored to help students navigate the complexities of poetic language, ultimately fostering a greater appreciation for literature and empowering students to engage more deeply with the art of poetry. Moreover, the findings from this research could have broader implications for the field of literary analysis and criticism. By examining the mastery levels of first year college students in identifying parts of speech in poetry, this study could shed light on the evolving nature of language comprehension and interpretation within the context of literary studies.

This study was pursued to engage first year college students at Mindanao State University – Lanao del Norte Agricultural College in learning sessions that supported and gave them practice in guided learning. Therefore, the researcher conducted a study on assessing the mastery level of the students in identifying eight parts of speech in poetries.

2. Literature Review
2.1 Students' Mastery of Parts of Speech in English Writing
Mastery learning is not a brand-new method of instruction. Its tenet, which holds that all students are capable of learning provided appropriate conditions that suit them. The learner must reach a certain level of mastery of the previous lesson before proceeding to the next one. Students receive frequent, thorough feedback on their learning progress in a mastery learning environment (Afief Fakhruddin, 2019).   Learning the English language's parts of speech is essential for pupils' language development and communication abilities. It is essential to comprehend the various speech components—nouns, pronouns, verbs, adverbs,

adjectives, conjunctions, prepositions, and interjections —to form sentences that make sense, communicate ideas clearly, and prevent common grammatical errors. Students' mastery of parts of speech typically involves assessing their ability to recognize, understand, and apply various parts of speech within the context of written and spoken language. This can encompass activities such as identifying nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections within sentences, paragraphs, and longer texts. Researchers may use a variety of assessment tools which is to give students poetic activity and identify the parts of speech to gauge students' proficiency in this area. Understanding students' mastery of parts of speech can provide valuable insights into their overall language acquisition and literacy skills. It can help educators identify specific areas of weakness or strength, allowing for targeted instruction and support. Achieving mastery of parts of speech in English writing is a critical milestone in language proficiency. When students master parts of speech, they can express themselves clearly, concisely, and effectively in writing..

2.2 Students' Difficulty in Using Parts of Speech

Parts of speech labels in sentences are the focus of grammar (Kamble et al., 2020). Words like nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections that are used to build sentences are traditionally referred to as parts of speech. Accordingly, pupils need to comprehend how words fit within phrases (Julianti, 2018). In light of the aforementioned claims, it is concluded that grammar and parts of speech are inextricably linked in the teaching of English language acquisition since parts of speech are those facets of grammar that are crucial to the acquisition of English language proficiency (Bakir & McStay, 2018). Grammar must be used, for example, while writing English sentences (Scheibenzuber et al., 2021). The main categories of words found in English are classified as parts of speech. In order to comprehend grammatical explanations and utilize the appropriate word placement, English language learners should be able to recognize and identify the various word types in the English language (Choudhary & Arora, 2021). Words that are useful in a variety of situations are called parts of speech. Each word in the English language has at least one role as a part of speech, and depending on the situation, many words can act as two or more parts of speech at various times (Malmsten et al., 2020).

Students may encounter difficulties in using parts of speech for several reasons, Grammar rules governing the use of parts of speech can be intricate and nuanced, making them challenging for students to grasp. The variety of rules, exceptions, and irregularities within each part of speech can lead to confusion and uncertainty. Some students may struggle with parts of speech due to insufficient or ineffective instruction. If grammar concepts are not taught explicitly or if students do not receive adequate practice and reinforcement, they may have difficulty understanding and applying the rules. Mastery of parts of speech often requires a robust vocabulary. Students who have a limited vocabulary may struggle to identify and use nouns, verbs, adjectives, adverbs and etc., appropriately in their writing and speech.

Understanding parts of speech requires the ability to analyze sentences and identify the role of each word within them. Some students may find it challenging to deconstruct sentences and recognize the grammatical function of individual words. Students may have difficulty applying their knowledge of parts of speech in real-world contexts. While they may understand the rules in isolation, they may struggle to use them correctly in writing or conversation, especially when faced with complex sentences or unfamiliar vocabulary. In some cases, students may rely too heavily on intuition or instinct rather than applying systematic grammar rules.

While intuition can be a valuable tool in language acquisition, it may lead to errors or inconsistencies in the use of parts of speech. Fear of making grammatical errors can also hinder students' ability to use parts of speech effectively. Students may hesitate to experiment with language or take risks in their writing and speech, which can impede their progress and confidence in using grammar correctly. Students often face challenges when it comes to using parts of speech accurately in their writing. These difficulties can arise due to the complexity of grammar rules, leading to confusion and uncertainty about how to apply them correctly.

