



**ANALYSIS OF VERBS AND ADJECTIVES IN *JEFL*  
JOURNAL (2021-2023) BY USING CORPUS  
LINGUISTICS**

**THESIS**

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**ENGLISH STUDIES  
FACULTY OF SOCIAL SCIENCES AND HUMANITIES  
BUDDHI DHARMA UNIVERSITY  
TANGERANG  
2024**



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**Presented as a partial fulfillment of the requirement for the Bachelor Degree**

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Tangerang, July 12<sup>th</sup>, 2022

The Researcher,

A handwritten signature in black ink, appearing to read 'Agnes Marshanda' with a stylized flourish at the end.

Agnes Marshanda

## ABSTRACT

Journal is a record the of descriptions or thoughts, written each day or frequently over a long period a diary. Education is any condition, matter, incident, event, or process of changing the attitude and behavior of a person or group of people in an effort to mature them through learning and training system. *JEFL Journal* is the journal that made in Indonesia and provide the education about learn and teaching English for the learners. Therefore, this research titled “Analysis of Verbs and Adjectives in *JEFL Journal* (2021 – 2023) by Using Corpus Linguistics” purpose to find out the most of verbs and adjective that appear in *JEFL Journal* in 2021 – 2023 and to know the role of verbs and adjective by categorized. This research using quantitative method to gains the data by the table. The source data is ten title journal in *JEFL Journal* each year. To collection data use application AntConc to know most frequently each year and TagAnt to gain the part of speech. The result shows the most frequently 2021-2023 is verbs than adjective and the role of verbs is learn verbs, then the role of adjective is descriptive adjective. The result from this research that most frequently is learn verbs used to do are particularly useful in describing actions. Also, for future research, can use a corpus application to research how many words are used in journals, books or films and can use health or sports objects to research

**Keywords:** *Verbs, Adjective, JEFL Journal.*



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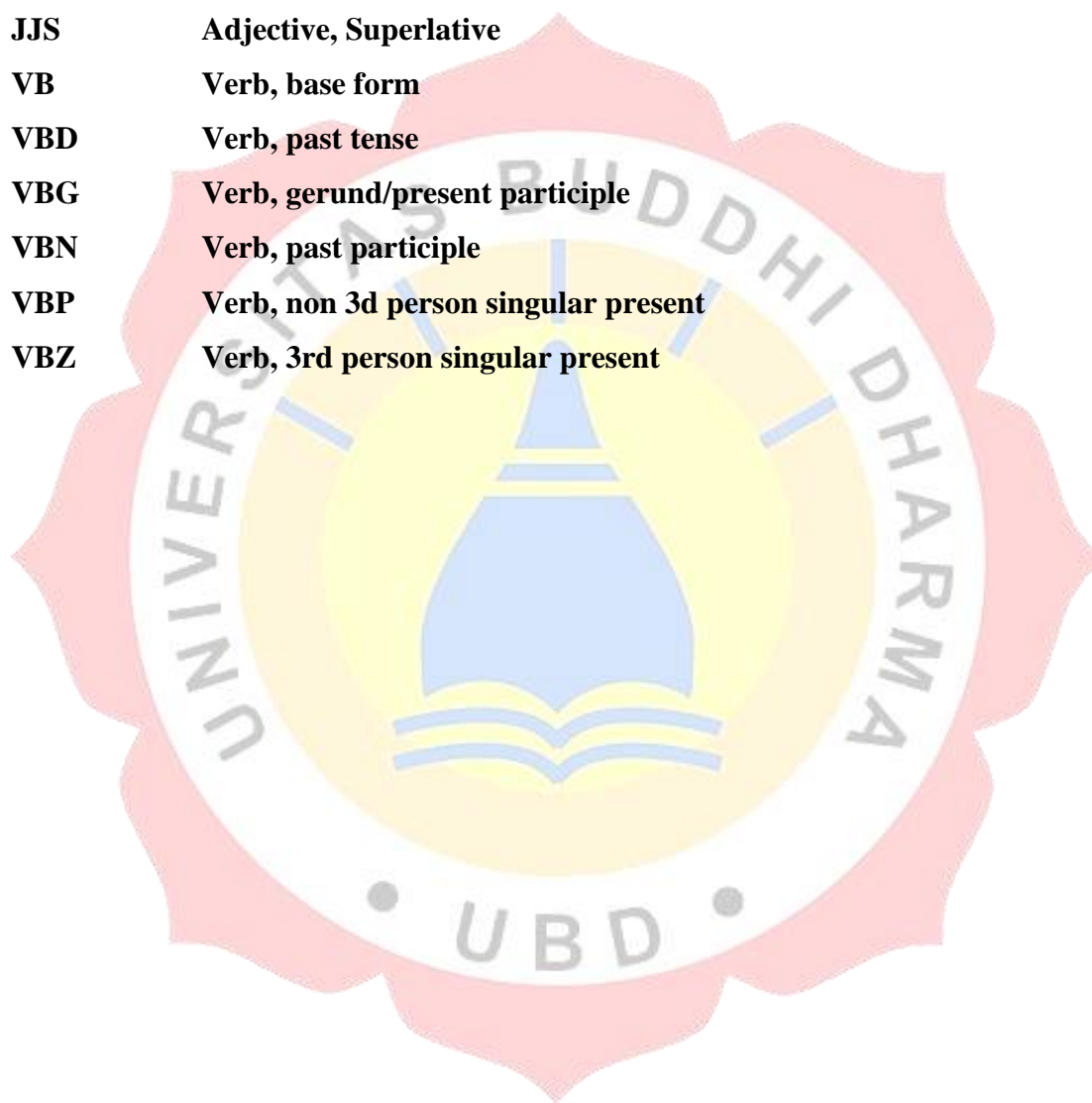
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## LIST OF ACRONYM

<b>JEFL</b>	<b>Journal on English Foreign Language</b>
<b>JJ</b>	<b>Adjective</b>
<b>JJR</b>	<b>Adjective, Comparative</b>
<b>JJS</b>	<b>Adjective, Superlative</b>
<b>VB</b>	<b>Verb, base form</b>
<b>VBD</b>	<b>Verb, past tense</b>
<b>VBG</b>	<b>Verb, gerund/present participle</b>
<b>VCN</b>	<b>Verb, past participle</b>
<b>VBP</b>	<b>Verb, non 3d person singular present</b>
<b>VBZ</b>	<b>Verb, 3rd person singular present</b>



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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

According to the Cambridge Dictionary (2024), a journal is a record of descriptions or thoughts written each day or frequently over a long period, similar to a diary. Journals are usually used by academics, researchers, or practitioners in various scientific disciplines such as social sciences, natural sciences, medicine, or technology. The main aim of the journal is to disseminate knowledge and research results to the wider community. (SFU University, 2018) A journal is a collection of articles, similar to a magazine, that is published regularly throughout the year. These articles showcase the latest research findings and are written by experts for an expert audience. The primary functions of a research journal include registration, accreditation, dissemination, and archiving.

Journals are often published periodically, such as monthly, quarterly, or annually. Some journals are open and freely accessible to anyone, while others may require a subscription or access fee. The benefits of journals in academic, scientific journals allow researchers and academics to share the results of their research with the scientific community and wider society. According to Marusic & Marusic (2009) said “journal as a publication containing research findings substantiated by robust data, serving as evidence to validate the research outcomes.” Journals can be used as learning tools in schools and universities, for example to record experimental results or create research reports.

Journals are considered primary sources of information or in the world of science and technology scientific journals contain collections of published articles periodically based on Saint Mary’s University Canada, (2024). Writings or articles published in scientific journals have undergone a strict peer-review and selection process from experts in their respective fields. This peer-review process is carried out to ensure that scientific quality and validity are maintained. Judging from the presentation of this educational journal, it can be in printed or non-printed form, the journal is the result of scientific research that is up to date and that every group needs



information. For students, scientific journals are the main thing in writing scientific papers or thesis.

In other side, the researcher researched verbs and adjectives because there are still many students at school who cannot clearly distinguish between verbs and adjectives, many people still do not understand how to use words in sentences and the class of words they use in sentences. And the lack of information about verbs and adjectives is one of the strong reasons for researchers to research more deeply about verbs and adjectives so that the public and students can better and clearly understand the parts of speech being analyzed. The researcher will use verbs and adjectives in this thesis using educational journals, there are lots of verbs and adjectives that can be studied and researched for the highest frequency of verbs and adjectives contained in educational journals whose function is to make students more familiar with the differences between verbs and adjectives.

