



**STUDENTS' ABILITY IN DIFFERENTIATING
STATIVE AND DYNAMIC VERBS IN
GRAMMAR AT SECOND SEMESTER ROOM 10
OF IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirement for the Graduate Degree of
Education (S.Pd) in English*

Written by:

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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LETTER OF AGREEMENT

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Padangsidempuan, Juli 2021
a.n. **Maria Ulfa Padilah Hasibuan**
To: **Dean**
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Maria Ulfa Padilah Hasibuan**, entitled "**Students' Ability in Differentiating Stative and Dynamic Verbs in Recount Text at Second Semester Room 10 Language Development Center IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikum wr.wb.

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ABSTRACT

This research discussed about students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 language development center of IAIN Padangsidempuan. The students' problems in this research were difficulties to read stative and dynamic verbs in grammar, especially to compare action verbs and non-action verbs, to compare which verbs show about the feeling.

The purpose of this research was to determine students' ability to distinguish stative and dynamic verbs in grammar. The formulation of this research was how is students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 language development center of IAIN Padangsidempuan.

This research employed descriptive quantitative method. The population of this research was all of students in Tarbiyah and Teacher Training Faculty of IAIN Padangsidempuan. The total of population was 17 classes. Then, the sample of this research was one class that was room 10. It was taken by using random sampling.

Based on the result of the research, researcher got the description of the data that mean score was 92,5. It means that the students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 IAIN Padangsidempuan was categorized into very good ability. Then, from the result of the hypothesis testing, the researcher found that $Z_{count} = 1,405 > Z_{table} = 0,326$. It means the hypothesis was accepted. Thus, the result of mean score of the students' ability was very good and actually it should be rejected hypothesis, and based on the result of that score it was accepted.

Keywords: Stative and Dynamic Verbs, Grammar

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Judul Skripsi : Kemampuan Mahasiswa Dalam Membedakan Kata Kerja Statis dan Dinamis Dalam Grammar di Ruang 10 Semester 2 IAIN Padangsidimpuan

ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa dalam membedakan kata kerja statis dan dinamis dalam grammar di ruang 10 semester 2 Pusat Pengembangan Bahasa IAIN Padangsidimpuan. Masalah mahasiswa dalam penelitian ini yaitu menghadapi beberapa kesulitan untuk membaca kata kerja statis dan dinamis. Dalam teks recount. Terutama untuk membandingkan kata kerja aksi dan non aksi. Untuk membandingkan mana kata kerja yang menunjukkan tentang perasaan.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa dalam membedakan kata kerja statis dan dinamis dalam teks recount. Rumusan masalah dari penelitian ini adalah bagaimana kemampuan mahasiswa dalam membedakan kata kerja statis dan dinamis dalam grammar di ruang 10 semester 2 Pusat Pengembangan Bahasa IAIN Padangsidimpuan.

Metode penelitian ini adalah kuantitatif deskriptif. Populasi penelitian ini adalah seluruh kelas yang ada di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Jumlah populasinya adalah 17 kelas. Sampel dalam penelitian ini menggunakan satu kelas yaitu ruang 10. Penelitian menggunakan random sampling untuk mengumpulkan data.

Berdasarkan hasil penelitian, peneliti memperoleh hasil deskripsi data yang ditemukan bahwa mean score 92,5. Kemampuan siswa dalam membedakan kata kerja statis dan dinamis mahasiswa semester 2 ruang 10 IAIN Padangsidimpuan dikategorikan ke dalam high ability. Kemudian dari hasil uji hipotesis, peneliti menemukan $Z_{hitung} = 1,405 > Z_{tabel} = 0,326$. Itu berarti bahwa hipotesis diterima. Sehingga hasil mean score dari kemampuan siswa adalah high ability dan tentunya hipotesisnya ditolak, dan berdasarkan hasil dari skor tersebut hipotesisnya diterima.

Kata Kunci: Kata Kerja Statis dan Dinamis, Grammar

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Padangsidempuan, Juli 2021

Researcher

Maria Ufa Padilah Hasibuan
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language. It is impossible for people from different countries to communicate without an international language. Especially in Indonesia English language to communicate with each other or people who come from another country. It is widely used and learned all over the world. It is used in education, grammar, technology, etc. It is very important to know how the structures of words are formed because people can easily understand kind of word class in a sentence.

By mastering English well, the language learners have to practice theory intensively in daily life and order to be able to understand and to implement it. Therefore, English should be taught into teaching and learning English activities. The language learners should try to be competent in practicing four language skills such as, listening, speaking, reading and writing.

Actually, in English the students need knowledge and hard thinking when produce the words, sentences, paragraph at the same time with good English grammatical. English grammar is more complicated that Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher does not aware about students' mistake. Then, the students make their

mistakes repeatedly because they do not have the correction and it is what we have called as error. In English, grammar has eight parts of speech. There are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. From the eight parts of speech here, the researcher selects the verb section, where the discussion that will be carried out is about ability in kinds of verbs.

The verb is the most complex part of speech. By using the verbs it can complete words, statements or questions in a sentence. Like the noun, the verb has the grammatical properties of *person* and *number* properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.¹

According to Heidinger, action verbs denote movement or actives that can be seen or heard. Besides, stative verbs denote that person or things are in particular state or condition. Action verb explain what is done by the subject so that it describes an action. Meanwhile, stative verb describes an opinion or thought, sense, an emotion.² In stative verb there is no action or movement that is done, it's just that the work done can be through thoughts, feelings and emotions.

By learning stative and dynamic verbs, students have developed their ability to compare between action and non-action. Actually, many students

¹ Marcella Prank, "*Modern English a Practical Reference Guide*," p. 47

² Café B Y O Henry, "Analysis of The Finite Verb Phrases in The Short Stories The Gift of The Magi and Cosmopolite in A Cafe By O. Henry" 7 (2019): 71–79, ejournal.gunadarma.ac.id p.72.

keep making errors to different these verbs, they are confused about what verbs are included.

State Institute for Islamic Studies (IAIN) is one of the university in Padangsidempuan that has a new program is Ma'had Al-Jami'ah. It was started in 2015, in Ma'had Al-Jami'ah is collaborated to Language Development Center which all of the new students must study English and Arabic in a year. Students have studied English in the class from English 1 up to English 4. In English 4 students have studied about stative and dynamic verbs. Students are taught how to differentiate between stative and dynamic verbs and also what verbs are included in them. As a student in the program, the researcher also experienced some difficulties to distinguish between the verbs, of course with seriousness it can definitely handle this well.

Since Senior High School has learned about English lessons. Of course the students understand more about grammar test. But in reality the students still do not understand the grammar. Therefore the researcher interested in conducting research on this subject to see extend which students understand this subject.

Based on pre-research, an interview with one of the lecturers in Language Development Center of IAIN Padangsidempuan. She said "In grammar, students at second semester Ma'had Al-Jami'ah of IAIN Padangsidempuan have faced some difficulties to differentiating stative and dynamic verbs in grammar test, especially to compare action verb and non-action verb, to compare which verbs show about the feeling. Then, they felt

confused why stative verb cannot use in present continuous tense”.³ Here it can say stative verb as non-action verb and dynamic verb as action verb.