Additionally, students may struggle with identifying and categorizing different parts of speech within sentences, especially when confronted with complex sentence structures or unfamiliar vocabulary. Limited exposure to diverse language contexts and insufficient practice opportunities can further exacerbate these challenges, hindering students' ability to develop mastery in using parts of speech effectively. To address these difficulties, educators must provide clear instruction, ample practice opportunities, and ongoing support to help students strengthen their grammar skills and enhance their writing proficiency..

2.3 The Importance of Grammar in Communication

Bhardwaj 2021, states that one of the most crucial aspects of learning a language is mastering English grammar. It is a linguistic system. According to David Crystal (In Word and Deed, 2021), language is one of the most inventive, engaging, and topical disciplines. Though it is much more than just bones, it is frequently referred to as the skeleton of a language. Grammar is like language's heartbeat; he compared it to the nervous system. There can be no meaningful or productive communication without

grammar. The laws and norms governing spoken and written language are either included in or connected to the grammar. Grammar functions similarly to a code to enable language use. We are able to speak clearly because of grammar.

Communication is a basic human activity. No human can live in isolation and to live in a society, we need to interact and make contact with others. For interaction between two people, we need to communicate. Also, the Oxford Dictionary defines communication as an activity or process used for the expression of ideas and feelings or used by people for giving information. Hence we can say that it involves the sharing of ideas and information between one person to another person. Here they stated grammar as a key for communion. So to have developed or effective communication skills and to make our speech understandable we should have grammar during our speech.

It is impossible to overestimate the significance of grammar in communication since it forms the basis for efficient and understandable concept expression. Grammar offers the structural framework that arranges words and phrases into cohesive sentences, guaranteeing communication that is precise and clear. When people use proper grammar, their written and spoken communications seem more credible and professional and they are able to express themselves clearly. Furthermore, grammar proficiency reduces the possibility of misunderstanding or ambiguity by promoting mutual understanding and comprehension among communicators. Being proficient in grammar is crucial for developing great communication skills and creating deep connections with others, whether in work environments, educational settings, or casual conversations.

According to (Bryan Collins, 2021) grammar doesn't have effects on writing only, but it also has effects on spoken language too. While grammar rules are less strict when speaking, grammatical errors in speech are still important. Too many grammar mistakes and your spoken language becomes distracting, making it hard for people to follow your meaning and understand. We can say they show that one simple grammar rule makes a huge difference in the meaning of the sentence. Having a strong grasp of English grammar will help improve your English skills overall. Over time, being able to speak and write correctly builds your confidence while speaking English. This encourages you to develop a rich vocabulary so that you have the tools to communicate with others. (Bryan Collins, 2021). Good grammar can help you become a stronger communicator.

2.4 Factors Affecting Mastery Level
2.4.1 Prior Knowledge
According to cognitive load theory, past information has been demonstrated to have a substantial role in the learning process, making this a significant gap (Fung et al., 2018; Dong et al., 2020). Learning engagement is strongly influenced by prior knowledge. (Dong et al., 2020). Effective learning requires recognizing and filling in existing knowledge gaps. For students to thrive in increasingly complex subjects, they must have a solid foundation in fundamental ideas. (Anwar, Loka, and Al Idrus, 2023) Prior knowledge is frequently proposed as a predictor of performance, but it is often overlooked in empirical studies on engagement. The findings resonate with research indicating that prior knowledge, while important, is not the sole determinant of academic performance (Thurn et al., 2022).

2.4.2 Learning Style

Every student has different learning preferences, and these choices can have a major impact on their ability to understand topics and succeed academically (Magulod 2019). By understanding and addressing learning styles, educators can significantly improve the quality of education and help students reach their full potential. Students learn best through different methods and approaches, and that recognizing these individual preferences is essential for successful learning (Syguia et al., 2020). Students' academic performance and their preferred learning style—visual, auditory, or tactile—did not significantly correlate, according to a research by Lajera et al. (2023). This implies that although learners could have unique learning styles, these styles do not always affect their academic performance. It questions the widely held belief that improving teaching strategies to fit the learning preferences of students improves academic performance.

2.4.3 Problems Encountered

College-level students have a difficult time comprehending parts of speech in English. It suggests that school-level teachers' concentrate on teaching components of speech more thoroughly and interestingly, employing a range of techniques and offering lots of practice chances. It also recommends that students be taught the various forms of each part of speech along with relevant examples, and that the definitions of the various parts of speech be expanded upon and clarified through examples. Although the author admits that the study's scope is constrained, it offers insightful information on the challenges students encounter when learning and applying English parts of speech. (Lajera 2023). Learners require a solid foundation in order to comprehend the fundamental purposes of speech pieces. This is particularly crucial when working with poetry because the language is frequently more intricate and subtle. Munthe et al. (2023)..

