The Students Ability to Use Verbs in Completing Recount Text

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ABSTRACT

The objectives of this study are to assess the proficiency of second-grade students in utilizing suitable verbs to complete a recount text and to identify the challenges encountered by these students in completing a recount text at the junior high school level. The researcher employed a qualitative approach to analyze the data. The study included a population of 20 students, and the researcher selected a random sample of 15 students. The researcher used a test as a tool to complete the recount text, selecting appropriate verbs from the provided list. The researcher employed various formulas to analyze the data. The findings indicate that the second-grade students lack proficiency in selecting suitable verbs to effectively complete the text. The analysis supports this conclusion, revealing a competency level of 56.52% among the students. We classify this skill as "poor," and the pupils achieved an average grade of 56.33%.

Keywords: Grammar; Recount Text; Verb

INTRODUCTION

Language has a crucial role in people' lives since it functions as a medium for human communication and interaction. Regarding language, it is widely acknowledged that English is a universally spoken language. Due to the widespread use of English, people around the world have gained fluency in the language. Many countries use English as a second language; however, in Indonesia, students learn English as a non-native language. The English language comprises four essential skills: auditory comprehension, oral communication, textual interpretation, and written expression. While not disregarding the additional components (sub-skills) such as grammar, vocabulary, and pronunciation. The correlation between the four

core abilities and the subsidiary skills is intricately intertwined, and they are inseparable. It is well understood that languages vary from one another in distinct language elements, such as word patterns, stress, and lexicon. In other words, two languages are not completely identical, and learning a language seems to be difficult. Similarly, the English language has specific rules that differ from those of Indonesia. The acquisition of English language skills poses obstacles for Indonesian students, including difficulties in constructing meaningful written sentences, verbal communication, comprehension of written texts, and even auditory comprehension. Each of these issues may stem from a deficient mastery of English grammar.

In the field of grammar, tense refers to the temporal aspect of a verb's action. Put simply, it is a variation of the verb that indicates the temporal occurrence of an action. It signifies that tense is a manifestation of time that indicates the occurrence or occurrence of an event or activity. The English language consists of three essential tenses: the present tense (for actions happening now), the past tense (for actions that happened in the past), and the future tense (for actions that will happen in the future). In this study, the researcher discovers that the term "tense" refers to a grammatical structure used to express a link to time. The simple past tense is a notable expression of tense in the English language. The past tense denotes the grammatical structure employed to express events or situations that transpired in the past. Azar (2003, p. 25) asserted that the past simple tense is employed to discuss actions or circumstances that commenced and concluded in the past. The researcher refers to *verbs* in this text, as they can change their form based on the subject and tense in order to build a grammatically correct English phrase. There are various sorts of English text that can be classified based on their characteristics, e.g., descriptive text, recount text, procedure text, narrative text, etc. Hence, when creating a text, many language aspects are employed. Due to the distinct language characteristics of each kind, there is a corresponding variation in its verb usage. The students frequently commit errors in verb usage when completing recounts.

LITERATURE REVIEW

Previous-Related Study

Yulianawati Ida (2019), with the title An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu). This study examines the dominant issue, the causes of difficulties, and the types of difficulties encountered by ten senior high school students in Indramayu, West Java, when composing recount texts. Utilizing a qualitative research design, this investigation embraced the qualities of a case study. The information was gathered through the accumulation of samples of recount texts written by students. The results of the study indicated that most students successfully employed the linguistic characteristics and schematic structures of argument texts, thereby demonstrating their proficiency in composing such texts and accomplishing their objectives. Nevertheless, certain pupils encountered challenges about the application of tenses, vocabulary, and the inclusion of particular participants. Upon conducting an

examination of the students' written work, it was determined that certain factors contributed to their errors when composing recount texts. It is suggested, in light of these results, that explicit instruction be required to improve the writing abilities of students.

Harjono & dkk (2012), with the title Improving Students' Ability in Writing Recount Text By Using Rgfe Homework and Verbal Imagery. The purpose of this research is to determine whether or not instructing students to write narrative texts through the use of verbal imagery and routine grammatical features as homework assignments is effective. It employs a one-group pretest-posttest design and is a pre-experimental method. Thirty tenth-grade students comprise the sample. The research employed a pretest administered prior to the treatment and a written post-test in the form of a narrative text to gather data. The effect size formula was utilized to analyze the data. As indicated by the findings of the data analysis, instructing recount text writing through the utilization of everyday grammatical features, assigning assignments, and employing verbal imagery has a significant effect size.