Based on the explanation above, the researcher interest and need to know this error with the title **“Students’ Ability in Differentiating Stative and Dynamic Verbs in Grammar at Second Semester Room 10 of IAIN Padangsidempuan”**.

B. Identification of the Problem

Based on description above, the researcher identified the problem of students’ ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center of IAIN Padangsidempuan.

C. Formulation of the Problem

Based on the background of the problem above, the problem can be formulated as follow:

How is students’ ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center of IAIN Padangsidempuan?

D. Purpose of the Research

The purpose of the research is to know how is students’ ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center of IAIN Padangsidempuan.

E. Significances of the Research

³ Wardatul Fadhila Hasibuan, as a lecturer at Third Room Second Semester Ma'had Al-Jamiah IAIN Padangsidempuan. Interview on July 1st 2020 .

There are many significances of the research. The research is expected to be useful for:

1. Language Development Center of IAIN Padangsidempuan, to extend the English lecturers to improve in teaching English especially in differentiating stative and dynamic verbs in grammar.
2. Lecturers, to find out the suitable and best way in teaching English and easier the students to get it especially in differentiating stative and dynamic verbs in grammar.
3. Students, to help them and make it easier to understand in learning English especially in differentiating stative and dynamic verbs in grammar.
4. Researcher, who wants to conduct a research as the references for further other research.

F. Definition of the Key Terms

1. Students' Ability

Student is someone who studies in formal conditions, such as school, collage, university or in any teaching environment. Ability is a skill, power, physical, mental and financial to do something. So, students' ability is a person studying at a school, college or university with their skill, power and mental to do something well.

2. Stative and Dynamic Verbs

English verb are divided into two categories, stative and action verbs. Action verbs also called dynamic verbs which counterpoint with stative verbs on the ground that the letter does not appear in progressive aspect in general.⁴

According to Jackson, verbs are classes of words that represent situation-types. Related to situation-types, verbs can be distinguished into two classes of verb namely dynamic and stative verbs.⁵

According to Serap Atasever Belli, for instance stative verbs such as *understand, love, want, feel, and etc.* which were examined within the scope of this research, have been known for long as the verbs that cannot or rarely occur in the progressive form as rule as evidenced in a number of previously written English textbooks.⁶

Stative or non-action verbs are verb for things which are not active. In non-action verbs we cannot use progressive –ing. Non action verb indicate state, sense, desire, possession, or opinion.⁷ Stative is the verb cannot change, move and describe.

Based on definition above the researcher concludes stative verb is kinds of verb without action, someone does the verb just by his feeling.

⁴ Imran Muhammad and Mamuna Ghani, "Acceptability of Stative Verbs in Progressive Form within Linguistic Context," *International Journal of English Linguistics* 7 (2017): 67–74, <https://doi.org/10.5539/ijel.v7n4p67> p. 67.

⁵ Lucia Tri Natalia Sudarmo, "The Effects of The Employment of Dynamic and Stative Verbs in Hemingway's 'in Another Country' and 'The Killer'" (Universitas Sanata Dharma Yogyakarta, 2007), p. 4 <https://repository.usd.ac.id> .

⁶ Serap Atasever Belli, "An Analysis of Stative Verbs Used with the Progressive Aspect in Corpus-Informed Textbooks," *English Language Teaching* 11 (2018): p. 121, <https://doi.org/10.5539/elt.v11n1p120> .

⁷ Dian Sri Hermayani, Don Narius, "Teaching Action Verbs Through Collocation Practice at The 7th Grade of Junior High School Students" (Universitas Negeri Padang, 2013), p. 149.

While, dynamic verbs is kinds of verb should do with action, movement, change and shift.

3. Grammar

Gleason and Ratner state, grammar is a set rule that explores the forms and structures of sentences that can be used in language.⁸

Grammar very important in learning English, it can make the students know and understand the sentences well.

Brown describes that grammar is a partly study of what forms (structure) or system of rules governing the conventional arrangement and relationship of words that concerns with the analysis at the level of sentences. So there is possibility to learn another language than her/his own language since grammar provides the rules that can be learnt.⁹

Based on definition above the researcher concludes grammar is one of the rules in language for changing the form of words into good sentences structure.

⁸ Krista Uibu and Merili Liver, "Students' Grammar Mistakes and Effective Teaching Strategies" *International Journal of Teaching Education*, Vol.III, No.1 2015 p. 71

⁹ Saptin Dewi Setyo Hastuti, and Agus Widyantoro, "The Influence of Vocabulary and Grammar Mastery on The Students' Writing Skill at Yogyakarta State University" *Journal*. Vol.1-No.1 p. 72

CHAPTER II

THEORITICAL DESCRIPTION

A. Literature Review

1. Definition of Students' Ability

Students' ability comes from two words: students and ability. Student according to Oxford dictionary is a person who is studying at a collage of university, person studying at secondary school, and person interested in particular subject.¹⁰ Next, A.S. Hornby says, the student is a person who is studying at a university or collage.¹¹ Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially one who attend a school, or who seeks knowledge from professional teacher or from books as the students of an academy, a collage or a university, a medical students and a hard students'. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, of physical nature is said by student. Whereas, in Indonesia dictionary explain that the student is a learner especially on the grade of elementary, junior, senior high school.¹² Student is a person has capacity or power in understanding vocabulary that the student is studying in university.¹³

¹⁰ A.S Hornby, "Oxford Advanced Learner's Dictionary, (New York: Oxford University Press, 2000) p.442

¹¹ A.S. Hornby, Sixth Edition, p. 1187

¹² Rima Alfina, "An Analysis Students' Ability in Writing Narrative Text at Grade X Students' of SMA N 6 Padangsidempuan" (2019) p. 9-10

¹³ Trilanti, Eka Sustri Harida and Fitri Rayani, "An Analysis on The Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidempuan, English Education Vol. 1 No. 2 July 2013, p. 104

So, based on definition above, the researcher concludes the student is a person who lives and study in formal situation, and how they develop their level education process in knowledge.

Furthermore, according to A.S. Hornby, ability is able to do or a level of skill or intelligence.¹⁴ Then, the ability it means “the quality or capacity being able to do something well”.¹⁵ Ability is capacity or power to do something physical and mental. That’s means to do something consist of physical or mental achievement. So, the ability is a skills, capacity or power that someone has.