3. Methodology

3.1 Research Design

This study used a descriptive-correlational research design which requires a collection of information about the variables within the first year college students through the use of questionnaire and parsing test. Survey techniques requires the gathering of facts that needed sufficient and accurate interpretation. It dealt with the significant relationship between the respondents' prior knowledge, student's learning style, and the problems encountered regarding their mastery level in identifying the parts of speech. Also, this study used an assessment test through a parsing method to obtain accurate data in assessing the mastery level in identifying parts of speech in poetries.

3.2 Research Locale

This study was conducted at Mindanao State University- Lanao del Norte Agricultural College, Education Department, located at Barangay Ramain, Municipality of Sultan Naga Dimaporo in the province of Lanao del Norte, Philippines.Barangay Ramain, Sultan Naga Dimaporo, Lanao del Norte where the school located is abundant in rice and corn production. The school is surrounded with mountains and trees where the students can breathe the fresh air. It also has a wide and clean ground where the school grand stand is located where school events are held because of its wide space.

Mindanao State University- Lanao del Norte Agricultural College environment is very conducive for learning because of many trees and the landscaping provides a nice and fresh atmosphere for everyone. The students of MSU-LNAC composed of Muslims and Christians students coming from different places that make them as the interesting respondents because the learners diverse cultural background. The school has three departments: the three Colleges, Junior High School, and Senior High School Department. The junior high school has Grade 7 up to 10. The senior high school has Grade 11 and 12 having four strands namely: Accountancy Business and Management (ABM), Humanities and Social Sciences (HUMMS) and Science Technology Engineering and Mathematics (STEM) and Technical and Vocational Livelihood under Agri-Fishery (AFA) Information and Communication Technology (ICT) and Industrial Arts (IA). Additionally, it has three colleges namely: College of Agriculture (COA), College of Education (COEd), and College of Computer Sciences (CCS). The COA offers the following programs: Bachelor of Science in Agriculture major in Agronomy, Bachelor of Science in Agriculture major in Agroforestry, Bachelor of Science in Agriculture major in Animal Science, and Bachelor of Science in Agriculture Major in Extension Education. The COEd offers the following programs: Bachelor in Elementary Education (BEEd) and Bachelor in Secondary Education (BSEd) which has three majors Mathematics, English, and Filipino. The CCS offers computer-related programs such as Bachelor of Science in Computer Science (BSCS) and Bachelor of Science in Information Technology (BSIT).This school is one of the satellite campuses of Mindanao State University- Main Campus, Marawi City.

3.3 Respondents of the study and Sampling Technique

The respondents of this study were the first year college students of the three colleges namely College of Education, College of Computer Studies, and College of Agriculture at Mindanao State University-Lanao del Norte Agricultural College. The three colleges had a total of 9 programs with a total of 401 official enrollees and the researchers used the Sloven's Formula and Stratified random sampling method in each program using 0.10 margin of error to get the sample in each program as a respondent. This approach ensured that the sample could represent the total population. These students were chosen as respondents of the study for they represent a transition point in their grammatical understanding and they were still refining their ability to apply those grammatical concepts in a more complex way. This made them an ideal respondents to assess how well they could identify the parts of speech in the context of poetries.

3.4 Research Instruments

The instrument used in this study was a self-made questionnaire which consists typically of printed questions, classified according to the variables raised in this study. Scoring guidelines were also utilized in doing the survey. The questionnaires were the vital tools needed for this research venture.

The questionnaires were divided into four parts, the parts were the following: Part 1 of the questionnaire was about the prior knowledge test of parts of speech, Part II was the assessment of the respondents' mastery level in identifying the parts of speech in terms of noun, pronoun, verb, adverb, adjective, preposition and interjection in a selected poems. In this assessment, the researchers will use a parsing test in which the respondents identified each word of the selected lines from the selected poems to what part of speech it belonged. Part III was the learning style assessment which focused on identifying the individual learning styles of the respondents. Lastly, Part IV was a survey questionnaire used to determine the problems encountered by the respondents during the identification of the different parts of speech in the context of poetries.