Corpus linguistics studies language use through corpora (singular: corpus), which are large, systematically compiled collections of naturally occurring language examples stored electronically. According to Bennett (2010) in *Introduction to Corpus Linguistics*, a corpus serves as a vital resource for analysing language patterns and usage. Presently, Corpus enables us to access word frequencies in magazines, books, and various text sources. While W. Nelson Francis and Henry Kucera, originators of the Brown Corpus, are now celebrated as trailblazers in the corpus linguistics field, their endeavors to establish a machine-readable corpus faced challenges in the 1960s (Charles F. Meyer, 2004). Corpus linguistics studies have garnered global attention due to its utility in extracting word frequencies from articles and books. A corpus is a collection of texts assembled for linguistic analysis, intended to reflect a particular language or variety. Typically, it is presumed that the language within a corpus is naturally produced, collected following defined design principles, for a particular purpose, and with the claim that it represents larger language segments chosen based on a specific typology (Elena Tognini Bonelli, 2001). In contemporary times, corpus studies have progressed significantly, owing to the numerous advantages they offer in accessing the frequency of word found in articles or books. Moreover, in the field of

linguistics, corpora provide insight into the language used in contextual writing, including articles, magazines, books, and more. A growing number of researchers have used corpus-based methodologies to investigate various aspects of linguistics, including the evolution of language teaching techniques. Corpus linguistics has become almost standard in creating dictionaries and, more recently, in developing reference grammars. A corpus is an organized collection of diverse texts, either written or spoken, that represent real-world language use, allowing for the exploration of specific language elements. According to Linquist (2009:01), corpora are valuable for identifying non-native features in the language acquisition process of foreign language learners, such as the overuse of certain phrases or linguistic traits. This has prompted a reassessment of various traditional language study approaches as pedagogical methods. Furthermore, corpus linguistics has demonstrated its effectiveness in examining collocation patterns and word frequency in research.

Here, one relevant previous study will be discussed, which aligns with the thesis title. The study is titled "The Corpus Analysis of the Most Frequently Used Verbs in News Articles." This thesis explores the significance of using appropriate vocabulary, particularly verbs, to convey ideas effectively in English. Understanding verbs is crucial for enhancing students' communication skills. The data analysis in this study was conducted using specialized corpus software, AntConc and TagAnt, to generate word lists and frequencies. The verbs were then categorized according to Levin's (1993) English verb classes. The previous study and this thesis share similarities in that both focus on the topic of verbs and utilize the branch of corpus linguistics. They both employ specialized corpus software, such as AntConc and TagAnt, to generate word lists and frequency data. However, the difference lies in the theoretical framework used; the previous study references Levin (1993) as the expert, whereas this thesis may rely on a different theoretical perspective while this thesis uses the theory of O'Keeffe, McCarthy (2007) and in this thesis it is added to research adjectives, not only researching verbs but there is also the addition of researching adjectives in order to see how many adjective frequencies find in the journals in this thesis.

Also many to discuss corpus linguistics studies which specifically while there has been discussion on textbook development and vocabulary content from a pedagogical perspective, there are only a few corpus linguistic studies that have specifically addressed these areas. Additionally, research using corpus-based methodologies in educational materials is limited, with some studies conducted by Jamalzadeh and Chalak, as well as Pathan et al, has primarily centred on academic written materials. Studies addressing the requirements of young learners have been largely overlooked.

Given the pivotal role of textbooks in foreign language education, particularly for younger students, there is a pressing need for more comprehensive Corpus linguistic research not only examines the vocabulary used in textbooks but also explores other aspects of these educational resources. Additionally, the study aims to identify the most commonly used vocabulary, encompassing nouns, verbs, and determiners. This present investigation aims to delve into the realm of English journals, particularly focusing on the JEFL Journal (2021-2023). Intrigued by its content, the author is keen on examining the prevalent usage of verbs and adjectives within the journal. The title of this thesis, discussing further about verbs and adjectives. Verbs and Adjectives these two parts of speech are often confused because of the similarities that can be seen at a glance. To be able to differentiate and understand further, below is a discussion of verbs and adjectives in general. Reporting from the *Cambridge Dictionary*, A verb is a word that indicates an action, state, or experience. In Indonesian, verbs are referred to as 'kata kerja' because they denote the activity performed by the subject in a sentence, according to the Cambridge Dictionary are adjectives that function to explain or limit pronouns as well as nouns that are still general and can be people, places, animals, objects or abstract concepts.

The problem find is that verbs have different forms from one another. Besides that, kala has a different verb form. Singular subjects take singular verbs, while plural subjects take plural verbs. In English, the position of the predicate is always filled by the verb. This is different from Indonesian, namely, if the predicate element is not filled with a verb, then the predicate element does not need to be filled with a verb but

the word category itself is used as the predicate filler. The differences between English and Indonesian verbs include (1) verb forms based on time, (2) verb forms in the subject, and (3) the presence of verbs in the predicate. These differences cause English learners to experience difficulties in forming and applying verbs in sentences. Understanding that conveying accurate and pertinent information is crucial in thesis, the author embarked on a research endeavour titled *Analysis of The Most Frequently Use Adjective and Verbs in the JELF Journal (2021-2023) By Using Corpus Linguistics*.

### **1.2 Statement of the Problem**

This research discusses verbs and their problems in English sentences and identifies mistakes made by English study program students in applying verbs in sentences. This research uses a qualitative comparative descriptive approach through the stages. The first stage is to compare verbs in English and Indonesian to find out any differences between the two languages. The second stage is to identify English learners' mistakes in applying tense and aspect markers to sentences. Verbs have different forms from one another.

Singular subjects take singular verbs, while plural subjects take plural verbs. In English, the position of the predicate is always filled by the verb. If there is no verb in the sentence, the auxiliary word (to be) is used as predicate filler. This is different from Indonesian, namely, if the predicate element is not filled with a verb, then the predicate element does not need to be filled with a verb but the word category itself is used as the filler for the predicate. The differences that exist in English and Indonesian verbs include (1) verb forms based on tense, (2) verb forms in the subject, and (3) the presence of verbs in the predicate. These differences cause English learners to experience difficulties in forming and applying verbs in sentences. From the data collected, types of errors and causes of errors in forming verbs in English sentences were identified. In using adjectives, we don't find many obstacles, it's just that there are still many people who think adjectives are verbs and if you understand well that



adjectives and verbs are different; it will be easier for students to see and differentiate between sentences in English.

### 1.3 Research Questions

1. What is the most frequently verbs and adjectives in Journal by using corpus linguistics?
2. How the role of verbs and adjectives classes in Journal by using corpus linguistics?

### 1.4. Goal and Function

#### 1.4.1 Goal

**1.4.1.1** For delineate the function of verb and adjective categories in education communication, particularly in JEFL Journal context.

**1.4.1.2** For identify the verbs and adjectives most commonly associated with *JEFL Journal*.

#### 1.4.2 Function

#### 1. Practices

The researcher aims to demonstrate how corpus linguistics can be employed to search for and identify words that appear in the JEFL Journal. This magazine can educate the citizen about healthy and prevent some diseases. Therefore, with the verbs and adjective occurred in this that can know how to communication that make citizen understand with the news that have made. Also, this research is to gives information the proper journal telling to the reader and citizen.

#### 2. Theories

Corpus linguistics enables thorough investigations into words, phrases, and language patterns, offering both quantitative and qualitative data to explore how language is utilized and what insights it can offer into underlying meanings and contexts. In other

side is expand the range of variations in the usage of word categories, particularly in the composition of scientific articles, demonstrates the application of verbs and adjectives in scientific writing, as well as the utilization of corpora in linguistics. The research from this research can be some references to make thesis for English Literature in Buddhi Dharma University.

### **1.5 Scope and Limitation**

Researchers examine corpus linguistics, corpus is a branch of linguistics, the scope of the corpus is linguistics. The term "corpus" comes from the Latin word "corpus," meaning "body." Today, it refers to a representative collection of texts from a particular language, dialect, or language subset, used for linguistic analysis. More specifically, it can mean (a) anybody of text, (b) a body of machine-readable text, or (c) a finite collection of machine-readable texts sampled to be representative of a language or variety (McEnery and Wilson, 1996: 218). This study employs Corpus linguistics, a methodology that involves retrieving data from computers. Corpus represents a novel branch of linguistics as it serves both as a methodology and a theoretical framework. The researcher chooses the Corpus linguistics with the book titled *The Routledge Handbook of Corpus Linguistics* by Anne O’Keeffe and Michael McCarthy as a guide the research.