2. Verb

Verbs are used to express the activity of something or a group of nouns. In the sentence, the verb serves as a predicate. Verbs generally require an object (called a transitive verb), but there are also some verbs that do not require objects (called intransitive verb). Verbs are the most important kind of words in a sentence. Even in spoken language, with just a verb we can already express an idea that is already understandable to others.¹⁶

Verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations. Like the noun, the verb has

¹⁴ A.S. Hornby, “Oxford Advanced Learner’s Dictionary, Sixth Edition” (New York: Oxford University Press, 2003) p. 2

¹⁵ A.S. Hornby, p. 1344

¹⁶ Maryati Salmiah, “Verb in English Grammar Subject,” *Junal Vision XI* (2017): 1–16, jurnaltarbiyah.uinsu.ac.id p.2.

grammatical properties of person and number.¹⁷ Verbs can also be used as a complement to complete a sentences, statements and questions.

Greenbaum and Nelson, verb is word that can be the main word in a verb phrase and is often the only verb. Certain suffixes are added to nouns or adjectives to make main verb.¹⁸ With the presence of a verb, a sentence will appear more complete and unified to be understood.

So, based on definition above, it can be concluded verb is a word or combination from words between action and state of being, activities and condition. A verb is part of the sentences that tells us what the subject performs. For examples: Adzra watches a tournament at night (a usual action). Jane is going to market (a condition of action). Rama and Roma do not like to play football (a negative action). Ulfa is a good girl (a state of being).

a. Types of Verb

Frank classified that the types of verb described here differ according to the kinds of complement they may have.

¹⁷ Marcella Frank, p. 47

¹⁸ Greenbaum, Sidney and Nelson, Gerald, "An Introduction to English Grammar", (Pearson Education Jonathan: 2002), p. 92

1. Predicating Verbs

A predicating verb is the chief word in the predicate that says something about the subject. The predicating words (or predicator) has traditionally been called a verb of action. (Babies **cry**; She **wrote** a letter).

Predicating verb has actually been interpreted to include most non action verbs that are not linking verb. (I **remembered** him; She **needs** more money)

2. Transitive or Intransitive Verbs

A transitive verb take a direct object (He is **reading** a book) an intransitive verb does not require an object (He is **walking** in the park). Only transitive verbs may be used in the passive voice (The book was **returned** by him quickly). All linking verbs are intransitive.

3. Reflexive Verbs

A reflexive verb requires one or the compounds with –self (reflexive pronoun) as its object –express oneself, wash oneself, pride oneself, avail oneself. Some verbs may be used with or without the reflexive pronoun object –He **washed** (himself) and **dressed** (himself) quickly. Reflexive verbs often have a non-reflexive use also. And can take objects that do not refer back to the subject –She **washed** the child and then dressed him quickly.

4. Auxiliary or Lexical Verbs

Some verbs used as auxiliaries may also occur independently –be, have, do. Other verb function chiefly as auxiliaries and must be used with a lexical verb –shall, will, can, must, may, should, would, could, might.

Auxiliaries combine with lexical verbs that are simple (unchanged) form (will open), in –ing form (is opening), or in –ed (was opened). The number of auxiliaries used with a lexical verb varies. A lexical verb may have no auxiliaries (he opens, he opened), one auxiliary (he will open), two auxiliaries (he has been opening), or three auxiliaries (he may have been opening). Agreement with the subject occurs in the first auxiliary only. Only be, have, do, the verbs that may be used independently, can indicate person and number.

5. Finite or Non-Finite Verbs

The form for these verbs is determined by the function which the verb has in a sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have –person, number, tense, voice, etc.

Non-finite (infinite) verbs are incomplete verb forms that function as other parts of speech than verbs. They consist of the infinitive forms (to + the simple form of the verb) and the

participial –ing or –ed forms. Thus, in The boy **talking** to the teacher is my brother, **talking** is participle used as an adjective to modify boy. In He likes **talking** to the teacher, **talking** is a noun (a gerund) used as the object of likes. The non-finite forms, which are also called verbals, are not limited by person or number, but they have voice and some tense.

Azar states, that other verb like be that may be followed immediately by an adjective are called linking verb. Common verbs that may be followed by an adjective are: feel, look, sound, taste, appear, seem.¹⁹

1. Linking Verb

Example:

- a. I **feel** good
- b. He **looks** handsome
- c. The music **sounds** loud
- d. The milk **tastes** sweet
- e. William **appears** understand about his lesson
- f. The man **seems** fine today

The linking verbs are often subdivided by modern grammarians in to be and all others. One of the most important differences is that, whereas the other linking

¹⁹ Zulkifli A. Badaruddin and Jusmin HJ Wahid, "The Use of Particles By the Second Semester Students of English Program at Khairan University," *Jurnal Ilmiah Wahana Pendidikan* 5 (2019): 111-112, <https://doi.org/10.5281/zenodo.3598162>.

verbs are followed mostly by predicates, be may be followed by many types of complements.

Example:

- a. He is **handsome** (adjective)
- b. He is handsome **boy** (noun)
- c. The man is **here** (adverb)
- d. Mary is **in the house** (prepositional phrase)

2. Transitive and Intransitive Verb

Examples:

- a. She **loves** rain
- b. Noah **played** the game
- c. They **ran**

From the description above I tend to use the types of verb from Marcella Frank. Because, the verb that is described is in more detail and the types used is very complete, so that it is easier for us to understand what is include in it.

a. Stative Verbs

Stative verbs are those verbs that describe a state of affairs without performance of an action; when a state is described, there is not any involvement of physical activities.²⁰

Moreover, stative verbs such as *possess, know, understand, love and want* are claimed to resist the progressive because they denote static situations and lack internal structure as there are no stages progressing to an end.²¹ In other words, stative verb usually can not appear in the so-called present progressive and past progressive.²²

Stative verb such as *contain, hope, know, need, own, resemble, and understand* express state or situations rather than action. These stative verbs can signify cognitive, emotional, and physical states.²³

Based on the definition above, the researcher concludes the stative verb is a verb describes state or mind of person. Stative verbs express state without action, and present the things such as feelings, emotions, hoping, opinions, owning and being.

1) Function of Stative Verbs

²⁰ Khalid Ali Abdullah, "A Comparative Study of Declarative Sentences in English and Kurdish," *Journal of Raparin University* 5, no. March 2018 (2018): 29–56, <https://www.researchgate.net> p. 33.

²¹ Belli, "An Analysis of Stative Verbs Used with the Progressive Aspect in Corpus-Informed Textbooks" p. 122.

²² David Holton at All, "An Essential Grammar of the Modern Language" (New York: Routledge, 2004) p. 112

²³ Ron Cowan, "The Teacher's Grammar of English" (New York: Cambridge University Press, 2008), p. 366

A verb basically used to define a situation or state rather than an action. They typically relate to thoughts, emotion, relationship, sense, state being and measurements. Stative verbs are not usually with –ing in progressive. Because, the function of this verb is to describe or express a state performance and action. When a state is described, there is not physical activities of the verbs.²⁴ With the stative verb, the action used is clearer and can be understood specifically.