3.5 Data Gathering
In gathering the data, the researchers employed the following steps. First, the researchers secured permit and approval to the Office of the Research and Extension committee. Second, the researchers oriented the respondents and executed consent signing then the researcher administered the part I of the questionnaire which contained 30 items about the parts of speech, these test was used to measure the respondents' prior knowledge, and the answered questionnaire was retrieved by the researchers. Third, the researcher administered the part II which was the parsing test to the respondents. Fourth, the researcher administered the part III of the survey questionnaire that contained question to determine the respondents preferred learning style and after the given time the researchers retrieved the answered questionnaire. In each part of questionnaire the respondents was given 30 minutes to answer and the researchers retrieved the answered questionnaire after the given time. Fifth, the part IV survey questionnaire was administered to the respondents, this contained the problems encountered by the respondents in answering the part III of the questionnaires, and the researchers would retrieved the checked survey questionnaire. Lastly, the researchers checked and recorded the responses for data analysis.

3.6 Data Analysis
The data that were gathered from the respondents responses to the questionnaires and other facts that were presented served as the basis for the analysis, interpretation and investigation. To make accurate interpretation of the data, the following statistical tools were used:

1. Frequency and Percentage Distribution. This was used to describe the distribution of scores on the respondents prior knowledge and the scores obtained in assessing the mastery level in identifying the parts of speech. This tool was used to answer problem 1, 2, and 3.

2. Chi-Square. This was used in obtaining the relationship between the respondents' prior knowledge and mastery level in identifying parts of speech and the significant relationship between the factors and their mastery level. And also, to determine if there was a significant relationship between the learning style and the mastery level of the students in identifying the eight parts of speech in poetries. This tool was used to answer problem 5.

3. Weighted Mean. This was used by getting the average score of the respondents response on the problems encountered in identifying the parts of speech and to weight on what was the preferred learning styles of the respondents. This tool was used to answer problem

4. All the computations were done through the micro-statistics software, the Statistical Package for the Social Sciences, SPSS by an accredited statistician.

4. Results and Discussions
4.1 Prior Knowledge of the Respondents on Parts of Speech
Table 4.1 presents the frequency and percentage distribution of the respondents' prior knowledge of parts of speech. It is evident that out of 80 respondents', only 5 or 6.3% of the total respondents got a score ranging from 29-30 which is considered "excellent". On the other hand, a much larger percentage, 35 or 43.8% failed the test. This shows a significant number of respondents are deficient of the basic understanding of the parts of speech. Consequently, the data suggests a significant gap in prior knowledge regarding parts of speech among the respondents. This gap could hinder their ability to learn and apply this knowledge in more complex contexts, such as poetry analysis.

Furthermore, this large difference in scores highlights a need for better teaching and learning methods in this area. In other words, improved instructional strategies are needed to address this deficiency. According to cognitive load theory, past information has been demonstrated to have a substantial role in the learning process, making this a significant gap (Dong et al., 2020). Learning engagement is strongly influenced by prior knowledge. This underscores the importance of addressing this knowledge gaps. For instance, targeted interventions could help bridge this gap. For students to thrive in increasingly complex subjects, they must have a solid foundation in fundamental ideas. In addition, prior knowledge is frequently proposed as a predictor of performance (Anwar et al., 2023).

Table 4.1 Prior Knowledge of the Respondents in Identifying Parts of Speech (n=80).

Mean score	Frequency	Percentage	Remarks
29-30	5	6.3	Excellent
27-28	9	11.3	Advance
24-26	21	26.3	Good

22-23	10	12.5	Fair
21 and below	35	43.8	Poor

4.2 The Mastery Level of Respondents in Identifying Parts of Speech.

Table 4.2 presents the results of assessing mastery of identifying the eight parts of speech. Based on the data presented, out of 80 respondents, only one or (1.3%) received a verbal interpretation "Satisfactory and Good" and none of the respondents achieved an "Excellent" or "Very Satisfactory" rating. This indicates that nobody fully mastered the skill being assessed. At the low end of the performance scale, a significant majority of 74 or 92.4% of the respondents scored "Failed" demonstrating a severe lack of understanding in identifying parts of speech in poetic texts. Consequently, this alarmingly high percentage of "Failed" scores signifies a widespread gap in foundational knowledge.

In order to understand how to use words according to their types—verbs, adverbs, nouns, etc.—students need be able to distinguish parts of speech. Hence, parts of speech is one of the most crucial subjects to study in English (Maili and Sondari, 2022). Moreover, according to Hustiana (2023), grammar is an essential element of a language that contains some rules that are used to form the small unit of language into big units, namely starting from words. This aspect must be mastered by everyone who wants to improve their proficiency in English because weak grammar contributes to the difficulty of mastering the English language (Chiou, 2019). Similarly, as stated by Ovilia & Ramadhani (2022), one crucial aspect of English that must be understood is grammar, which begins with identifying and understanding parts of speech. In addition, students' lack of understanding of parts of speech is a major obstacle to students' overall English proficiency and needs immediate attention (Hustiana 2023).