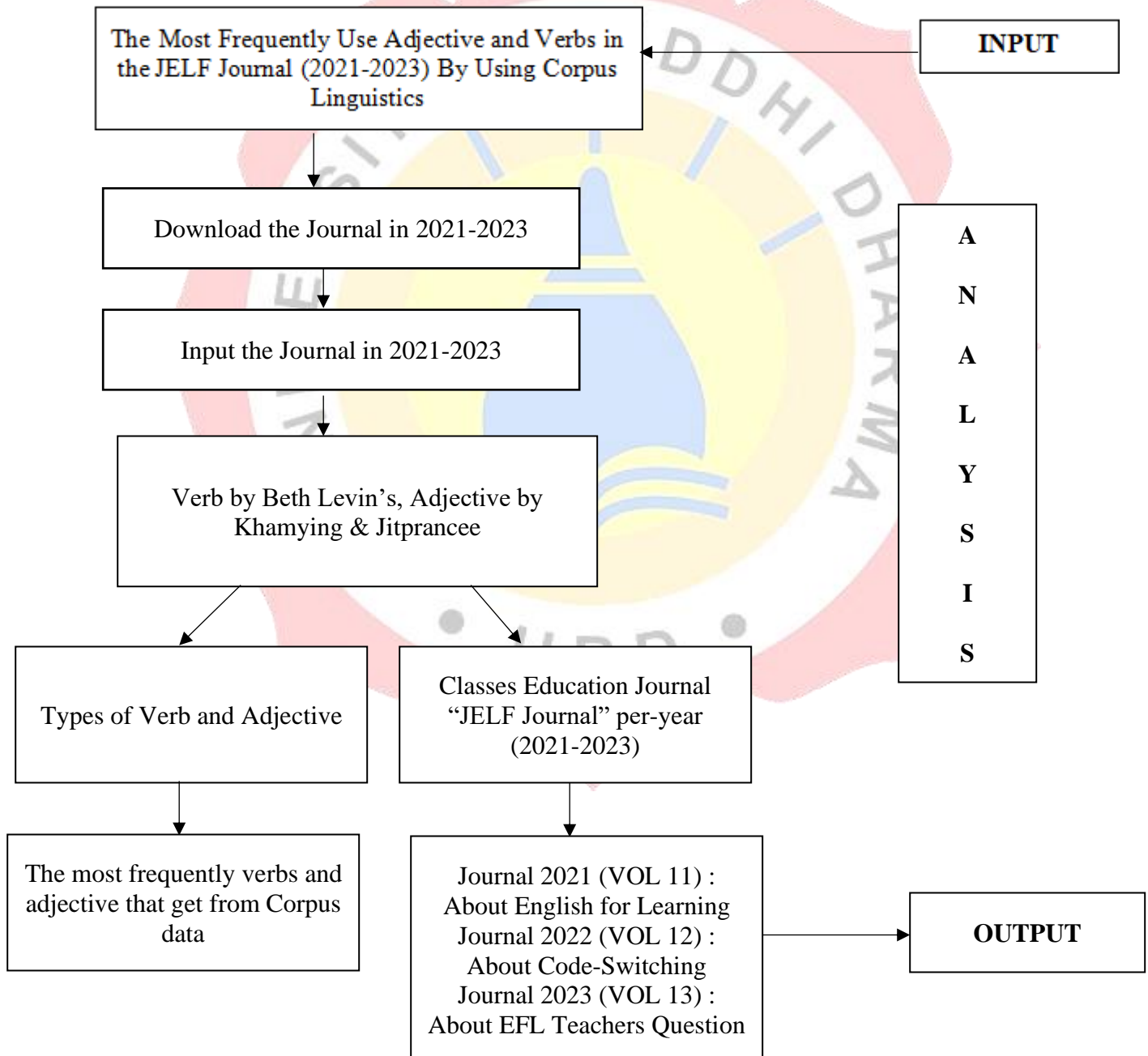
The research relies on Corpus as the foundational data source. The researcher focuses on examining verbs and adjectives in this thesis research, the verbs that will be used will also be divided into regular verbs and adjectives. Based on ByJu’s (2024) a regular verb adheres to a standard conjugation pattern. Its past tense is typically formed by appending "ed" or "d" to the root verb, and the past participle form mirrors its past tense. An adjective is a term that alters or elucidates a noun or pronoun. Adjectives serve to depict characteristics of a person or object either on its own or relative to another according to Ryan, E. (2023, October 03). Additionally, it aims to identify the most commonly used verbs and adjectives in this journal. The study's focus lies within the realm of corpus linguistics applied to educational communication. The Journal have been chosen by writer that is *JEFL Journal* that show information and



education journal. The limited of this research, that researcher choose *JEFL Journal* in 2021-2023 and discussions the most frequently verbs and adjective, also the role of educations communication.

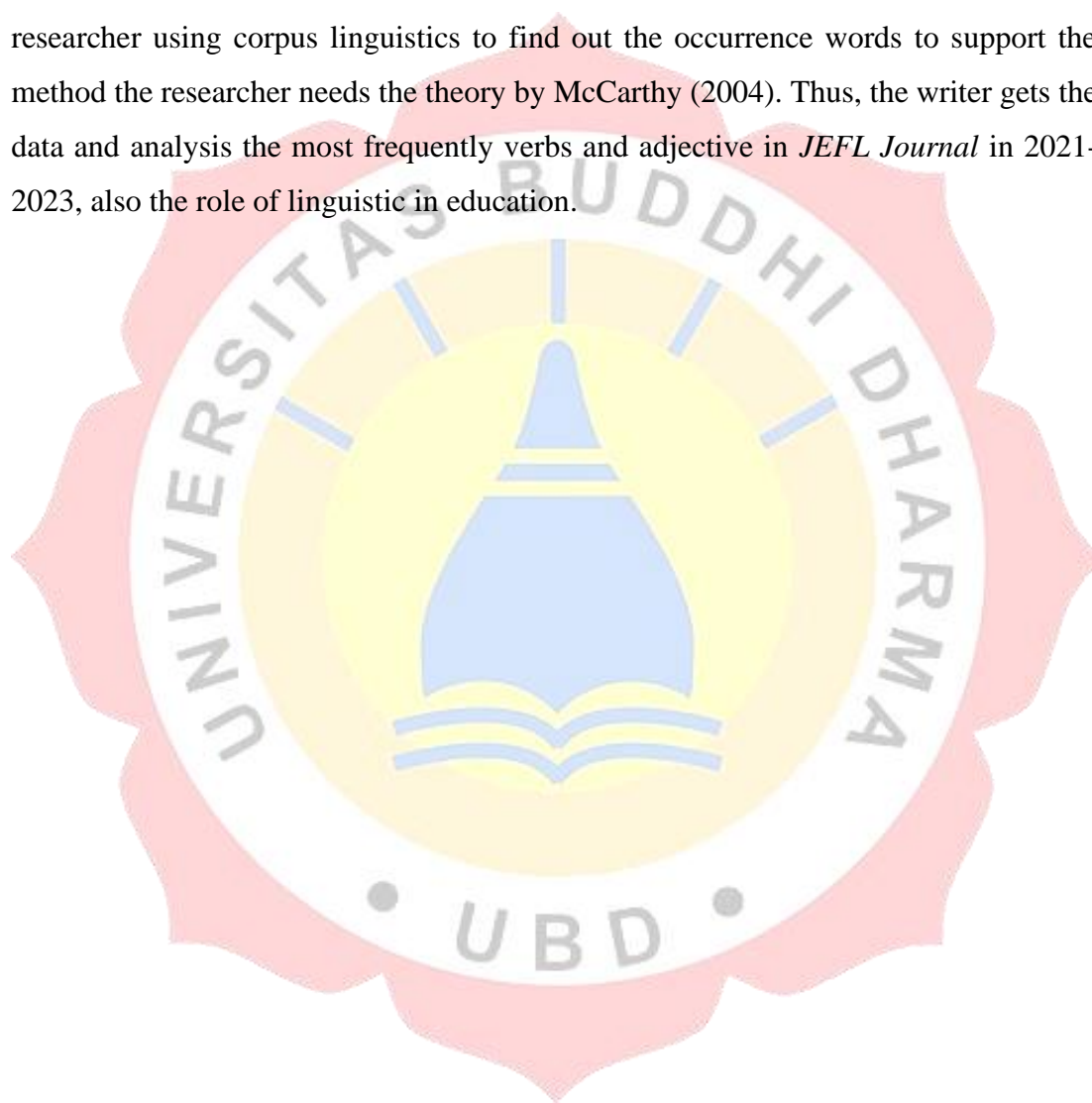
## 1.6 Coceptual Framework

*Conceptual of The Most Frequently Use Adjective and Verbs in the JELF Journal (2021-2023) By Using Corpus Linguistics.*



### Figure 1. 1 Conceptual Framework

The conceptual frame work above shows the researcher chooses the *JEFL Journal* 2021- 2023 as the object of this research. To explain the object, the researcher collects the data from in website *library.umsida.ac.id* and then downloaded the journal in PDF. After that the researcher input all the PDF into corpus application is AntConc. The researcher using corpus linguistics to find out the occurrence words to support the method the researcher needs the theory by McCarthy (2004). Thus, the writer gets the data and analysis the most frequently verbs and adjective in *JEFL Journal* in 2021-2023, also the role of linguistic in education.



## **CHAPTER II**

### **THEORETICAL BACKGROUND**

In this chapter, the researcher presents the outcomes of reviewing related literature, encompassing previous studies that define corpus and corpus analysis, as well as verbs and adjectives.