2) Characteristics of Stative Verbs

Stative verbs have the following characteristics, which can serve as tests for stative verbs:

- a) The states expressed are continuous and unchanging while they last, which usually is for a long or indefinite verbs.
- b) They do not have a end point. Verbs expressing something that has no end point are referred to as atelic verbs.
- c) Thus, stative verbs occur with start and stop but not with finish (e.g. He stopped loving Susan but not he finished loving Susan)
- d) It is possible to ask the question how long have/has....? (e.g. how long have you known/needed/ owned....?)
- e) They do not normally occur in progressive aspect forms (e.g. she is having car).
- f) They cannot occur with most manner adverbs (e.g. she understood methodically).
- g) They usually cannot occur in pseudo-cleft sentences (e.g. what bill did was resemble his brother).²⁵

²⁴ Salmiah, "Verb in English Grammar Subject" p. 7.

²⁵ Ron Cowan, "The Teacher's Grammars of English" (New York: Cambridge University Press, 2008), p. 336

For convenience, refer to the action expressed by verbs rather than to the action or state. The context clarifies whether states and stative are included.

3) Example of Stative Verbs

Table 1
Examples of using stative verb as follows:

No	Verbs	Sentences
1.	Have	<p>1. Have (stative) = own</p> <p>I have a car</p> <p>2. Have (dynamic) = part of expression</p> <p>Dynamic form: I having a party/a picnic/a bath/ a good time/ a break</p>
2.	See	<p>1. See (stative) = see with your eyes/understand</p> <ul style="list-style-type: none"> - I see what you mean - I see her now, she is just coming along the road <p>2. See (dynamic) = meet/have relationship with</p>
No	Verbs	Sentences
		- I've been seeing my boyfriend for three years

		I'm seeing Robert tomorrow
3.	Think	<p>1. Think (stative) = have an opinion</p> <p>- I think that coffee is great</p> <p>2. Think (dynamic) = consider, have in my head</p> <p>What are you thinking about? I'm thinking about my next holiday</p>
4.	Taste	<p>1. Taste (stative) = has a certain taste</p> <p>- The soup taste great</p> <p>2. Taste (dynamic) = the action of tasting</p> <p>The chef is tasting the soup.²⁶</p>

From the example above for the stative verbs are not usually with -ing in progressive. Because the function of this verb is to describe or express a state performance and action. Then, dynamic verbs can with -ing in the progressive.

b. Dynamic Verbs

²⁶ Sri Rahayu, "An Error Analysis of Stative Verb in Students Writing Skill at MAN 1 Metro" (IAIN Metro, 2019), repository.metrouniv.ac.id p. 15-16

According to Warriner action verb is the action expressed by a verb may be physical action or mental action. Physical action: jump, shout, search, carry and run. Mental action: worry, think, believe, and image. An action verb is a verb that describes an action like run, jump, kick, eat, break, cry, smile, or think. Langston Hughes wrote volumes of poetry. Julia child makes gourmet cooking fun. A distinguished cinematographer, James Wong Howe, filmed the movie. Daniel listened to the Jupiter Symphony by Mozart. They watch all of Julie Andrews' movies. She remembered the song.

When using action verbs, the sentence structure will be: subject + action verb + object or complement. Here are examples of action verb in sentences: 1. Greg is kicking the ball. (the action verb is kick. It describes what Greg is doing). 2. The wind blows constantly in Chicago. (the action verb is blows. It describes what the wind does). 3. He accepted my apology (the action verb is accepted. It describes what he did).²⁷ Dynamic verb is the verb can be moving or changing from the one place to others, and the subject also expressed.

Risdianto said, most grammar experts define that verb is an action word that shows action. The reason that the verb indicates

²⁷ Dia Mardalena, "An Error Analysis on The Use of Action Verbs on Recount Writing Made by The Eleventh Grade Students of SMA Nurul Amal Palembang in Academic Year 2016/2017" (UIN Raden Fatah Palembang, 2017), repository.radenfatah.ac.id p.35-36.

an action that is performed by subject. Whereas, not all verbs show an action. There is also a verb that show a condition of subject. Verb that expresses condition an action by subject is called action verb, while verb that expresses condition of subject is called state verb, or called verb be. For example: Action verb: Hasan plays football everyday, Harjono works very hard in his office. Verb be: the secretary is smart and beautiful, his family was very happy.²⁸ With the verb can make sentences completed and the condition also be certain that it easier for others to understand.

Action verb are also known as dynamic verbs. They indicate activities, processes, momentary action or physical conditions and also include mental actions. The following are example of action verb:

- a. Action verbs show activity: eat, listen, play, walk, work.
- b. Action verbs show process: change, grow, melt, shorten, widen.
- c. Action verbs show momentary actions: hit, jump, knock.
- d. Action verbs show mental actions: think, wonder, guess.²⁹

Belli said dynamic verbs contrast with stative verb in that they describe the performance of actions. That is why they are called “action verbs”.³⁰

²⁸ Muflichatul Ista'in, “An Error Analysis of Using Action Verb in Recount Text Made by The First Year Students of SMA Kartika III-1 Banyubiru in The Academic Year 2013/2014” (IAIN Salatiga, 2015), e-repository.perpus.iainsalatiga.ac.id p. 23-24.

²⁹ Umi Afifa, “Error Analysis on Using Action Verb in Writing Recount Text of The Eighth Grade Students at The First Semester of SMPN 1 Sumberejo in The Academic Year of 2018/2019” (UIN Raden Intan Lampung, 2019), repository.radenintan.ac.id p. 50-51.

³⁰ Belli, “An Analysis of Stative Verbs Used with the Progressive Aspect in Corpus-Informed Textbooks” p. 122.

Based on definition above, it can be concluded dynamic verb it means something verb moving or changing. The verb describes action rather than a state. Dynamic verbs express things like go, play, write, read, study, drink, eat, walk. Dynamic verb sometimes called as “action verb”.

3. Grammar

a) Definition of Grammar

Grammar is one of the language aspects. Therefore someone who learns a new language formally, in general, will be given grammar lessons. Of course this depends on the level of the students who are learning. Learning grammar is an important activity in language learning.

Grammar is an important element to be learned in learning a language. It plays an important role in improving skills in English. According to Swan, grammar is the rule that say how words are combined, arranged, and changed, to show different meaning. Harmer defines that grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. Then grammar can be defined as words put together to make correct sentences. It does not only affect how the units of words

are combined in order to make correct sentence but also affects their meaning.

According to Cowan, grammar as the set of rules that describes how words and groups of words can be arranged to form sentences in particular language. The grammar of English consists all of the rules that govern the formation of English sentences, and that is precisely what learners of English want to know.³¹

Grammar is the structure and meaning system of language. According to Fromkin and Rodman to understand the nature of language, learners must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language.³² It means that grammar has important rule for people who want to learn another language.

Shastri said, that grammar is defined as the total mechanism of a language that helps to communicate correctly and appropriately.³³ Thus, people who speak the language are able to communicate well because they know the system of its language.