Table 4.2 Mastery Level of Respondents in Identifying Parts of Speech   (n= 80).

Range score	Frequency	Percentage	Remarks
43-44	0	0	Excellent
41-42	0	0	Very Satisfactory
38-40	1	1.3	Satisfactory
36-37	1	1.3	Good
33-35	4	5.0	Fair
	74	92.4	Failed
32 and below			

4.3. Preferred Learning Style of the Respondents

Table 4.3 displays the preferred learning styles of 80 respondents. The data shows a significant result, showing that most of the respondents, 34 (42.5%) are intrapersonal learners. This represents the highest frequency and percentage among all learning styles. In contrast, the lowest frequency observed is the Bodily-Kinesthetic learning style, where only one respondent is being identified. This indicates a considerable disparity in learning style preferences within the sample group.

Moreover, it is crucial to consider that every student has different learning preferences, and these choices can significantly impact on their ability to understand topics and succeed academically (Magulod, 2019). Consequently, by understanding and addressing these diverse learning styles, educators can substantially improve the quality of education and help students reach their full potential. Finally, it is widely acknowledged that students learn best through different methods and approaches, and recognizing these individual preferences is essential for successful learning (Syguia et al., 2020).

Table 4.3 Preferred Learning Style (n= 80).

	Frequency	Percentage
Linguistic	6	7.5
Logical-Mathematical	8	10.0
Musical	18	22.5
Bodily-Kinesthetic	1	1.25
Spatial-Visual	4	5.0
Interpersonal	9	11.25
Intrapersonal	34	42.5

4.4 Problems Encountered in Identifying Parts of Speech in Poetry

Table 4.4 presents the results of a survey on the problems encountered by the respondents when identifying parts of speech in poetry. Result shows that the indicator saying "the non-standard word order in poetry makes it harder to identify parts of speech" has the highest weighted mean of 3.03 which is interpreted as sometimes and the indicator of the lowest weighted mean of 2.18 which is interpreted as rarely is "recognizing interjections in poetry is challenging". This indicates that interjections, as a part of speech, presents less difficulty for the respondents in the context of poetry analysis compared to other parts of speech. Therefore, the grand weighted mean of the problems encountered is 2.68 which means that the respondents sometimes encountered problems in identifying parts of speech in poetries.

Moreover, the data suggests that the unique structure and language of poetry pose significant challenges for respondents in identifying parts of speech. This suggests a need for specific teaching strategies that address these challenges. In other words, this implies that the respondents affirmed that they have encountered problems in identifying parts of speech in poetries. Despite the problems that the respondents have encountered, still the brevity and compactness of poetic language makes identifying parts of speech challenging for them.

Furthermore, college students' struggles with English parts of speech highlight the need to improve K-12 education. Lajera (2023) recommends more engaging and comprehensive teaching of parts of speech, including diverse teaching methods, extensive practice, and clear, well-explained definitions with examples. Although the author admits that the study's scope is constrained, it offers insightful information on the challenges students encounter when learning and applying English parts of speech.

Table 4.4 Problems Encountered in Identifying Parts of Speech in Poetry (n=80).

Statements	Mean	Verbal Interpretation
1. I find it difficult to identify nouns in poetry	2.67	Sometimes
2. Recognizing pronouns in poetic texts is challenging for me.	2.54	Sometimes
3. Identifying verbs in poems is often confusing	2.41	Rarely
4. I struggle to find adjectives in poetic verses	2.78	Sometimes
5. It is hard for me to spot adverbs in poetry	2.65	Sometimes
6. I have trouble identifying prepositions in poetic texts.	2.53	Sometimes
7. Recognizing interjections in poetry is challenging.	2.18	Rarely
8. The unique structure of poetry makes identifying parts of speech harder.	2.89	Sometimes
9. Poetic devices such as metaphors and similes make it difficult to identify parts of speech.	2.81	Sometimes
10. The lack of punctuation in poetry often leads to confusion in identifying parts of speech.	2.75	Sometimes
11. The non-standard word order in poetry makes it harder to identify parts of speech.	3.03	Sometimes
12. I find it challenging to distinguish between adjectives and adverbs in poetry.	2.86	Sometimes
13. The use of archaic language in poetry complicates identifying parts of speech.	2.65	Sometimes
14. The brevity and compactness of poetic language make identifying parts of speech challenging.	2.86	Sometimes
Table 4.4 (continue) Problems Encountered in Identifying Parts of Speech in Poetry		
15. The emotional tone of poetry affects my ability to identify parts of speech.	2.54	Sometimes
Grand Weighted Mean	**2.68**	Sometimes

4. 5 Relationship Between Factors and the Mastery Level in Identifying the Parts of Speech
4.5.1 Relationship Between the Prior Knowledge and the Mastery Levels of the Students in Identifying the Parts of Speech.
Table 4. 5 shows no significant relationship between the prior knowledge and mastery level of the respondents in identifying parts of speech. The analysis used a significance level (α) of 0.05. Using a Chi-square in testing the relationship between the variables, it shows that they are not significantly related since the p-value is greater than 0.05 level of significance.

