

An Analysis of Students' Action Verb Mastery in Narrative Text

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Abstract

The research concerned with the discussion to analysis action verb in narrative text. The problem of this research focused on the lack of capability of the students of Senior High School SMP IT Rahmat, Indonesia in which it aimed to analysis action verb. The objective of the research was to describe lack of capability of the students to analysis action verb. Therefore, the population of this research consisted of the achievement of the second-year students of Senior High School SMP IT Rahmat, Indonesia. The data were collected by using the test to analysis action verb. To obtain the data, the second-year students of Senior High School SMP IT Rahmat, Indonesia were treated respondents. The population of this research was the achievement consist of 25 students. The sample of the research, it is taken 25 students. After analyzing the data, it was found that the result to analysis action verb, the average score is 84% in categorized 'good' and there are 16% score in categorized 'poor'. In this research, the students of Senior High School SMP IT Rahmat, Indonesia were able to analysis in narrative text.

Keywords: *Narrative Text, Action Verb, Writing Skill, Qualitative*

Abstrak

Penelitian ini berkenan dengan kemampuan menganalisis kata kerja tindakan dalam naratif teks. Masalah dalam penelitian ini adalah "kelemahan kemampuan siswa SMP IT Rahmat Marendal dalam menganalisis kata kerja tindakan?" tujuan dalam penelitian ini adalah untuk mendeskripsikan kelemahan kemampuan siswa dalam menganalisis kata kerja tindakan. Dengan demikian, populasi ini menganalisis kemampuan siswa kelas VIII SMP IT Rahmat dalam menganalisis kata kerja tindakan. Untuk memperoleh data, siswa kelas VIII SMP IT Rahmat Marendal dijadikan responden penelitian. Populasi penelitian ini terdiri dari 25 siswa. Sampel yang diambil adalah 25 siswa. Setelah menganalisis data, mencari hasil yang diperoleh dari menganalisis kata kerja tindakan, rata-rata nilai adalah 84% kategori 'baik' dan 16% kategori 'rendah'. Dalam penelitian ini, siswa SMP IT Rahmat Marendal mampu menganalisis kata kerja tindakan dalam naratif teks.

Kata Kunci: *Text Narrative, Kata Kerja, Kemampuan Menulis, Kualitatif.*

1. Introduction

Human are social creatures who cannot live alone and always need other people. Language is the most important element needed in communicating with each other. Language allows us to communicate with others, share information, exchange knowledge, and convey emotions, thoughts, views, sentiments, opinions, desires, gratitude, and promises (Pasaribu, Herman, & Hutahaean, 2020). Based on Halliday's theory in a journal create by Tarbiyah UIN Medan in 2017 declared this language to be a human language whose meaning can be understood used in social life. Language is universal, because language is product of the human mind from culture and art, which it can produce aesthetic value in communication. The growing need for international communication, English has become popular to be used by anyone who wants it to participate in extensive interactions.

English is a widely spoken international language, with speakers in many nations, including Indonesian. English is now a topic that must be taught in all Indonesian schools, and it is included in the curriculum from elementary school through university. When teaching English, there are four linguistic skills involved. The curriculum targets four skills is listening, speaking, reading, and writing (Prihatnasari & Ferdias, 2020). One of the language skills that students need to learn is writing since it plays a bigger role in teaching English than other language skills do. Writing may take numerous forms, including genre. There are several categories for this genre, including narrative, report, descriptive, process, recount, and so forth. One genre that is studied in English at SMP is narrative literature. One genre that includes the steps involved in completing a task in order is the narrative text. A process is a way for us to write down our thoughts and opinions. A narrative text's social purpose is to convey the story and amuse the reader.