³¹ Iwan, "The Effects of Vocabulary and Grammar Mastery on Students' Reading Skill" Journal. Vol.VIII No.2 September 2016 p. 21

³² Hanifah, "The correlation Between Students' Grammar Mastery and Writing Ability on Descriptive Text", p. 2

³³ Pratima Shastri, "Communcative Approach to The Teacher of English as A Second Language" 2010, p.8

b) Types of Grammar

Cook states, grammar can be grouped into several types, namely:

1. Prescriptive grammar: is a way to explain how someone should say something, not explaining how someone says something.
2. Traditional grammar: a system of how sentence structures are used in schools, based on the classical language grammar.
3. Structural grammar: a system for describing language sentence based on the preparation of smaller structures into a larger structure.
4. Linguistic/grammatical competence: seen from this angle, grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The owner of the language knows how to use grammar without studying it.
5. EFL grammar: a person who is not a native speaker of a language will know the grammar of a language by studying it. Therefore this type combines elements of traditional and structural grammar.³⁴ When the students learn more about the types of grammar, it

³⁴ Muh. Saeful Affendi and Umi Rokhyati, "A Study on Grammar Teaching at an English Education Department in an EFL Context" Journal, vol.5 Issue.1 January 2017, p. 43

will make easier for them to understand the language.

c) How to Teach Grammar

Based on the differences between the types of grammar above, it raises two views in teaching grammar which is different, namely grammar as a set of rules, often seen as arbitrary or unrealistic, is only one narrow view of grammar. Such a view is based on the belief that:

- a. Grammar must be explicitly taught.
- b. Grammar is absolute and fixed, a target or goal that speakers need attain in order to be “good” speakers or written of the language.
- c. Grammar is inherently difficult and confusing, its mysteries only apparent to teachers, language mavens, or linguist.

There is another view that sees grammar as a blueprint of language. As a blueprint of language, grammar guides speakers in how to string together symbols, sounds, and words to make coherent, meaningful sentences. This type of grammar knowledge is intuitive and reflects the innate ability of speakers to learn and use

their native language. Children, for instance, do not memorize rules as they learn to speak, what they actually learn are the rules or patterns governing their language. Grammar is what allows language users to create and understand an unlimited number of new and original sentences.³⁵ The place of grammar in teaching of foreign language is controversial. Most people agree that knowledge of language means, among other things, knowing its grammar, but this knowledge may be intuitive, and it is not necessarily that grammatical structure need to be taught as such, or that formal rules need to be learner.

d) Teaching Grammar as Second Language

Grammar as underpinning language is an important base in communication. There are three major factors must be considered in teaching grammar as second language:

1. Input

³⁵ DeCapua, A “*Grammar for Teachers: a Guide to American English for Native and non-Native Speakers*” (New York: Springer), p. 112

Input can be defined as the language that learners hear or see thus, input can be both oral which means students tend to learn orally such as listening to radio, watching movie, etc. and written which means students tend to learn through text such as reading article, browsing a newspaper or magazine, etc. In other words, an input is content that students are going to expose and attempt to process.

2. Interaction

Interaction the learner can decompose the target language structure and derive meaning from classroom language learning tasks. Interaction gives learners the opportunities to incorporate target language structures into their own speech as well as giving meaningfulness to classroom language learning task of any kind.

3. Output

Output focuses on grammar through collaborative output tasks. Collaborative output tasks refer to instructional options that push learners to produce output by performing tasks

that require them to pay attention to both meaning and grammatical forms.³⁶

So, it's concluded that the three of major by teaching grammar as second language to be mastered by students.

e) Approaches in Teaching Grammar

In learning and teaching grammar, there are two main approaches that affect how grammar is taught. Some present the structure directly and some indirectly. While making plans for a grammar course, teachers need to develop either a direct or indirect methodology. After selecting the appropriate style for their classroom, instructors may focus on form with direct and deductive methods or they may concentrate on the meaning with indirect and inductive methods.

1. Deductive approach

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principals of this approach are generally used in the classes where the main target is to teach grammar structure.

³⁶ Nassaji and Fotos, "Teaching Grammar in Second Language Classroom" 2011, p 9

For instance, these principles are convenient for the classes that grammar-translation method is applied. According to Thornbury's three basic principles, a deductive lesson starts with presentation of the rules by the teacher. Secondly, teacher gives examples by highlighting the grammar structures. Then students make practice with the rules and produce their own examples at the end of the lesson. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

2. Inductive approach

Inductive procedures reserve this process. An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories). An inductive teaching, teacher present the learners

with samples of language and through a process of guided discovery, get them to work out the principle or rule for themselves.

Nunan identifies inductive approach as a process where learners discover the grammar rules themselves by examining by examples. In an inductive approach, it is a possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or audio rather than isolated sentences.³⁷ In an inductive approach learners are provided with samples, which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar, rules and they practice the language by creating their own examples.

³⁷ Nunan "Practical English Language Teaching" (New York: MC Graw-Hill, 2003) p. 23

B. Review of Related Finding

Actually there are some related findings in this research. They are:

The first is Susilawati, the use of mime game was good and effective to enhance the students' action verb master of second grade students at SMP YPLP PGRI 1 Tamalate. It was proved by students result before and after giving the treatment, their scores increased and become good with the mean score of the students' pre-test of experimental group was 52,81 with standard deviation was 14,46 while of post-test which had good score with mean score 83,44 and standard deviation was 7,24 after the treatment, and also in control group the total score of pre-test 57,19 with standard deviation was 10,80 and the total of the students' post-test was 71,56 and standard deviation was 9,08 the result achieve from both tests, the pre-test and the post-test were different.³⁸

The second is Rini Anggraeni, the third semester students at English department in Muhammadiyah University of Makassar had a fair good achievement constructing finite verb phrase even in writing simple sentence construction. This provided by the mean score of students' ability to construct finite verb were 72. 4 students or 6% students got 76-85 which could be categorized good, next 56 students or 89% from the total samples got 66-75 which categorized fair good. The last was 56-65, the table above

³⁸ Susilawati, "The Students' Ability in Use Action Verb of Mime Game Toward at The Second Grade Students at SMP YPLP PGRI 1 Tamalate" p.39.

showed 5% students from the total samples, which was about 3 students got fair score.³⁹

The last is Muflichatun Ista'in, she said the students' mastery of using action verb in recount text still fail. Because there are 25 students or almost 50% students answer below 60%. It be concluded that the teaching learning process of using action verb in recount text at the first year students of SMA Kartika III-1 Banyubiru should be increased.

Based on the test result of using action verb in recount text can be concluded that the dominant errors is caused by ignorance of rule restriction. It happens in there are 36 or 85.71% students gave the wrong answer and 6 or 14.29% students gave the right answer.⁴⁰

For the related findings above, the researcher concludes and wants to know what is the most dominant errors in students' ability in differentiating stative and dynamic verbs in grammar made by the room 10 second semester of students IAIN Padangsidempuan. And then the researcher wants to research about "Students' Ability in Differentiating Stative and Dynamic Verbs in Grammar at Second Semester Room 10 Language Development Center of IAIN Padangsidempuan".