This implies that the students' prior knowledge about parts of speech did not influence to their mastery level of identifying the parts of speech within the poetic texts. Hence, the researchers failed to reject the null hypothesis, stating that there is no significant relationship between the prior knowledge and their mastery level.

On the contrary, many empirical studies on engagement fail to account for prior knowledge, which is usually posited as a predictor of achievement. This is an important gap because prior knowledge has been shown to be a significant factor in the learning process, according to cognitive load theory. Therefore, learning engagement is strongly influenced by prior knowledge. (Dong et al., 2020). However, the findings correspond with research indicating that prior knowledge, while important, is not the sole determinant of academic performance (Thurn et al., 2022).

Table 4.5.1 Relationship Between the Prior Knowledge and the Master Levels of the Students in Identifying the Parts of Speech.

Variables	Mastery Level of the Students	
Factor	p-value	Verbal Interpretation
Prior Knowledge	0.068	Not Significant

α=0.05

4. 5. 2 Relationship Between the Learning Style and the Mastery Levels of the Students in Identifying Parts of Speech.
Table 4. 5 displays the results of a statistical analysis investigating the relationship between different learning styles and mastery level of the respondents in identifying parts of speech. The analysis uses a p-value to determine the significant relationship between each learning style and mastery. A significance level (α) of 0.05 is used. Any p-value less than 0.05 indicates a statistically significant relationship. Using a Chi-square in testing the relationship between the variables, it shows that the p-value of each learning style is lesser than 0.05 level of significance. Therefore, all learning style listed show p-value below 0.05, indicating a significant relationship between each learning style and the students ability to identify parts of speech. This means that students' learning styles can influence their ability to identify parts of speech. Consequently, the researchers failed to accept the null hypothesis, stating that there is no significant relationship between the respondents learning style and their mastery level of identifying the parts of speech.

This findings aligns with Howard Gardner's Theory of Multiple Intelligences, which posits that individuals possess diverse cognitive strengths, including linguistic, logical-mathematical, spatial, bodily-kenisthetic, musical, interpersonal, and intrapersonal. Students with different intelligences may excel in different aspects of identifying parts of speech in poetry. For instance, students with strength in linguistic intelligence might excel at understanding the nuances of poetic language, while those with strong logical-mathematical intelligence might excel at analyzing sentence structures. Therefore, it is crucial to consider that every student has different learning preferences, and these choices can significantly impact their ability to understand topics and succeed academically (Magulod, 2019).

Table 4.5.2 Relationship Between the Learning Style and the Mastery Levels of the Students in Identifying the Eight Parts of Speech.

Variables	Mastery Level of the Students	
Factor	p-value	Verbal Interpretation
Linguistic	0.027	Significant
Logical-Mathematical	0.001	Significant
Musical	0.003	Significant

Bodily-Kenisthetic	0	Significant
Spatial-Visual	0.03	Significant
Interpersonal	0.005	Significant
Intrapersonal	0.014	Significant

α=0.05

4.5.3 Relationship Between the Problems Encountered in Identifying Parts of Speech Within a Poetry and their Mastery Level.

Table 4.5.3 presents that there is a significant relationship between the problems encountered and the mastery level of the respondents in identifying parts of speech because the p-value do not exceeded the 0.05 level of significance. In addition, Using the Chi-square in testing the relationship between the variables, it shows that the p-value =0.024, this stipulated that the problems encountered by the respondents in identifying the part of speech in poetries affects their mastery level.

A strong foundation in grammar, vocabulary, and analytical skills is crucial for understanding poetry. This includes a deep understanding of grammatical rules, a rich vocabulary to interpret figurative language and the ability to analyzed complex sentence structures and identify poetic devices. In short, successful poetic analysis requires more than memorization; it demands a sophisticated understanding of language's nuances and its ability to create meaning and emotion, especially in the complex world of poetry (Munthe et al., 2023). Therefore, mastering these aspects is essential for successful comprehension and analysis of poetry.