One of the important elements in mastering Narrative texts for high school students is the first Students can understand the generic structure of Narrative text, namely Orientation use who, when, where, Complications use events that cause complications: there may be there is more than one in a story, Resolution is used as a solution to the problem, Re-orientation is used use the character's reactions to complications. Second, students can find out about lexicogrammatically characteristics such as the use of simple past tense, focus on individual participants and the use of temporal order. Then, by mastering the generic structure and with the lexicogrammatically characteristics of narrative text, students are required to be able to write Narrative text correctly. To master narrative text, students must master important components such as simple past tense, generic structure, lexicogrammatically features, material process, and conjunction. Teachers should also thoroughly teach and explain these concepts (Sari, 2020).

Writing ability is a productive skill that is quite difficult to master mastered because in the writing process there are several important components as reference, especially the grammatical aspect, because it is the main rule for producing good writing. Students' uncertainty about grammar causes errors in writing sentences, such as sentence fragments or changing tenses (Afifah, 2019). One of the important parts in writing a narrative text is the student's method utilize language features or grammatical features that are important to support the plot story. It deals with grammatical features such as nouns, pronouns, tenses, phrases, and any structure that supports the story. There are some specific parts grammatical aspects that must be used in narrative texts, such as nouns (*clouds, grass, water*), pronouns (*they, he, it*), noun phrases (*old people, red apples*), time Connecting words/conjunctions (*one day, after, before*), adverbs/adverbial phrases (*In place, there*), action verbs (*walked, smiled*), and past tense (*He walked slowly*). This element can be a problem for students because they have to generating ideas and placing ideas with inappropriate grammatical structures in narrative text.

English grammar is one of the English language competencies which consists of a system the language that students must understand and master in English. Grammar is one of the difficulties in mastering a foreign language, a language in a country where English is still a foreign language like in Indonesia. Students are encouraged to understand and master the language components in learning English to give them a better understanding in using English. Understanding and mastering grammar is not an easy thing for students because they have to understand three dimensions of language such as form, its meaning and use. As an important element in language, grammar must also be so mastered by students if they want to be successful in learning English. Mastering English grammar can help students to compose correctly sentences meaningfully and grammatically, so that they are able to use English perfectly.

Vocabulary refers to a collection of meaningful words used for communication (Halawiyah, 2019). Vocabulary has types of parts consisting of nouns, verbs, adjectives, adverbs, conjunctions, pronouns, etc. Verbs are one of the most important parts of a vocabulary that students must learn. Vocabulary is another difficulty that students face in writing (Harris, Ansyar, & Radjab, 2014). The position of the verb in a sentence is very important describes the actions performed by the subject. Students need to acquire and master action verbs as part of their language skills and comprehend how to employ them when writing narrative texts. Action verbs are important for English language and communication. They are used to convey action and activity inside a statement. They are used to demonstrate what is happening in a sentence while also making it more intriguing and livelier. Action verbs are also significant since they serve to clarify the statement.

Action verbs are words used to express the action taken. Action verbs are verbs that express physical or mental action and states what the subject of the clause or sentence does physically or mentally. It can be concluded that the definition of an action verb is a verb whose subject feels what is being done. Someone can know and feel physically and mentally when doing a verb. Based on the theory of an expert, namely Chaer (2003) in Research Journal from Pakuan University, Bogor in 2018, syntax is the only aspect connecting language grammatical structures in groups' sentences in sentence units. The smallest unit of syntax is a word, phrase clauses, sentences, and text. One of the grammars in English language is an action verb. Action verbs is an action

verb performed by humans have done it. In grammatical structure, action verbs include word structure support each other to form sentences with rules in them English grammar.