³⁹ Anggraeni, "Students' Ability to Construct Stative Verb in Writing English Sentences (A Descriptive Study on TheThird Semester Students of English Department in Muhammadiyah University of Makassar" p.43.

⁴⁰ Ista'in, "An EAnalysis of Using Action Verb in Recount Text Made by The First Year Students of SMA Kartika III-1 Banyubiru in The Academic Year 2013/2014" p.70-71.

C. Hypothesis

Based on formulation of the problem above, the hypothesis is a good proposition in testing form and predicting a particular between the variables. Here, the hypothesis of the research was students' ability in differentiating stative and dynamic verbs in grammar was enough ability.

CHAPTER III

RESEARCHED METHODOLOGY

A. Place and Time of the Research

This research has been conducted at second semester room 10 Language Development Center of IAIN Padangsidimpuan. It is located on Jl. H. T. Rizal Nurdin Km. 4.5 Sihitang, Padangsidimpuan Tenggara, Padangsidimpuan City, Province of North Sumatera, Indonesia. It has been conducted from February 19th 2021 up to May 16th 2021.

B. Research Design

This research used quantitative research with descriptive method. Quantitative research is the research based on collection and analysis of numerical data, usually obtained from question, test, checklist and other formal paper and pencil instrument. It means that researcher analyzed students' ability in differentiating stative and dynamic verbs. The researcher applied quantitative research with a type of descriptive method. Descriptive research is a research to analyze about the situation and phenomenon of students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center of IAIN Padangsidimpuan.

C. Population and Sample

1. Population

The population was the students at second semester in Tarbiyah and Teacher Training Faculty (FTIK) IAIN Padangsidempuan. The population of the research consisted of 17 classes with more than 200 students. It can be seen from the table below:

Table 2
Population of Tarbiyah Teacher Training Faculty (FTIK) IAIN Padangsidempuan.

No	Name of Class	Total of Students
1	Room-1	26
2	Room-2	26
3	Room-3	26
4	Room-4	26
5	Room-5	26
6	Room-6	26
7	Room-7	26
8	Room-8	26
9	Room-9	26
10	Room-10	26
11	Room-11	26
12	Room-12	26
No	Name of Class	Total of Students
13	Room-13	26

14	Room-14	26
15	Room-15	26
16	Room-16	26
17	Room-17	20
Total	17 Classroom	436 Students

2. Sample

In this research, the researcher used random sampling to take the sample. A random sampling was used if the population more than 100. The sample was taken from second semester room 10 that consisted of 25 students. So, the researcher took one the population as the sample, namely: 25 students were the sample of this research.

D. Technique of Data Collection

To collect the data, the researcher asked the students to circle and underline the verbs then students wrote in paper. Brown said, test is a method of measuring a person's ability or knowledge in given domain, with an emphasis on the concepts of method and measuring.⁴¹

Test is process of measuring the ability or quality of students in their knowledge. The test is constructed by the researcher.

Table 3

⁴¹ H. Douglas Brown, "Teaching by Principle: An Interactive Approach to Language Pedagogy, Third Edit" (America: Library of Congress Cataloging, 2007), p. 445

The Indicator of Test

No	Indicators	Number of items	Total test	Score
1	The students are able to differentiating stative verb	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	20	2,5x20= 50
2	The students are able to differentiating dynamic verb	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	20	2,5x50= 50
Total		20	40	100

Here is the explanation:

It has 40 items which is scored 2,5 in each item. Students were able to understand about the verbs. The test contained information about the students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center IAIN Padangsidimpuan.

E. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher

presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the research

n : Sum of respondent⁴²

After the researcher got the data, it would be used to test hypothesis with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x : Data that includes hypothesis category

n : All of the data

p : Hypothesis propotion.⁴³

After the researcher got the data, it has been presented in frequency table as following:

⁴² Anas Sudjiono, “*Statistik Pendidikan*” (Jakarta: Grafindo Persada, 2011), p. 81.

⁴³ Ahmad Nizar Rangkuti, “*Statistik Untuk Penelitian Pendidikan*” (Medan: Perdana Mulya Sarana, 2015), p. 79.

From the Z test, it is known from the hypothesis testing. If the results are obtained $Z_{count} < Z_{table}$ the hypothesis is rejected. Whereas, if the results obtained $Z_{count} > Z_{table}$ the hypothesis is accepted.⁴⁴

Table 3
Classification Quality of the Students' Score

No	Percentage	Criteria
1.	0% - 20%	Very low
2.	21% - 40%	Low
3.	41% - 60%	Enough
4	61% - 80%	High
5.	81% - 100%	Very good. ⁴⁵

After the researcher found the mean score of all students, it would be consulted to the criteria as the following:

1. If the value of mean score is 0 – 20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40, it can be categorized low ability.
3. If the value of mean score is 41 – 60, it can be categorized enough ability.
4. If the value of mean score is 61 – 80, it can be categorized high ability.

⁴⁴ Ahmad Nizar Rangkuti, p. 81

⁴⁵ Ridwan, “*Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi dan Bisnis*” (Bandung: Alfabeta, 2013), p. 23.

5. If the value of mean score is 81 – 100, it can be categorized very good ability.

F. Technique of Validity and Reliability of the Test

1. Validity

A good test must have validity and reliability. A valid instrument refers to the extents to which an instrument measure what is supposed to measure. In this research, the researcher used content validity to validity the test. Content validity is the process is establishing the representativeness of items with respect to the domain of skills, task, knowledge and so forth of whatever is being measured.

2. Reliability

The reliability is synonyms with the consistency of a test, survey, observation, or other measuring device.⁴⁶ Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated. Reliability is one of the characteristic of good test. It refers to the consistency of the measurement.

⁴⁶ Suharsimi Arikunto, "*Prosedur Penelitian*" (Jakarta: PT. Rineka Cipta, 2010), p. 221

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, this research discussed about the result that consisted of description of data, calculation, mean score, hypothesis testing and discussion. This quantitative descriptive analysis used mean score to get their whole result as general, then to test the hypothesis. Then to test the hypothesis, the researcher used formula of Z test. Next, the detailed description of data as follows:

A. Data Description

In this data description, the result for stative and dynamic verbs, the researcher has given test about stative and dynamic verbs to the students. The test was about some questions, the students should choose which one was stative and dynamic verb. The researcher used the instrument to collect the data. The test was about comparing to verbs. The data will be shown below:

B. The Result of Ability in Differentiating Stative and Dynamic Verbs

From the second semester room 10 of IAIN Padangsidimpuan, the class consists of 25 students. The researcher gave the test to all of the students. The students looked at the verbs in italics, circle the stative verbs, and underline the dynamic verbs. Based on the students' answer in the test, the researcher calculated the students' score. It can be seen on appendix 5. The student predicate table can be seen below:

Table 4
Category Score of Predicate Table

Score Interval	Predicate	Description
>87-100	A	Very Good
>73-87	B	Good
>60-73	C	Enough
<60	D	Less

The table above describes category scores of students. If the students got score >87 up to 100 it would be very good, >73 up to 87 it would be good, >60 up to 73 it will be enough, and <60 it would be less. Based on the result of students at second semester room 10 of IAIN Padangsidimpuan, the mean score was 92,5 it was categorized as very good.