Verb

As defined by Gatherer (1974, p. 122), verbs are nouns, pronouns, or groups of words that signify the state of being of a noun or pronoun or an action conducted by one. Verbs are typically employed as predicates in sentences, denoting the actions of the subjects. According to Hornby (1974, p. 195), verbs function as a collection of lexical items employed within grammatical sentences to denote states of being or actions, or to describe the condition of an individual or object, or to describe the transformation of that individual or object. The researcher can conclude, according to the preceding definition, that a verb is a word whose primary function is to denote a particular action, although it can also be employed to denote the overall condition of being.

Recount Text

Recounts are texts that relay past experiences or events, according to Anderson et al. (1998, p. 12). It provides a description of what transpired and when it transpired for the benefit of the audience. Additional clarification is provided regarding recount texts, which encompass letters, television interviews, newspaper articles, and conversations. In line with Nurteteng (2016) recount text is a text that used to tell about someone experience or activity that happened in the past. The following section will examine the features of recount texts. The first part of this section will focus on constructing a recount text. The second part will examine the grammatical features of recount texts. Finally, the third part will analyze the generic structure of recount texts. The appropriate verbs used in narrative texts: The use of the past tense to recount events is one of the grammatical characteristics of narrative texts. Verbs in the past tense are those that have been modified. The form of verbs may vary according to the context and tense of the sentence. In terms of inflection or modification, past tense verbs can be divided into the following groups: 1. Regular

verbs. Verbs that have been modified by adding -d or -ed to their past and past participles are considered regular. 2. Irregular verbs. Irregular verbs are those that undergo irregular changes. 3. Auxiliary verbs. Verbs used in conjunction with main verbs to indicate tense, ask questions, etc. are auxiliary verbs. The following are examples of auxiliary verbs: To be (am, is, are, was, were been), To do (do, does, did), To have (have, has, had), Modal (can, could, shall, should, will, would, would, may, might, and must).

RESEARCH METHOD

Design and Samples

The researcher must carefully select an appropriate methodology to gather data that addresses the issues and objectives of this study. The research methodology employed in this writing was qualitative. It was used to describe the ability of students to use appropriate verbs to complete recount text, to describe the level of ability, and to describe the difficulties faced by the students. A sample of 15 students was selected by the researcher for this research. A test was employed as the instrument for conducting this research. The type of test was a complete recount text using appropriate verbs, and it consisted of a total of 20 items.

Instrument and Procedure

In this part, the researcher employed a test to gauge the ability of the second-grade students to select suitable verbs to complete a recount text.
1. The researcher utilized the following formula to measure student achievement:

$$G = \frac{n}{N} \times 100\%$$

Where: G : Grade

n : Total score of correct answer
N : Number of item test   (Dullay in Veronika 2013)
2. The researcher employed the following formula to assess the students' ability to select suitable verbs to complete recount text:
$$N = \frac{X}{Y} \times 100\%$$ (Dullay in Veronika 2013)
Where: N : Students ability level
   X : The total grades of correct answer
   Y : The total grades of correct answer and incorrect answer
And the range of scores that define students' ability level, are:
a. 80% - 100% Excellent
b. 70% - 79% Good
c. 60% - 69% Fair
d. 0% - 59% Poor

3. In calculating the mean of students' grades the writer used the following formula:

$$X = \frac{\Sigma x}{n}$$ (Hatch and Farhady in Veronika 2013)

X = the mean (average)
Σx = The total score of correct answer
n = The total number of students

4. Items' difficulty level was calculated based on the distribution of scores of students adapted from Masidjo (1995:118) that (25 : 0,5) for each number of items.

Data Analysis

The data analysis comprises two components, specifically:

a. Students' ability level in completing recount text using appropriate verbs, such as:
   1. Students' grades achievement
   2. Students' ability level in completing recount text using appropriate verbs
   3. The mean of students' grade achievement
b. Items test level

RESULT AND DISCUSSION

Students' Ability Level In Completing Recount Text Using Appropriate Verbs

Table 1. The students' grades achievement

Students	Total of items	Correct Answer		Incorrect Answer	
		Total	%	Total	%
1	20	6	30	14	70
2	20	8	40	12	60
3	20	10	50	10	50
4	20	9	45	11	55
5	20	14	70	6	30
6	20	13	65	7	35
7	20	16	80	4	20
8	20	13	65	6	30
9	20	15	75	5	25
10	20	9	45	11	55
11	20	11	55	9	45
12	20	15	75	5	25
13	20	9	45	11	55
14	20	13	65	7	35
15	20	8	40	12	60

Based on the table above, the test was participated in by a total of 15 students.
The test result is categorized into four classifications, as outlined below:
1. Excellent level or excellent grades (80–100). There was 1 student who achieved excellent grades, specifically, student number 7 with a score of 80,00
2. Good level or good grades (70-79). There were 3 students who achieved good level or good grades, namely student number 5 who scored 70, followed by students number 9, and 12 who both scored 75.
3. Fair level or fair grades (60–69). There were 3 students who received fair grades, including students 6, 8, and 14 with scores of 65.
4. Poor level or poor grades (0–59). There were a total of 8 students who received poor grades. Specifically, student number 1 scored 30, student number 2 scored 40, students number 4, 10, and 13 all scored 45, student number 3 scored 50, and student number 11 scored 55.