#### **2.1 Review Of Previous Study**

Previous study is the study that has a similarity with this research. This previous studies divided into two classifications, they are: class words and corpus. This one of the studies from the class of speech is the researcher took one of the journals from parts of speech by (2022) This journal explain about the Parts of speech are fundamental components of English, where words are identified and categorized according to their lexical functions. There are eight primary parts of speech: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections. Each part of speech plays a specific role in constructing sentences. Therefore, understanding them is crucial for students to effectively form correct sentences. The aim of this study is to facilitate understanding of parts of speech to assist in sentence composition. The study utilized qualitative data collected through English tests and open-ended questionnaires. The theoretical framework employed is based on the word classes theory proposed by Finegan (2008) and Nordquist (2020), encompassing nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners, and interjections as parts of speech. The research from Ramadan and Olivia (2022), focus on the analysis of the parts of speech that are most often used in teaching English For Learn have been carried out by two researchers (Krashen 1981 and Ellis, 2009) in this research.

The results of this study were analyzed narratively to illustrate how students' grasp of parts of speech contributes to sentence construction. Nouns, pronouns, and prepositions were identified as the parts of speech that many students frequently misclassified. Additionally, these three parts of speech were often improperly used in sentences. From these findings, it is evident that a solid understanding of parts of speech can aid students in composing sentences effectively.

The previous study that using corpus topics, first held by Siti Uswatun Khasanah (2021) with the title 'A Corpus Study of English Vocabulary in Teachers Constructed Textbook by English Teacher Forum of Junior High School in Tuban'. This research attempt to tell the reader about all of word and vocabulary that apply the English. Also, researcher looks at English Language Testing used in Junior High School and seeks used words in every book. The result from this research is the frequency of High Frequency Words that are important for students in High School. The Frequency of words in this research showed the words such as nouns, verbs, determiners, that are words used in English Teaching books to develop acquisition from students with proper words. The researcher uses corpus to identify the most frequent words, from the tool of AntConc, Word Profiler calculation of corpora that reveal 82,918 tokens and 6,669 types from five English textbooks and use the theory conducted by Levin (1993). The scope of this research is confined to analysing the English vocabulary in textbooks created by the English teacher forum in Tuban for Junior High Schools. The analysis encompasses all vocabulary items within these textbooks, excluding figures, tables, footnotes, covers, references, and appendices. The results of this analysis is highly prioritized target words to facilitate development of students' vocabulary In the context of English as a foreign language in Indonesia, particularly in Tuban, the textbook contains 282 academic words, which make up approximately 2.51% of the total word count. Ultimately, this research offers teachers insights into the vocabulary that needs to be taught to meet curriculum requirements, thereby enhancing the effectiveness of English instruction.

The next previous study Mia Rohmawati (2018) authored a study titled "The Corpus Analysis of The Most Frequently Used Adjectives in The Children Short Stories for Middle School Students," which examines commonly used adjectives in children's short stories. The research design for this study was corpus-based. It focused solely on analyzing the most frequently used adjectives in these short stories. The short stories were collected and downloaded from specific websites offering a comprehensive collection of such stories. The data analyzed consisted of children's short stories collected and downloaded from three websites: [www.americanliterature.com](http://www.americanliterature.com),

www.rethinkela.com, and www.weareteachers.com. The analysis was carried out using corpus-specialized freeware, AntConc and TagAnt, to generate word lists and frequency counts. The adjectives were categorized based on the classifications by Thomson and Martinet (1986) and Khamying in Jitpranee (2017). Adjective words play a crucial role in depicting character appearances and enriching the narrative dynamics in stories. Additionally, this study aims to elucidate settings through descriptive adjective-noun combinations, aiding readers' comprehension. The analysis initially focuses on adjectives of general description, followed by those expressing personality traits or emotions. The goal of this research was to examine how adjectives are used to describe the features and characteristics of nouns. The results of the study revealed that the most commonly used adjectives were those providing general descriptions, with adjectives of personality or emotion being the second most frequent. General descriptive adjectives were predominantly used in children's short stories to clearly define nouns, while personality/emotion adjectives were used to portray the traits or characteristics of the characters. The findings indicate that adjectives of general description are the most frequently encountered in the analyzed data.

The third previous study is conducted by (Ardianti, 2019) The research is aim to investigate the journal this research aims to examine the use of verbs in the news section. The study compiled a corpus from The Jakarta Post, consisting of hard news articles from October to December 2018, totalling 21,682 words. The goal was to determine the frequency of verbs and text characteristics in The Jakarta Post's news section. Verb classification in this study follows Schliemann's framework, which combines Halliday's verb classification and Dixon's verb types. The researchers used the Lancsbox corpus tool to calculate verb frequency. The analysis results indicate a strong correlation between verb frequency and text characteristics: linguistic units that do not align with the text's function are rarely used. The least commonly used verbs are those related to tangible and perceptual actions. The findings show that the most frequent verb types in the opinion articles of The Jakarta Post are material, verbal, and feeling verbs. Less frequent types include perception, possessive/relational, relational, and cognition verbs, while the least common are existential, corporeal, and



perception/relational verbs.

The last previous study was conducted by (Zahra, 2018) entitled. The news article demonstrates a demonstration of critical thinking through its reporting, providing accurate information to readers. The research design of this study was corpus-based, analyzing a corpus of news articles from Fox News. Data analysis was conducted using corpus-specialized freeware's, AntConc and TagAnt, to generate word lists and frequencies. The resulting verbs were categorized according to Levin's (1993) English verb classes. The findings revealed that the most commonly used verbs in news articles are verbs of communication, comprising 18.64% of the total. These verbs are frequently used to convey information or facts to the readers. This study helps identify the most frequently used verbs in news articles, thereby aiding reader comprehension. The objective of this research is to identify twenty-four verbs, including those related to communication, motion, creation, transformation, and others. The aim of the study is to demonstrate that using verbs of communication enhances the delivery and accuracy of information to the reader.

If look at the previous study, there is a similar side to the thesis that the researcher made is using the corpus method to analyse a book/journal and using the TagAnt and AntCont applications to see the frequency of words in the book or journal being analyzed. What differentiates the thesis that the researcher studied is the object being studied, the researcher analyzed the thesis using a journal and looked for how many frequencies there were in the journal data, and in three of previous studies they chose objects from children's story books, newspapers and Teachers Constructed Textbooks.

In this section, the researcher will conduct a comparison with previous studies' theses. with the researcher's thesis was conducted by Syahfitri Ramadhani and Ririn Ovia (2022) this previous study use the quantitative data, the thesis is use Journal the journal title is "Understanding Parts of Speech by EFL, the similar thesis from this studies and the thesis of researcher is use the Journal for analysis the thesis and in other side the data used by both are the same qualitative data. The second is the previous study study that uses corpus topics, first held by Siti Uswatun Khasanah (2021) with



the title 'A Corpus Study of English Vocabulary in Teachers Constructed Textbook by English Teacher Forum of Junior High School in Tuban', the things about similarity between this previous study and the researcher's thesis is that both want to know the frequency of words using a linguistic corpus and the researcher from the previous study uses corpus to identify the most frequent words, from the tool of AntConc, the same as the researcher, the researcher also uses the Antcont application to be able to identify words in journals and use the same theory, namely Theory by Levin (1993).

The next previous study, titled by Mia Rohmawati (2018), focuses on frequently used adjective words found in children's short stories in "The Corpus Analysis of The Most Frequently Used Adjective in The Children Short Stories for Middle School Students.". The similarity between this previous study's thesis and the researcher's analytical research is that this study focuses only on analyzing the most The previous study focused on analysing the most frequently used adjectives in short stories, while the current research also examines both adjectives and verbs. Unlike the previous study, which only analysed adjectives, this research includes an analysis of verbs as well. Similarly, both studies utilized corpus-specialized software, AntConc and TagAnt, for generating word lists and frequencies. Additionally, the third previous study by Oktavianti and Ardianti (2019) aimed to investigate the use of verbs in the news section of The Jakarta Post. Their research aimed to determine the frequency of verbs and their relationship to the characteristics of news texts. This study compiled by The Jakarta Post, the similarity of this study and the researcher's thesis is obvious that there is a firm relationship between frequency of verbs used in news text and the characteristics of the text. verb to analyze the thesis.

The similarity in the last study is that conducted by Rosidatus Zahara (2018) entitled "The Corpus Analysis of The Most Frequently Used Verbs in News Articles" In this study, similar to the researcher's thesis, the analysis involves using corpus analysis to examine the frequency of verbs in articles. Another similarity is that both studies employed corpus-specialized software, AntConc and TagAnt, to generate word lists and frequencies. Additionally, the results of the verbs were categorized based on Levin's (1993) classification of English verb classes in both studies.