The students' score of the resume of the variable can be seen as the table below:

Table 5

The Resume of Variable Score

From Students' Ability in Differentiating Stative and Dynamic Verbs

No	Statistic	Variable
1.	High Score	100
2.	Low Score	62,5
3.	Range	37,5
No	Statistic	Variable

4.	Mean	92,5
5.	Median	86,48
6.	Modus	91,76
7.	BK	17

From the table above, of 25 students was known that the high score for variable from ability in stative and dynamic verbs 100 and low score was 62,5, range score was 37,5 to get price range score highest value issued minus value the lowest. Mean score was 92,5, median score was 86,48, modus score was 91,76, and total of classes were 17.

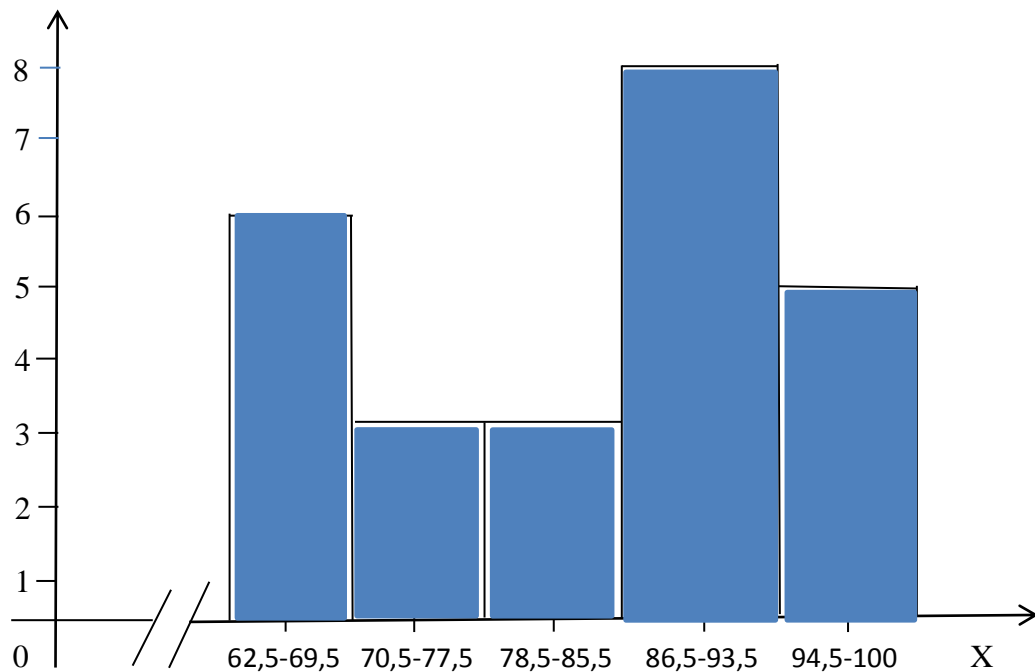
Based on the calculation of variable score from students' ability in differentiating stative and dynamic verbs, mean score was 92,5. So the application from ability in stative and dynamic verbs was very good, it can be known from the table of variable score. Then, the calculation of the frequency distribution of students' score in room 10 can be applied into table of frequency distribution below:

Table 6
Frequency Distribution of students Room 10

Interval	Frequency Absolute	Frequency Relative
62,5 - 69,5	6	24%
70,5 - 77,5	3	12%
Interval	Frequency Absolute	Frequency Relative

78,5 - 85,5	3	12%
86,5 - 93,5	8	32%
94,5 - 100	5	20%
i = 8	25	100%

From the table above, the students' score from 62,5 up to 69,5 was 6 students (24%), 70,5 up to 77,5 was 3 students (12%), 78,5 up to 85,5 was 3 students (12%), 86,5 up to 93,5 was 8 students (20%), 94,5 up to 100 was 5 students (20%). It can be concluded most of the students were in interval 86,5-93,5 with 8 students. Based on the table above, from ability in differentiating stative and dynamic verbs it can be drawn at histogram as below:



**Figure 1: Data Description of Students' Ability in Differentiating
Stative and Dynamic Verbs**

The histogram from the students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center IAIN of Padangsidempuan. Based on the table above, it was known that the variable relevant in ability mastering verbs shows that the respondent at 62,5-69,5 were 6 students (24%), interval 70,5-77,5 were 3 students (12%), interval 78,5-85,5 were 3 students (12%), interval 86,5-93,5 were 8 students (32%), and interval 94,5-100 were 5 students (20%), so the meaning of interval in this research is showing the count of sample who got score in percentage. Based on the explanation above, the teacher needs to pay attention to improve the students' ability in differentiating stative and dynamic verbs.

C. Hypothesis Testing

The researcher used the formula of Z count to analyze the hypothesis. After calculating the data, the researcher has found that the hypothesis was accepted. It can be seen in the result. Z count $>$ Z table (1,405 $>$ 0,326) or Z count = 1,406 $>$ Z table = 0,326. So, there was significant by the test on students' ability in differentiating stative and dynamic verbs in grammar at second semester room 10 Language Development Center of IAIN Padangsidempuan.

D. Discussion

By seeing the data analysis, the researcher found that the result of the students was effective or very good in differentiating stative and dynamic verbs with the mean score was 92,5. The students got 62,5 as the lowest score and got 100 as the highest score. It meant the students understood the lessons well.

This category was same as researcher before according in chapter III that had been done by Susilawati, she has done research with the result of this research is that students' total mean score was 83,44.⁴⁷ The students' ability in action verb from the percentages above can be categorized into very good categorized with the 83,44. So, the researcher finding was same categorized with preview research.

Second, by Rini Anggraeni the result of this research can be seen from the total mean score was 72. 4 or 6% students got 76-85 which could be categorized good, next 56 students or 89% from the total samples got 66-75 which categorized fair good. The last was 56-65, the table above showed 5% students from the total samples, which was about 3 students got fair score.⁴⁸ Comparing with this research, the students' ability in stative verb based on the result, the researcher's finding was higher than previews research.

⁴⁷ Susilawati, "The Students' Ability in Use Action Verb of Mime Game Toward at The Second Grade Students at SMP YPLP PGRI 1 Tamalate" p.39.

⁴⁸ Anggraeni, "Students' Ability to Construct Stative Verb in Writing English Sentences (A Descriptive Study on TheThird Semester Students of English Department in Muhammadiyah University of Makassar" p.43

Therefore, the researcher concluded that the students' ability differentiating stative and dynamic verbs done by the researchers was different and category among the researchers.