Table 4.5.3 Relationship Between the Problems Encountered in Identifying Parts of Speech Within a Poetry and their Mastery Level.

Variables	Mastery Level of the Students	
Factor	**p-value**	**Verbal Interpretation**
Problems Encountered	0.024	Significant

α=0.05

5. Conculsion

This study revealed a significant gap in the mastery of parts of speech among first-year college students at Mindanao State University – Lanao del Norte Agricultural College. The majority of students struggled to identify parts of speech within poetic texts, highlighting a need for a stronger foundation in grammar fundamentals. However, results showed that this gap is likely due to factors other than lack of prior knowledge. This poses a challenge in applying grammatical concepts in the context of poetic language, and the need for more effective instruction that caters to individual learning styles.

While prior knowledge did not significantly impact mastery level of the respondents in terms of identifying part of speech in the context of poetries, on the other hand, the preferred learning style of the respondents can significantly influence their mastery towards identifying parts of speech. According to Gardner's Theory of Multiple Intelligences, this theory highlights the importance of recognizing and addressing individual learning styles (Gardner, 1983). The study's findings suggest that while learning style can significantly impact mastery and it is crucial to cater to individual learning preferences to enhance student engagement and understanding, the challenges posed by the unique structure and language of poetry emerged as a key factor influencing student performance. This suggests that students need more targeted instruction and practice in analyzing poetic language, specifically addressing the complexities of non-standard word order, poetic devices, and the compact nature of poetry. According to Chomsky's Universal Grammar Theory, students may have an innate capacity for language, they need explicit instruction and practice to apply this knowledge effectively in the context of poetry, where language structures can be more complex.

With the findings drawn, the researchers concluded that the prior knowledge of the respondents is not the significant factor affecting the mastery of the respondents in identifying parts of speech. On the other hand, the preferred learning style and the problems encountered by the respondents specifically the complexities of non-standard word order, and the compact nature of poetry highly influences their mastery in identifying parts of speech.

ORCID iD
First Author: https://orcid.org/0009-0004-8872-7833
Second Author: https://orcid.org/0009-0000-9971-0720
Third Author
Fourth Author: https://orcid.org/0000-0002-1865-8420
Fifth Author: https://orcid.org/009-0006-4513-651X

References

[1] Ahmad, I. 2022. Parts of Speech in English Grammar. Ghazi University Dera Ghazi   Khan. Retrieved February 5, 2024, from: https://www.researchgate.net/publication/359843201_Parts_of_Speech_in_English_Grammar/link/62515316d726197cfd481fe4/download?List the reference here

[2] Alova,C. A., and I. Alova 2022. Grammatical and academic writing competence of special science class students. Puissant, 4, 747-763. Retrieved February 5, 2024, from: https://www.researchgate.net/publication/361556740_Grammatical_and_Academic_Writing_Competence_of_Special_Science_Class_Students List the reference here

[3] Anggraini, J., and N. E. Puti. 2022. An analysis of the second-year student's ability in identifying parts of speech at the English department of Fakultas Bahasa dan Seni Universitas Negeri Padang. Journal of English Language Teaching, Vol.11, No. 3. Retrieved February 5, 2024, from: http://repository.unp.ac.id/44521/1/B_03_JULIA_ANGGRAINI_17018082_5901_2022.pdfList the reference here

[4] Anwar, Y. A. S., Loka, I. N., & Al Idrus, S. W. (2023). Learning Loss Analysis of Introductory Concepts of Chemistry for Students After The COVID-19 Pandemic. Jurnal Penelitian Pendidikan IPA, 9(10), 8990–8996. https://doi.org/10.29303/jppipa.v9i10.5271List the reference here

[5] Chiou, B. (2019). The application of problem-based learning approach in english grammar   instruction: a pilot study. Journal of Language Teaching and Research, 10(3), 446. https://doi.org/10.17507/jltr.1003.06

[6] Dong, A., Jong, M. S.-Y., & King, R. B. (2020). How does prior knowledge influence learning engagement? The mediating roles of cognitive load and help-seeking. Frontiers in Psychology, 11, 591203. https://doi.org/10.3389/fpsyg.2020.591203

[7] Hustiana , H. 2023. Students' viewpoints toward part of speech as the fulcrum of grammar. Journal of English and Education,Vol.9, No.2,pp 61-73. Retrieved February 5, 2024, from: https://www.researchgate.net/publication/377431421_Students%27_Viewpoints_Toward_Part_of_Speech_as_the_Fulcrum_of_Grammar