## 2.2 Definitions and Classifications' Class of Speech

The history of part of speech is idea of tablishing categories for parts of speech is attributed to the Greek grammarian Dionysius Thrax. Thrax divided words into eight categories: nouns, pronouns, verbs, adverbs, articles, conjunctions, prepositions, and participles (American Bar Association 2024) are all part of speech categories in English grammar. They classify words based on their roles and functions within sentence structures (English Academy 2024). Word classes, also known as parts of speech, categorize words according to their grammatical functions. Major word classes include nouns, verbs, adjectives, and adverbs, while minor word classes encompass prepositions, pronouns, conjunctions, and others. Each word class adheres to distinct usage rules, underscoring the importance of identifying a word's class for its accurate application (Grammarly, 2024). To distinguish between verbs and adjectives, the researcher employs part-of-speech (PoS) tagging. The TagAnt application facilitates this process by aiding in the categorization of words and reducing misclassifications. From Taylor lists in this thesis, only the class classification used for analysis in this thesis is included, namely the grouping of verbs and adjectives, below is the PoS Tag as outlined by Taylor (2003).

**Table 2. 1 The Penn Treebank Tagset (Taylor et al. 2003: 8)**

No	Tag	Description
1	JJ	Adjective
2	VB	Verb, base form
3	VBD	Verb, past tense
4	VBG	Verb, gerund/present participle
5	VBP	Verb, non 3d person singular present
6	VBZ	Verb, 3rd person singular present

The following is an explanation of the table above:

1. JJ for Adjective, for example: “learning *English* for young learners is very much needed in this era.” *English* words are included in the JJ grouping as proven by the Tag Ant corpus application.
2. VB for Verb base form, for example: “The most interesting finding in this current *study* is that the majority of Lao”. *Study* words are included in the JJ grouping as

proven by the Tag Ant corpus application.

3. VBD for Verbs Past Tense, for example: “The information contained in computer networks *was* also achieved through the use of Prize presentations.” *Was* words are included in the JJ grouping as proven by the Tag Ant corpus application.

4. VBG for Verb Gerund/Present participle, for example: “Making *teaching* and learning more effective.” *Teaching* words are included in the JJ grouping as proven by the Tag Ant corpus application.

5. VBP for Verb, non 3d person singular present, for example: “the examples of errors *are* shown in Table 2.” *Are* words are included in the JJ grouping as proven by the Tag Ant corpus application.

6. VBZ for Verb, 3rd person singular present for example: “CS *is* also used to build social relationships.” *Is* words are included in the JJ grouping as proven by the Tag Ant corpus application.

Below is Verb and Adjective classification:

### **2.2.1 Verb**

Verbs denote actions and are essential for constructing a complete sentence. They can be conjugated into various tenses (past, present, or future) to indicate when an action occurs. Verbs can also be combined with auxiliary verbs to form more complex tenses, such as the present perfect or past continuous tense.

According to the Oxford Advanced Learner’s Dictionary (1995: 1323), a verb is a word or phrase used to indicate an action, event, or state. It forms the main part of the predicate in a sentence. Thomson & Martinet (1986: 73) classify verbs into two categories in English: auxiliary verbs (auxiliaries) and ordinary verbs. Ordinary verbs, also known as main verbs, function independently in a sentence and convey the complete meaning of an action, such as “walk,” “write,” “read,” “cook,” “see,” and others. Auxiliaries, or helping verbs, assist in forming tenses or expressions. They are essential in conversations, appearing in short answers, agreements, disagreements, additions to remarks, and various other contexts, where they substitute for repeating

ordinary verbs. Examples of auxiliary verbs include "is," "am," "are," "was," "do," "have," "can," "must," and similar terms.

In English, verbs are commonly classified into three forms: the infinitive form, the base form, and the conjugated form. Verbs in the infinitive form always begin with the word "to," such as "to read," "to see," "to write," and others. The base form of a verb is identical to the infinitive form but without the preceding "to," as in "read," "see," "write," and similar verbs. The conjugated form involves modifications to the verb to indicate tense or the timing of the action. It specifies whether the action occurred in the present, past, or future tense. Examples of verbs in conjugated form include "went," "cooked," "will call," and others. According to Eastwood (2002), verbs take on various forms, including the base form (e.g., "look"), s-forms (such as "looks"), past forms (like "looked"), ing-forms (e.g., "looking"), and past/passive participles (such as "looked"). These forms encompass both regular and irregular variations.

Levin (1993) divided English verbs into at least forty three verb classes based on its semantically meaning, they are:

1. Verbs of putting, refer to putting an entity, such as place, sit, drop, pour, fill.
2. Verbs of removing, relate to the removal of an entity from a location, such as eject, remove, clear, erase.
3. Verbs of sending and carrying, relate to causing an entity to change location and describe the causation of accompanied motion, such as bring, carry, take, post, send.
4. Verbs of exerting force: push/pull verbs, relate to the exertion of a force on an entity, such as press, pull, push.
5. Verbs of change of position, such as feed, give, allocate, offer, etc.
6. Learn verbs, describe the acquisition of information, such as acquire, glean, learn, and memorize, study.
7. Hold and keep verbs. Hold verbs describe prolonged contact with an entity but do not describe a change of possession and location such as clasp,



- grasps, hold, handle. Keep verbs relate to maintaining something at some location, such as keep.
8. Verbs of concealment include verbs relating to keep something out of view, such as block, conceal, and hide.
  9. Verbs of throwing, verbs relate causing ballistic motion by giving a force, such as slap, sling, throw.
  10. Verbs of contact by impact refer to verbs of moving an entity to contact with another entity, such as beat, hit, kick, and slam.
  11. Poke verbs, describe verbs of bringing a pointed object into contact with a surface and, in some instances, puncturing the surface, such as dig, poke, stick.
  12. Verbs of contact: touch verbs. It refers to pure verbs of contact, and they describe surface contact with no necessary implication that the contact came about through impact, such as graze, kiss and touch.
  13. Verbs of cutting, relate to a separation in material integrity, and also include some specification concerning the instrument or mean used to bring the result about the materials, such as chip, cut, hack, saw.
  14. Verbs of combining and attaching refer to verbs that are related to combining and attaching, such as blend, combine, connect and join.
  15. Verbs of separating and disassembling refer to all verbs that are related to separating or disassembling process, such as differentiate and break.
  16. Verbs of coloring, describe a process of changing the color of an entity, usually by the application of some coating that covers the surface of the entity and changes its color, such as color, paint, varnish.
  17. Image creation verbs, contains verbs relating to the creation of images in the surfaces, such as paint, emboss, draw.
  18. Verbs of creation and transformation, contains verbs relate to create or transform an entity, such as build, make, work.
  19. Engender verbs, describe a causal relationship between the two arguments which are typically both abstract noun, such as beget, cause, generate.

20. Calve verbs, describe the verbs relate to giving birth to the animal from which the verb takes its name, such as calve, cub, foal, kitten.
21. Verbs with predicative complement include verbs which have the predicative complement predicated of the immediately post-verbal noun phrase, such as adopt, nominate, proclaim.
22. Verbs of perception, such as feel, hear, see, sense.
23. Psychological state verbs include verbs as the experiencer and the stimulus, or sometime theme, cause, object of emotion, or target of emotion, such as affect, amaze, confuse, envy.
24. Verbs of desire, express the subject's desire, such as desire, fancy, want, need.
25. Judgment verbs, relate to a judgment or opinion that someone may have in reaction to something, such as punish, persecute, praise, acclaim.
26. Verbs of assessment, relate to verbs in making an assessment of something with respect to some attribute, such as analyses, assess, evaluate.
27. Verbs of searching, such as dig, check, search, stalk, seek.
28. Verbs of social interaction, relate to group activities that inherently involve more than one participant, such as agree, conflict, fight, meet.
29. Verbs of communication, describe verbs relate to communication and the transfer of ideas, such as dictate, explain, say, call, chat.
30. Verbs of sounds made by animals, such as chirp, snuffle, squeak.
31. Verbs of ingesting, relate to the ingestion of food and drink, such as drink, eat, chew, breakfast, feed, gulp.
32. Verbs involving the body, relate to verbs involving the bodily processes, such as sneeze, snore, breath, cough, blink.
33. Verbs of grooming and bodily care, such as dress, groom, wash, wear, etc
34. Verbs of killing include all verb classes describe killing, such as execute, kill, shoot, poison, murder.



35. Verbs of emission, involve the emission of a stimulus or substance that is particular to some entity, and consequently these verbs take a very limited range of subject, such as shine, sparkle, beep, smell, pour.
36. Destroy verbs, relate to the total destruction of entities, such as waste, ruin, destroy, devastate.
37. Change of state verbs, such as break, wrinkle, bake, boil, collapse.
38. Lodge verbs, describe one's living situation, such as board, camp, live, settle, stay.
39. Verbs of existence, relate to the existence of an entity at some location, such as exist, bloom, remain, fill and follow.
40. Verbs of appearance, disappearance, and occurrence, describe the appearance, disappearance, and occurrence of an entity, such as appear, arise, expire, die, happen, occur.
41. Verbs of bodily internal motion, describe the movements of the body, take animate subject, such as kick, flap, teeter, fidget.
42. Verbs of assuming a position, describe the spatial configuration of the specific entity, such as bend, bow, kneel and sit.
43. Verbs of motion, refer to verbs include a specification of direction of motion, such as advance, arrive, leave, move, fly, ride.
44. Avoid verbs, verbs relate to avoidance, such as avoid, boycott, elude.
45. Verbs of lingering and rushing, describe the shortening or the prolongation of the time course of an event, such as delay, hurry, rush.
46. Measure verbs, relate to the value of some attribute of an entity with a relevant scale, such as read, cost, price, rate, charge.
47. Aspectual verbs, describe the initiation, termination, or continuation of an activity, such as begin, continue, end, finish and repeat.
48. Weekend verbs, relate to the spending a period of time at some location, such as holiday, honeymoon, sojourn, vacation.
49. Weather verbs; describe different types of weather, such as blow, clear, freeze, snow, storm, thunder.