2. Literature Review

Writing is one of the important language skills in learning English. Writing is an activity that allows individuals to convey their ideas in written form. Furthermore, they may enhance other aspects of their language, such as vocabulary, spelling, and grammar, so that children learn more than just how to write well (Nur Latifah, 2019). In the writing process, students usually go through several stages, such as prewriting, writing, and rewriting. These stages help students organize their ideas and produce better written texts. Writing must correspond the established requirements in order to be considered good writing. It's crucial for individuals to consider this aspect while producing quality writing. So, even if no concrete proof was presented, readers may come to the essential point regarding how the writer thinks about them and wrote about it (Jayanti, 2019). The use of appropriate and correct grammar according to what has been determined is one of the assessments in writing a sentence. There are many different types of grammar used in writing sentences. Grammar is a very important part of learning English because grammar is needed to compose a sentence. Without mastering vocabulary, learners will have limited opportunities to apply their language learning in various contexts, including radio, native speakers, reading, and television. Additionally, students may struggle to express themselves in writing (Harris, Ansyar, & Radjab, 2014). One of the important parts of grammar is the verb, which functions to describe actions, events, or conditions performed by the subject. Verbs are divided into several types, including linking verbs, action verbs, and auxiliary verbs. Among them, action verbs play an important role because they describe the activities performed by the subject. Action verbs can be classified into transitive verbs, which require an object, and intransitive verbs, which do not require an object.

English verbs are classified into three types action verbs, modal verbs, and auxiliary verbs. The verb has numerous varieties, including the action verb. Grammar involves the use of action verbs. In English, the present tense, past tense, future tense, and progressive tense are used to indicate the timing of an action or activity. Action verbs are used to describe something that happens to someone. An expert states that action verbs are verbs that show cause and effect relationships. Action verbs also require an agent as a subject and a patient as a direct object. Based on the definition above, researchers can conclude that action verbs are used to explain a movement by an action carried out by a subject. The process can be something that can be seen, for example *writing, eating, drinking, and so on*.

Even advanced grammar students sometimes struggle with distinguishing between transitive and intransitive verbs. Understanding objects helps clarify the usage of transitive and intransitive verbs. When using a dictionary to search up verbs, you may get confused by the acronyms *vi* (intransitive verb) and *vt* (transitive verb). So, there are two types of action verbs, namely transitive and intransitive. In the transitive verb divided into two types, they are transitive active verbs and transitive passive verbs.

In learning English, students are also introduced to various types of texts, such as descriptive, narrative, recount, report, and procedure texts. People create text, which is a passage with composition and a note, as well as structure and function (Pardosi, 2019). The English Syllabus of School Based Curriculum (K13) suggests that Senior High School students should be taught to write through books. In English, there are five types of English texts used in writing instruction for SMA students. One of the common texts taught in junior high school is narrative text. Narrative text is a type of text that tells a story to entertain readers and sometimes convey moral values. Narrative text generally consists of four generic structures: orientation, complication, resolution, and re-orientation. In addition, narrative texts commonly use several language features such as past tense, action verbs, nouns, pronouns, and time connectors.

Several previous studies have shown that students often face difficulties in understanding and using action verbs correctly in writing activities. These difficulties can affect their ability to write narrative texts effectively. Therefore, this research focuses on analyzing students' mastery of action verbs in narrative texts in order to identify their level of understanding and the difficulties they experience.

3. Method

This research used a descriptive qualitative method to analyze students' mastery of action verbs in

narrative text. Qualitative research is a technique for studying and understanding the meaning that individuals or groups assign to human and social issues (Tenny S, 2023). The purpose of this method was to describe students' ability in identifying action verbs and to understand the difficulties they experienced in learning English. The research was conducted at SMP IT Rahmat Marendal, located in Marindal, Deli Serdang, North Sumatra. The subjects of this research were 25 students of the second grade.

The data were collected using interviews and tests. The interview was conducted to obtain information about students' understanding of English learning and their difficulties in identifying action verbs. Meanwhile, the test was used to measure students' ability in identifying action verbs in a narrative text. The students were given a narrative text and asked to identify action verbs in the story. The test was completed within 30 minutes. After collecting the data, the researcher analyzed the results by calculating the percentage of students' answers using the following formula.