[8] Lajera, M. B., Crompido, G. M. A., Cubio, I. M. A., Ocsin, K. F., Rama, M. J. N., Lacaba, B. A. P., Palma, G. M. A., Lanoy, J. G. P., Saraspe, K. C. B., Baay, J. A. L., Diez, M. A. L., Gile, E. A. M., Salamanca, H., & Aporo, G. J. A. (2023). Grade 12 Students' Learning Styles and Academic Performance. International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR), 2(3), 2945–3577. https://etcor.org/storage/iJOINED/Vol.%20II(3),%202945-3577.pdf

[9] Lemetyenin, H. 2023. Universal grammar theory by Noam Chomsky. Updated September 7, 2023. Retrieved March 18, 2024, from www.simplypsychology.org: https://www.simplypsychology.org/language.html#Universal-Grammar

[10] Magulod Jr, G. C. (2019). Learning styles, study habits and academic performance of Filipino university students in applied science courses: Implications for instruction. Journal of Technology and Science Education, 9(2), 184–198. https://doi.org/10.3926/jotse.504

[11] Magulod, G.C., Jr. (2019). Learning styles, study habits and academic performance of Filipino   university students in applied science courses: Implications for instruction. Journal of Tuhundegy and Science Education, 9(2), 184-198.

[12] Maili, S. N., Ayu, D. M., and E. Sondari 2022. Student perceptions on parts of speech after taking integrated English. Jurnal Bahasa dan Satra Inggris Universitas Putera Batam, Vol.9, No.2. Retrieved February 5, 2024, from: https://doi.org/10.33884/basisupb.v9i2.6349

[13] Mclued, S. 2024. Cognitive Development Theory by Jean Piaget. Updated on January 24, 2024. Retrieved March 18, 2024 from www.simplypsychology.org: https://www.simplypsychology.org/piaget.html

[14] Mclued, S. 2024. Social Development Theory by Lev Vygotsky. Updated on January 24, 2024. Retrieved March 18, 2024 from www.simplypsychology.org: https://www.simplypsychology.org/vygotsky.html

[15] Munthe, M. V. R., Sitanggang, A., Fukada, H., & Mobo, F. D. (2023). Students' Difficulty in Using Parts of Speech in Spoof Text in Students of English Language Education Program. DE Journal (Dharmas Education Journal), 4(1),534539.

[16] Munthe, M. V. R., Sitanggang, A., Fukada, h., and F. Mobo 2023. Students' difficulty in using parts of speech in spoof text in students of English language education program. Dharmas Education Journal, 4(2):534-539. Retrieved February 5, 2024, from: https://www.researchgate.net/publication/373339397

[17] Ramadhani, S., & Ovilia, R. (2022). Understanding Parts of Speech by EFL Students to ease them in constructing an English sentence, Journal of English Language Teaching, 11(4), 359-368.

[18] Ramadhani, S., and R. Olivia 2022. Understanding parts of speech by EFL students to ease them in constructing an English sentence. Journal of English Language Teaching,Vol.11, No.4, pp 359-368. Retrieved February 5, 2024, from: http://ejournal.unp.ac.id/index.php/jelt

[19] Ratna, H. D. 2018. The correlation between students' parts of speech mastery and their speaking ability. Prosiding Hasil-Hasil Penelitian Tahun.978-602-52531-1-9. Retrieved February 5, 2024, from: https://r.search.yahoo.com/_ylt=AwrgxQbQAmhmunMAjBdXNyoA

[20] Sacal, P. G., and J. Potante 2023. Students' mastery of English grammar towards effective writing and speaking competence. International Journal of Multidisciplinary: Applied Business and Research Education, vol 4, no 8, 2894-2904. Retrieved February 45, 2024, from:

https://www.researchgate.net/publication/373433387_Students'_Mastery_of_English_Grammar_towards_Effective_Writing_and_Speaking_Competence

[21] Selvarajan, P. P. 2023. Why is Part of Speech an Important Part in Learning English Grammar? Retrieved February 5, 2024, from: https://www.linkedin.com/pulse/why-part-speech-important-learning-english-grammar-selvarajan

[22] Shakir, S., and R. Mahmood 2021. The Importance of grammar in communication for EFL/ESL Learners. Retrieved February 5, 2024, from: https://www.researchgate.net/publication/351638464_The_Importance_of_Grammar_in_Communication_for_EFLESL_Learners/citation/download

[23] Thurn, Christian, Daniela Nussbaumer, Ralph Schumacher, and Elsbeth Stern. 2022. The Role of Prior Knowledge and Intelligence in Gaining from a Training on Proportional Reasoning. Journal of Intelligence 10: 31. https://doi.org/ 10.3390/jintelligence10020031