The infinitive form of verbs always incorporates the word "to," preceding verbs, such as "to read," "to see," "to write," and so on. Subsequently, The base form of a verb retains the same structure as the infinitive form but excludes the word "to," as demonstrated by verbs like "read," "see," "write," and others. According to Eastwood (2002: 75), verbs manifest in multiple forms, encompassing the base form (e.g., "look"), s-forms (like "looks"), past forms (such as "looked"), ing-forms (e.g., "looking"), and past/passive participles (for instance, "looked"). These forms can exhibit regular or irregular patterns.

### **2.2.2 Adjectives**

Adjectives are words that enhance or describe a noun, providing additional details such as color, size, or age. Initially, adjectives furnish details regarding the nouns they modify, addressing questions like "what kind," "which one," and "how many," as exemplified by phrases such as "three kisses," "the purple flower," and "a diligent student." However, there exist distinctions among adjectives in English. The latter group of adjectives possesses a heightened degree of adjectivity compared to others, as the attributes they convey can also be attributed to themselves. For adjectives with two or more syllables, the comparative and superlative forms use "more" and "most," as in "more captivating" and "the most enthralling."). Meanwhile, monosyllabic and certain disyllabic adjectives that end in "-y" typically undergo spelling adjustments by adding "-er" and "-est" to form comparatives and superlatives, respectively, as illustrated by "smart, smarter, and smartest" or "happy, happier, and happiest."

Then the types of adjectives according to (Khamying, 2007) that explain the eleven types :

1. Descriptive adjective: to give people, animals, things, or places a label or classification in order to define its characteristics, such as, big, small, beautiful, rich, etc.
2. Proper adjective: this type is derived from a proper noun and is used to alter nouns according to nationality. For the example Chinese, American, Brazilian.
3. Quantitative adjective: to change a noun to reflect specific information for quantifying, such as much, many.

4. Numeral adjective: Exact quantification involves three perspectives: cardinal numbers (specifying quantity), ordinal numbers (indicating hierarchy), and multiplicative numbers (denoting multiples), all used to modify nouns with specific details, such as "seven," "double," and "fifth."
5. Demonstrative adjective: to indicate whether the noun it modifies is singular or plural as well as whether it is close to or far from the speaker or writer, such as this, that, those, these.
6. Interrogative adjective: that is changing a noun to a question mark, such as what, who, which, etc.
7. Possessive adjective: convey someone's or something's ownership of a noun, such as my, your, his.
8. Distributive adjective: to change a noun by breaking it into many components such as every.
9. Emphasizing adjective: to change a noun by underlining or emphasizing the text, such as own
10. Exclamatory adjective: to alter a noun with the aid of a verb.
11. Relative adjective: To change a word and combine relevant clauses from the first and second sentences

The researcher researched verbs and adjectives because there are still many students at school who cannot clearly distinguish between verbs and adjectives, many people still do not understand how to use words in sentences and the class of words they use in sentences. And the lack of information about verbs and adjectives is one of the strong reasons for researchers to research more deeply about verbs and adjectives so that the public and students can better and clearly understand the parts of speech being analyzed and use the theory about the Education Journal, because few people want to read journals and Indonesia still has very little education. According to *Marusic (2009)* said "journal as a publication containing research findings substantiated by robust data, serving as evidence to validate the research outcomes." Journals can be used as learning tools in schools and universities, for example to record experimental results or create research reports. From this educational journal the researcher linked it to the

corpus to see how many frequencies of verbs and adjectives there were in the selected educational journal, so that they could be grouped between verbs and adjectives

### **2.3 Definition of Corpus**

Corpus, originating from the Latin word for "body," refers to "a collection of text assembled for analysis," as defined by Zufferey (2020:1). According to Hunston (2006:234), a corpus represents a body of text that embodies a specific language and provides detailed information such as part-of-speech tags and parsing data. Corpus linguistics functions in two capacities: as a methodology and as a theoretical framework. As a methodology, it involves utilizing large text databases to extract data and analyze frequent occurrences, ultimately deriving conclusions through corpus software (Anne O'Keeffe, 2010). Linguistics encompasses various branches such as sociolinguistics, psycholinguistics, semantics, phonetics, among others. However, this study specifically adopts corpus linguistics as the theoretical foundation to underpin its thesis. The utilization of corpora in research has experienced a significant increase over the past five decades. Corpus, the plural form of which is corpora, refers to systematically compiled collections of text, whether written or spoken. This definition is in line with According to the Oxford Advanced Learner's Dictionary (1995), "corpus" refers to a collection of written or spoken texts.

In contemporary research, "corpus" generally refers to a curated selection of electronically readable authentic texts chosen to represent a specific linguistic state or variety of a language (Grigaliuniene, 2013:09). Similarly, Linquist (2009) agrees that "corpus" pertains to electronic collections of texts, describing it as a compilation of texts stored digitally, used by linguists to extract linguistic elements for research or by lexicographers in dictionary compilation (Linquist, 2009:03). McCarthy (2004: 1) defines a corpus as a collection of texts, whether written or spoken, typically stored in a computer database. According to Ireneusz Kida (2013), Renouf (1987) and Sinclair (1991) offer similar definitions, with Sinclair (1991) defining a corpus as a compilation of naturally occurring language texts chosen to represent a specific linguistic state or variation. Hunston (2006) concurs, describing a corpus as a collection of naturally



occurring language samples. Moreover, texts used in a corpus are systematically compiled, selected based on specific structures and content relevant to the corpus's intended purposes. According to Hunston (2006), these texts are typically chosen to represent a particular type of communication or linguistic variation.

Based on the definitions provided earlier, it can be inferred that a corpus is stored within a computer-based system and encompasses text in various forms, whether written or spoken. Computers play a crucial role in managing corpora, as they enable the collection, storage, and analysis of corpus data. The utilization of computer-based programs facilitates the compilation of large volumes of data swiftly and cost-effectively. Additionally, computers are instrumental in managing corpus data for analytical purposes. According to Leech (1992), as cited in McEnary and Gabrielatos (2006: 34), the utilization of computers provides us with the capacity to understand and analyze the contents of corpora.

### **2.3.1 Types of Corpora**

As corpora have been utilized in numerous linguistic research endeavors for various objectives, the quantity of corpora is rapidly increasing. Each corpus comprises texts of different genres and varying word counts. According to Hunston (2006), corpora can differ in size, compiled for distinct purposes, and consist of texts of different types. Corpora may be entirely homogeneous, containing texts from a single language or register, among other factors. Conversely, corpora may be entirely heterogeneous, comprised of texts from various sources. Furthermore, corpora may vary in size, tailored to specific requirements or objectives. For instance, an extensive corpus can be utilized to develop a dictionary:

#### **a. Spoken Corpora**

According (McCarthy, 2004) spoken corpora consist of transcripts of spoken language, encompassing everyday conversations occurring in homes and workplaces, as well as phone conversations, business meetings, radio broadcasts, and television shows. These spoken corpora serve to depict the usage of spoken language in authentic settings and across diverse contexts. A domain often lacking representation in general corpora is spoken language. In



reality, individuals typically engage in more listening than speaking, and they speak more than they write. However, compiling spoken corpora is more costly and technically demanding.

b. General Corpora

General corpora are designed to encapsulate a language or its variations comprehensively, incorporating both spoken and written language, diverse text genres, and other elements. Examples of corpora containing both spoken and written language include The Bank of English (BoE), The British National Corpus (BNC), The American National Corpus (ANC), Corpus of Contemporary American English (COCA), and the International Corpus of English (ICE).

c. Specialized Corpora

Specialized corpora are developed by researchers for particular study objectives. These corpora are tailored to meet the specific needs of the research. They may encompass specific genres of text. According to Bennett (2010), specialized corpora can vary in size and are frequently crafted to address highly targeted inquiries. The Michigan Corpus of Academic Spoken English is one of the specialized corpora examples (MICASE).

d. Historical Corpora

Historical corpora seek to portray the usage of language in earlier or antiquated stages. They facilitate comparisons between older texts and contemporary ones, enabling linguists to explore language evolution over time. Examples of historical corpora containing texts from earlier periods of English include The Helsinki Corpora and Lampeter Corpus of Early Modern English Tracts.

e. Parallel and Multilingual Corpora

This category of corpora is designed to feature two or more distinct languages within identical text types. Typically employed for comparative linguistic and translation studies, parallel corpora often include the original version of a text alongside its translations, facilitating analysis of similar text types in multiple languages.

f. Dictionaries as Corpora

Dictionaries can serve as corpora if their electronic versions include authentic examples as illustrations. Examples of dictionary corpora include the Dictionary of Old English (DOE), the Middle English Dictionary (MED), and the Oxford English Dictionary (OED).

g. Text archives as corpora

Text archives denote collections of text compiled for specific purposes. They serve as databases containing textual content. Examples of text archives that can function as corpora include online or CD-ROM newspapers, the Time Magazine Corpus, the Oxford Text Archives (OTA), and Project Gutenberg.