From the explanation above, the researcher concluded that the students were unable to use appropriate verbs in completing recount text because most of the students got poor grades (0–59). And based on the table above, it is shown that the individual student's score is therefore, the researcher can conclude by using the formula that the total of the correct answer was divided by the total number of items and then multiplied by one hundred. For instance, in the score of student number one, this student got a score of 30, which is the correct answer from 20 of the total number of items.

Table 2. The percentage of students' score range.

Category	Range Score	Number of Students	Percentage
Excellent	80-100	1	6,67%
Good	70-79	3	20%
Fair	60-69	3	20%
Poor	0-59	8	53,33%

Students' Ability Level

Table 3. The students' ability level

Students	Grades of Correct Answer (%)	Grades of incorrect Answer (%)
1	30	70
2	40	60
3	50	50
4	45	55
5	70	30
6	65	35
7	80	20
8	65	30
9	75	25
10	45	55

11	55	45
12	75	25
13	45	55
14	65	35
15	40	60
Total	845	650

Based on the table above, students' ability level in using appropriate verbs to complete recount text is calculated by using a formula as follows:

$$N = \frac{X}{Y} \times 100\%$$
$$= \frac{845}{1.495} \times 100$$
$$= 56,52\%$$

It means that the students' ability to use appropriate verbs to complete the recount text is classified as poor.

The Mean of Students' Grades Achievement

The mean of students' grades achievement here means the average grades achievement of the 25 students who joined the test.

Table 4. The Mean of Students' Grade Achievement

Students	Grades
1	30
2	40
3	50
4	45
5	70
6	65
7	80
8	65
9	75
10	45
11	55
12	75
13	45
14	65
15	40
Total	845

Based on the table above, the total grades of the correct answers of the 15 students are 845. $\frac{845}{15} = 56,33$. Therefore, the mean of the students' graded achievement was 56,33.

Items difficulty level

Table 5. The distribution of scores Frequency of students

Item Test Number	Total of Students	The Number of Students Answer Correctly		The Number of Students Answer Incorrectly	
		Total	%	Total	%
1	15	10	66,67	5	33,33
2	15	13	86,66	2	13,33
3	15	8	53,33	7	46,66
4	15	9	60	6	40
5	15	4	26,66	11	73,33
6	15	10	66,67	5	33,33
7	15	13	86,66	2	13,33
8	15	8	53,33	7	46,66
9	15	1	6,66	14	93,33
10	15	7	46,66	8	53,33
11	15	13	86,66	2	13,33
12	15	7	46,66	8	53,33
13	15	15	100	0	0
14	15	9	60	6	40
15	15	7	46,66	8	53,33
16	15	2	13,33	13	86,66
17	15	3	20	12	80
18	15	9	60	6	40
19	15	6	40	9	60
20	15	14	93,33	1	6,66

Based on the table above, it shows that there were six items that were considered difficult, namely items 9 (93,33%), 16 (86,66%), 17 (80%), 5 (73,33%), and 19 (60%). Item number 9 has been considered the most difficult because there were 14 students who answered incorrectly, and the percentage of students' incorrect answers was 93,33%.

CONCLUSION

Based on the analysis of the data, we can draw the following conclusion: 1) The students are unable to complete the recount text using appropriate verbs because more than half of the students, or 8 students, are classified as having poor levels (their grades range from 0 to 59). Their ability level in using appropriate verbs in the recount text was 56.52%. The mean of students' grades was 56.33. 2) Students' ability level in using appropriate verbs in completing recount text was classified as poor because the percentage of their ability level was 56,52%. 3) Some difficulties faced by the students in using appropriate verbs in completing the recount text are:

a.They have poor vocabulary, especially the verbs used in recount texts. b.They still lack knowledge related to recount texts. Based on the aforementioned findings, it is recommended that English teachers implement additional practice to enhance their students' abilities to utilize appropriate verbs in recount texts. Additionally, English educators should pursue more effective pedagogical approaches, particularly those focused on verbs in recount texts. Moreover, students must prioritize their engagement in English learning, with particular emphasis on verbs in recount texts.

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