4. Result and Discussion

4.1. Result

The results of this research describe students' mastery of action verbs in narrative text at SMP IT Rahmat Marendal. The data were obtained through tests and interviews involving 25 students. In this study, the researcher used several questions to explore students' understanding and mastery of action verbs in narrative text. The questions were designed in the form of interviews and written tests.

The questions given to the students can be categorized into two types:

a. Interview Questions

These questions aimed to identify students' perceptions and difficulties in learning action verbs. The examples of questions are:

- Do you like learning English?
- Do you understand what an action verb is?
- Do you find it difficult to identify action verbs in a text?
- What difficulties do you face when learning English?
- Have you ever learned about action verbs in narrative text?

b. Test Questions

The test was given in the form of a narrative text, and students were asked to identify action verbs in the given narrative text.

Based on the interview and test results, the students' responses can be summarized as follows:

a. Interview Responses

- Some students showed a high interest in learning English, but most students stated that English is difficult.
- Many students admitted that they do not fully understand action verbs.
- Students faced difficulties due to limited vocabulary and lack of understanding of grammar.

b. Test Responses

- Most students were able to identify action verbs correctly.
- A total of 84% of students were categorized as "able", while 16% were categorized as "unable".
- Students with good performance could recognize common action verbs such as **run, eat, walk, and write**.
- Students who had difficulties often confused action verbs with other types of verbs.

Based on the test results, it was found that the majority of students were able to identify action verbs correctly. Specifically, 21 students (84%) were categorized as having good mastery, while 4 students (16%) were categorized as having low mastery.

The distribution of students' achievement levels shows that:

- 3 students were categorized as **very good**
- 15 students were categorized as **good**
- 3 students were categorized as **fair**
- 4 students were categorized as **low**

These findings indicate that most students have a sufficient understanding of action verbs in narrative texts.

Furthermore, based on interview results, it was revealed that many students still face difficulties in learning English, particularly in understanding vocabulary and identifying types of verbs. Some students perceived English as a difficult subject, which affects their ability to master action verbs.

Overall, the findings show that although most students have achieved a good level of mastery, there are still some challenges related to vocabulary understanding and grammatical awareness.

4.2. Discussion

The test that has given by teacher was able to improve the student's achievement to analysis action verb. The students were active while discussion and give comments and suggestions to each student that has presented in front of the class. The student also paid attention a lot and did the test seriously. From the interview, it was found that the student had known types and analysis action verb in narrative text. The results showed that 84% of the students were able to correctly identify action verbs, while only 16% of students experienced difficulties. This suggests that, in general, students have understood the basic concept of action verbs in English. However, the study also revealed that some students still faced challenges in identifying action verbs accurately. Based on the interview results, these difficulties were mainly caused by limited vocabulary and insufficient understanding of English grammar. Many students also perceived English as a difficult subject, which affected their motivation and confidence in learning. In the context of narrative texts, action verbs play a significant role in describing events and actions within a story. Students who have better vocabulary and grammar knowledge tend to perform better in identifying action verbs. Therefore, mastery of action verbs is closely related to students' overall understanding of grammar and vocabulary.

These findings highlight the importance of effective teaching strategies in improving students' understanding of action verbs. Teachers are encouraged to provide more practice, use engaging learning methods, and focus on vocabulary development to help students overcome their difficulties. By doing so, students can improve their writing skills, especially in composing narrative texts.

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5. Conclusion

This study aimed to analyze students' ability in identifying action verbs in narrative texts. The research was conducted with 25 students as the sample of the study. The method used in this research was descriptive quantitative, where the data were collected through a written test. Based on the results of the analysis, it was found that most students were able to identify action verbs in narrative texts. The findings showed that 21 students (84%) were categorized as able, while 4 students (16%) were still categorized as unable. This indicates that the majority of students have a good understanding of action verbs in narrative texts. However, some students still experienced difficulties due to limited vocabulary and lack of understanding of English grammar. Therefore, teachers are expected to provide more practice and clear explanations to help students improve their understanding of action verbs in narrative texts.

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