## **2.4 Analysis of Corpus**

Kaewphannagam et al. (2002) note that corpus-based analysis has been utilized over time to aid in the development and assessment of vocabulary for language instruction. They also reference Thurstan and Candlin (1998), who suggest that to address vocabulary selection and grading aspects effectively, employing corpus-based studies is crucial. This approach enables teachers, curriculum designers, and content creators to identify and categorize the most commonly used items, thereby aligning with the specific objectives of learners. Through the utilization of corpora, we gain insights into how language functions in contemporary society, its evolution over time and its usage across various contexts.

Corpus analysis enables researchers to explore the diverse ways in which languages are employed. In essence, Corpus analysis is considered an empirical inquiry as it examines real-world usage patterns in authentic texts. McCarthy (2004:01) describes corpus analysis as a method to uncover insights such as the most commonly used words and phrases in English, differences between spoken and written English, prevalent verb tenses, typical prepositions used with specific verbs, nuances in the use of modal verbs such as "can," "may," and "might," and distinctions between formal and informal language vocabulary, idiomatic expressions and their usage patterns, the essential vocabulary required for everyday conversations, as well as the range of

vocabulary employed by native speakers in discourse, among other factors. Lindquist (2009: 5) stated that linguists use corpora to conduct more extensive investigations and obtain precise frequency calculations. Corpus analysis typically presents findings in either concordance figures or word frequency lists, facilitated by tools such as:

#### A. Frequency Lists

Information regarding frequency plays a crucial role in both language research and language acquisition. As pointed out by Grigaliuniene (2013:43), a corpus-based frequency list compiles all words found in a corpus. However, relying solely on frequency data may not provide sufficient information for language learners to determine which words to prioritize for learning it serves as a valuable starting point. According to McCarthy (2004: 10), frequency is fundamental for text analysis and provides a list indicating the most commonly used words and phrases. Lindquist (2009: 8) further highlights the advantages of frequency lists, noting that linguists can readily access frequency data from extensive text collections, a task that would be exceedingly challenging to accomplish manually. Therefore, researchers can utilize it to assist in selecting the most common or the least common lexical items in language studies.

#### B. Collocations

According to Sinclair (1991) in McEnery and Gabrielatos (2006:42), collocation refers to the occurrence of two or more words appearing closely together in a text. Bennett (2010) defines collocation as the statistical tendency of words to co-occur, suggesting that when one word is used, there is a strong statistical likelihood of certain other words appearing alongside it. Using computerized corpora, we can analyze collocations by examining concordance lines, which show the words occurring to the right or left of the search word. Collocation analysis also helps in understanding how specific words are used within particular phrases.

### **2.5 Journal in Education**

A journal is a periodical publication, similar to a magazine that is published regularly throughout the year. Journals feature the latest research findings, and their articles are

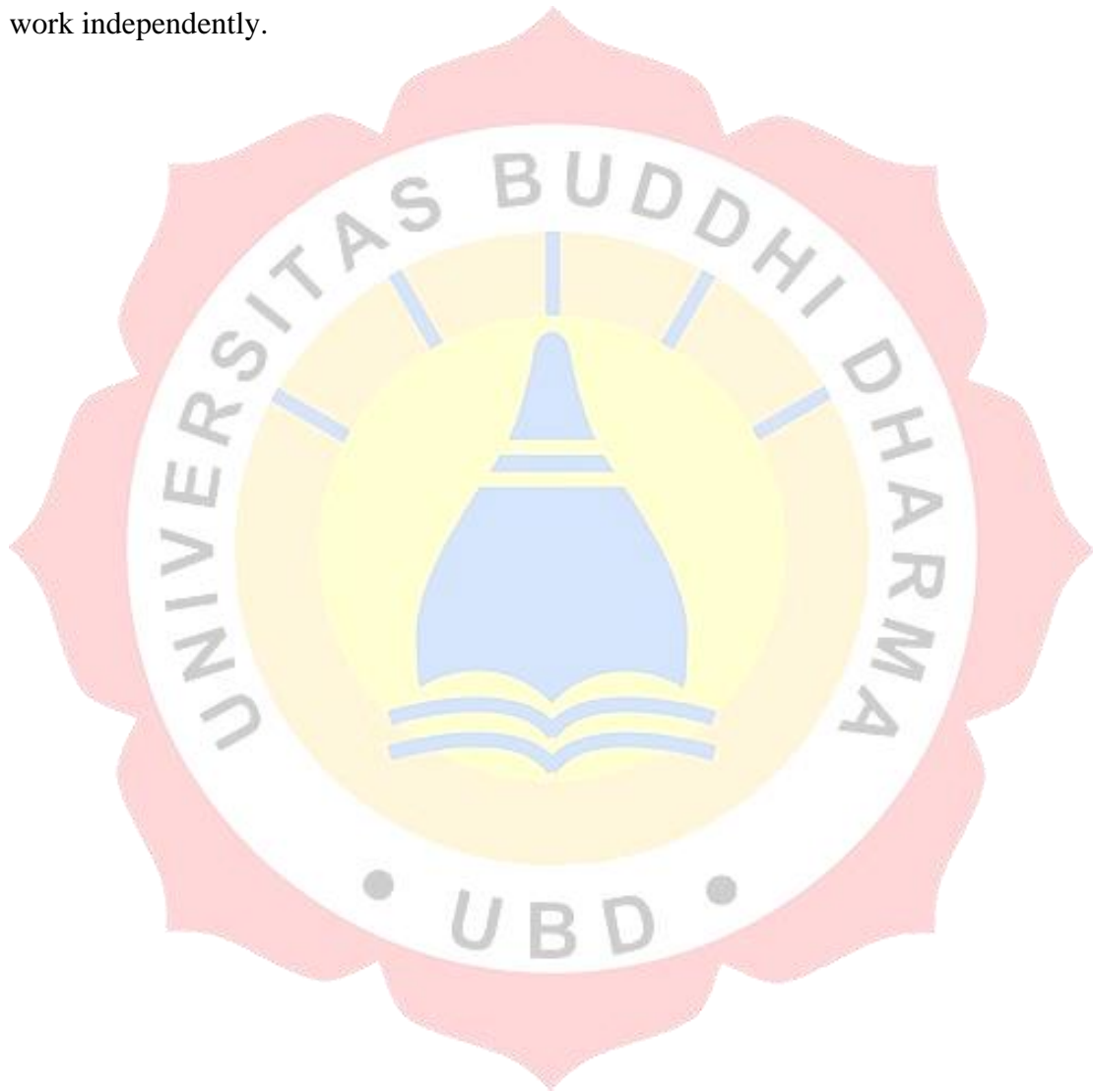
authored by experts for an expert audience. The fundamental roles of a research journal include registration, certification, dissemination, and archiving of scholarly work. Despite advancements in communication, academic journals continue to be regarded as a crucial and reliable method of publishing, as noted by the *National Institutes of Health USA (2012)*.

Journals are often published periodically, such as monthly, quarterly, or annually. Some journals are open and freely accessible to anyone, while others may require a subscription or access fee. The benefits of journals in academic, scientific journals allow researchers and academics to share the results of their research with the scientific community and wider society. According to Marusic & Marusic (2009) said “journal as a publication containing research findings substantiated by robust data, serving as evidence to validate the research outcomes.” Journals can be used as learning tools in schools and universities, for example to record experimental results or create research reports.

Based on Cambridge Dictionary (2024), Journal is a record the of descriptions or thoughts, written each day or frequently over a long period a diary. Journals are usually used by academics, researchers, or practitioners in various scientific disciplines such as social sciences, natural sciences, medicine, or technology. The main aim of the journal is to disseminate knowledge and research results to the wider community. (SFU University, 2018) A journal, akin to a magazine, is a publication released regularly throughout the year, featuring the latest research written by experts for experts. Its primary functions include registration, certification, dissemination, and archiving of scholarly work. Despite advancements in communication, academic journals remain a vital and reliable publishing method, as recognized by the National Institutes of Health USA (2012). Journaling supports students in expressing themselves more freely and enhances their ability to organize thoughts and prepare responses, boosting confidence for classroom participation. According to Burke (2022), journal writing encourages reflection, empowers students to take charge of their learning and emotions, and fosters connections between personal experiences, curriculum content, and the broader world. The researcher's focus was on an education



journal. Education, as defined by Heri Gunawan (2021), encompasses any process or event aimed at changing attitudes and behaviors through formal and informal learning systems. It aims to educate, impart knowledge, and develop human potential, fostering the enhancement of talents, interests, and abilities. Education also prepares individuals for the future by equipping them with the necessary knowledge and skills to live and work independently.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter introduces the research approach, types and sources of data, methods of data collection, and techniques of data analysis.

#### **3.1 Research Approach**

The primary focus of the research approach is how the researcher intends to collect data using established methods. The definitions of research approaches, whether inductive or deductive, delineate how deductive research employs quantitative techniques like statistical analysis to test and validate theories or hypotheses. In this study, the researcher conducted analyses such as generating frequency to identify the most commonly used verb and adjective words in the education journal, as well as performing part-of-speech tagging to classify each word's grammatical category. The aim of this study was to categorize various types of verbs and adjectives appearing in education journals. The thesis employ a quantitative methodological approach, focusing on counting and employing statistical, mathematical, or numerical analyses of data to assess word frequencies in journals, scientific papers, articles, or books. According to California (2024), quantitative methods emphasize objective measurements and the statistical analysis of data collected through polls, questionnaires, surveys, or computational techniques applied to existing data.

The researcher used The Penn Treebank tag set table Taylor et al. 2003: 8 to analyse and group the verb and adjective word classes in this thesis and the selection of verbs and adjectives refers to this table. (Table 2.1)

Based on (Engine, 2022) A tagset refers to a collection of part-of-speech tags, which are labels indicating the grammatical characteristics such as part of speech, and sometimes additional attributes like case and tense, assigned to each token in a text corpus. The Penn Treebank, launched in 1992, marked the debut of a thoroughly annotated text corpus accessible to the natural language processing (NLP) community. Its availability catalysed the creation of the first effective English parsers within a short span, igniting the statistical revolution in NLP. Researchers follow the theory of tag sets to be able to classify verbs and adjectives because Tagset refers to a collection of

part-of-speech tags, which are labels indicating grammatical characteristics such as part of speech, and sometimes additional attributes such as case and tense, which are assigned to each token. In the text corpus. While, to uncover patterns and themes in the data, inductive research uses more qualitative analysis techniques, such as textual or visual analysis. The Quantitative method is the proper method to gather the data by using corpus because the text from *JEFL JOURNAL* is so much. This research aims to find out the words especially about Education communication to see the words as a verb and adjective in *JEFL JOURNAL*. Therefore, this research uses corpus as a method and theory to gain the data from *JEFL JOURNAL*.

### **3.2 Data Types**

Data types in this research using secondary data because we used *JEFL JOURNAL* as a key to gain the words of verbs and adjectives. Secondary data entails gathering information from external sources, such as books, articles, and journals. The researcher aims to scrutinize these sources for recurring words, verbs, and adjectives, utilizing a corpus to extract specific data from the existing material. *JEFL JOURNAL* as a media to provide data for research analysis and to see the words that appears the most for use in the magazine. The data from this research involves the analysis by existing databases from corpus.

### **3.3 Data Source**

The data source refers to the origin from which the researcher collects their data, however any highly specific data has the potential to serve as a source, provided that it can be accessed and utilized by another process. A data source may include a database, web data obtained through scraping or from various static and streaming data services accessible online, flat files, real-time measurements from physical objects, or web data. The two sources data used by researchers is from <https://library.umsida.ac.id/jurnal-pendidikan-bahasa-inggris/> and <https://e-journal.iain-palangkaraya.ac.id/index.php/jeftl/article/view/3126/1581> Journal on English as a Foreign Language (JEFL Journal)

The source is from this research using a Education Journal in *JEFL Journal* by official website <https://e-journal.iain-palangkaraya.ac.id/index.php/jeftl/issue/archive> .

How can we make sure that all students are learning effectively. This involves discussions about different teaching styles, assessment methods, and the curriculum itself. For the future education there is a lot of talk about how technology will change the way we learn. This includes things like artificial intelligence, virtual reality, and personalized learning platforms. The researcher uses *JEFL Journal* in 2021-2023 to see how the journal uses words to inform the readers. The researcher gets some examples, and this below is the title from JEFL Journal in 2021-2023:

**Table 3. 1 The table of the title from JEFL Journal in 2021-2023**

No	Title	Year
1	EFL teacher educators experience in teaching critical reading: evidence from Indonesia.	2021
2	Assessment by Thai academic English writing teachers of the flow of given to new topic information within academic writing 2021.	2021
3	Promoting pre-service English teachers technological awareness in ELT: narratives from a border area of Indonesia 2021	2021
4	Code switching in EFL classrooms: factors influencing teachers to use code-switching and its types used in the classrooms	2022
5	Learning expectations, challenges, and strategies of university students on English-medium instruction	2022
6	Self-determined learning in EFL classroom: a trajectory for the future research	2022
7	Indonesian EFL teachers portrayal of genre-based teaching practices: perceptions, implementation and challenges	2023
8	Teachers orchestration of semiotic resources in EFL classrooms: a multimodal analysis	2023
9	effectiveness of combining the keyword mnemonic with retrieval practice on L2 bulary learning in Taiwanese EFL classes	2023
10	The parental language policy on children's language acquisition: a case of international family	2023

### 3.4 Technique of Data Collection

According to Biklen (2007), documentation entails collecting information or materials such as autobiographies, newsletters, journals, newspapers, books, and articles. In this study, the researcher gathered textual materials specifically focusing on journal reports as recorded records. Three steps of the data collection techniques that researchers use are as follows:

1. To fulfill the objectives of the study, the researcher employed documentation as a method for collecting data. Documentation encompasses various forms such as texts, images, audio recordings, and others' work.

2. The data was sourced from a website. To ensure the authenticity of the data for the study, the researcher meticulously selected the appropriate website.
3. The researcher can gather texts for use in the three-year analysis. Furthermore, this research uses *JEFL JOURNAL* as data and the researcher gains the data from the official website <https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/issue/archive> . Also, to collect the data from *JEFL Journal* the researcher downloaded the official website in <https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/issue/archive> web. Then, reading the Journal that is correct with the period will gain the data, and categorize by the year from 2021-2023.

### **3.4 Technique of Data Analysis**

The following are the steps taken after obtaining the data as below:

1. Group the data based on title and separate the journals by year (from publication year 2021 to 2023).
2. Organize journal data and download each of the 8 journal titles each year.
3. After the journal has been uploaded and tidied up, you can immediately upload it using the TagAnt and AntCont corpus applications to find out what the highest frequency is using the TagAnt and AntCont corpus applications.
4. After tidying up the journal data, you can upload it first to the AntCont application to find out how many word frequencies are in the journal that we have chosen.
5. Next, after finding out the highest frequency numbers through the AntCont application, we can transfer them to a table or excel so that they can be neatly arranged from the word frequency that appears the most to the number that appears the least.
6. After finishing with AntCont, we can start to group the word classes of all the words that we have analyzed using TagAnt so we can find out and sort verbs and adjectives.
7. Next, after knowing the word class of the data being analyzed, namely verb and adjective, you can immediately move each table to the verb and adjective table.



8. After all the data has been neatly divided and in tables, the next step is to analyze the data results using theory and dictionaries from various sources.
9. After finding the meaning of the research or search for the words being analyzed, the next step is to explain the findings.
10. Enter the Penn Treebank target table (Taylor et al. 2003: 8) to find out the types of verb and adjective groups that have been analyzed via TagAnt.
11. Next, write the table The Roles of verbs classes by using Levin's theory to find out the percentage of the words searched.
12. The last thing is to draw conclusions about the results of the analysis of the findings.

The fundamental procedure the process through which a researcher interacts with extensive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or material presented in papers, all of which require processing and interpretation, is known as footage analysis. Data analysis, as outlined by Seasonal (2006), involves a range of methods and procedures. However, the researcher argues that effective utilization of these techniques and approaches necessitates considering data analysis as an integral part of the process. AntConc, developed by Dr. Laurence Anthony, is a corpus analysis toolkit. Following the tagging of each part of speech (POS) using TagAnt 1.2.0, researchers utilize AntConc to determine which POS to display based on inputted texts from the magazines. TagAnt is frequently employed as a toolkit for corpus analysis.

After the researcher gained and saw the data from AntConc, the researcher could see the frequency of verbs and adjective words in *JEFL Journal*. Then, from the data the researcher chooses the 100 top lists in verbs and adjectives to be analysed. Therefore, the data copied and input in Microsoft Excel to be simple when analysing the words. The data have been analyzed then the researcher divided it into the classification of verbs and adjective words. The theory underpinning the classification of verbs, as proposed by Beth Levin (1993), and the examination of different types of adjectives, according to A.J. Thomson and A.V. Martinet. Ultimately, the researcher can derive



the analysis results to address the research question, interpret them, and draw conclusions from the study.