E. The Threats of the Research

The researcher found some threats of the research as follows:

- a. The researcher only had the short time to given the test to the students, it made the situation not conducive.
- b. Some of students were not serious when answering the test. Some of them still were cheating. It made the answer of the test was not too pure because some of them did not do it by themselves.
- c. Due the Corona virus, research cannot be carried out freely. Every activity must be limited.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing and describing the data, the researcher got the conclusion that the students' ability in differentiating stative and dynamic verbs was categorized into very good. It can be seen from the mean score gotten by students, the mean score was 92,5. Then from the hypothesis testing by using Z-test. It can be seen $Z \text{ count} = 1,405 > Z \text{ table} = 0,326$. So, Students' Ability in Differentiating Stative and Dynamic Verbs in Grammar at Second Semester Room 10 Language Development Center of IAIN Padangsidempuan was very good category.

B. Suggestion

After formulating the conclusion, the researcher wanted to give the suggestion concrete with the result of this research. It could be seen as below:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially for ability in differentiating stative and dynamic verbs. This research also as reference to other researcher. So, that, she/he develops the researcher with the same subject in various in the different topic.

2. To the lecturers, especially English lecturers of Language Development Center were hoped to develop the students for ability in differentiating stative and dynamic verbs. The English lecturer needs to guide the students in learning through many kinds of ways and technique to avoid the boring and desperate, because many of students think that English lesson is difficult to learn. So, that the students can understand the material of verbs.
3. To the head of Language Development Center IAIN Padangsidimpuan should be active to look at the students' ability.

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CURRICULUM VITAE

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Religion : Islam

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Mother's name : Nur Almiah Siregar

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1. Primary school : SD Negeri 114364
2. Junior high school : Mts Negeri Sungai Kanan
3. Senior high school : SMA Negeri 2 Kota Pinang
4. Institute : IAIN Padangsidempuan

APPENDIX 1

The Instrument of Test

A. Introduction

This test is used by the researcher as the instrument of the research. This to find out students' ability in differentiating stative and dynamic verbs in recount text. The researcher will ask the lecturer help for giving this test and ordering the students to do it under the instruction.

B. Instruction

Look at the verbs in italics. Circle the stative verbs and underline the dynamic verbs.

Name :
Class :

1. Every morning Fatimah *cooks* some foods for their breakfast. Because she *loves* cooking.
2. Ali and Fatimah *have* children, they are Hasan and Husain. After breakfast they *go* to the school.
3. Then, Ali *puts on* a suit and tie, *kisses* his wife goodbye and goes to work.
4. Fatimah always *prayed* to God to *take care* of her family.
5. At least, that's what his wife *thought*, and that's what Ali *wanted* his wife to believe.
6. In fact, Ali *fed* pigeons in the park or *spent* his time in the local library.
7. His wife *goes* shopping every Saturday and *needs* new furniture for the house.
8. She *doesn't forget* to buys some toys for the children and *use* her husband's money.
9. At the time, she *bought* an expensive dress and Ali *didn't know* that.

10. If Ali knew that, for sure he *hated* his wife ability and would *forbid* that.
11. Actually Fatimah *cared* to Ali and wants to *work* in her father's office.
12. But, Ali *loved* her and her husband would her *stayed* at home.
13. On Sunday, Hasan and Husain need to holiday with their parents. And they go to Turkey.
14. They *feel* happy because they can *around* the best places over there.
15. In Turkey, they *eat* some foods like simit, hummus, kebab, baklava and they *very like* it.
16. Before back to their house, Hasan and Husain *buy* souvenirs and their parents *agree* about that.
17. The moment *unforgettable*, because is the first time for them *go* there.
18. Ali and Fatimah want their children *tell* the experience and they *seem* enjoyment.
19. Ali wants his family always *be* happy and *plans* to go on vocation again.
20. Someday, Ali *allowed* her wife to work and she felt *interested*.

Validator

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Padangsidimpuan, 2021
Researcher

Maria Ulfa Padilah Hasibuan
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APPENDIX II

KEY ANSWER

Stative Verbs

1. Loves
2. Have
3. Kisses
4. Take Care
5. Wanted
6. Spent
7. Needs
8. Doesn't forget
9. Didn't know
10. Hated
11. Cared
12. Loved
13. Need
14. Feel

Dynamic Verbs

1. Cooks
2. Go
3. Puts
4. Prayed
5. Asked
6. Fed
7. Goes
8. Uses
9. Bought
10. Forbid
11. Work
12. Stayed
13. Go
14. Around

15. Very like

15. Eat

16. Agree

16. Buy

17. Unforgettable

17. Go

18. Seem

18. Tell

19. Happy

19. Plans

20. Interested

20. Asked

APPENDIX III

The Students Total Score

From Ability in Differentiating Stative and Dynamic Verbs

No.	Students Initial Name	Total Score
1.	RD	92,5
2.	NSS	67,5
3.	SMN	80
4.	SMB	65
5.	SA	92,5
6.	MR	82,5
7.	VS	85
8.	ANS	67,5
9.	IS	62,5
10.	NA	90
11.	NFD	100
12.	AN	85
13.	MUS	82,5
14.	ZH	85
15.	LSD	90
16.	FN	72,5
17.	SES	95
18.	AA	85

19.	RH	70
20.	MH	100
21.	MP	67,5
22.	NWK	62,5
23.	NH	85
24.	A	72,5
25.	A	90

APPENDIX IV

HYPOTHESIS EXAMINE

Calculation Z count

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\sqrt{p \frac{(p-1)}{n}}} \\ &= \frac{\frac{16}{25} - 0,76}{\sqrt{0,76 \frac{(0,76-1)}{25}}} \\ &= \frac{0,64 - 0,76}{\sqrt{\frac{0,76 (0,76-1)}{25}}} \\ &= \frac{0,12}{\sqrt{\frac{0,76 (0,24)}{25}}} \\ &= \frac{0,12}{\sqrt{\frac{0,1824}{25}}} \\ &= \frac{0,12}{\sqrt{0,007296}} \\ &= \frac{0,12}{0,0854} \\ &= 1,405 \end{aligned}$$

$$Z \text{ table} = Z \left(\frac{1}{2} - \alpha \right)$$

$$= Z\left(\frac{1}{2} - 0,05\right)$$

$$= Z(0,45) = 0,326$$

Conclusion:

Z count > Z table (1,405 > 0,326) or Z count = 1,405 > Z table = 0,326

Based on calculation it can be conclude that Z count =1,405 was more Z table = 0,326

(Z count = 1,405 > Z table = 0,326) by level of significances 0,05. So, from the above result the researcher conclude that the hypothesis was rejected.

APPENDIX V

STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE, TOTAL OF CLASS, INTERVAL AND STANDARD DAVIATION OF STUDENTS' ABILITY IN DIFFERENTIATING STATIVE AND DYNAMIC VERBS

1. Maximal and minimum score were gotten by setting the variable score from low score and high score.

62,5 62,5 65, 67,5 67,5 67,5 70 72,5

72,5 80 82,5 82,5 85 85 85 85 85

90 90 90 92,5 92,5 95 100 100

2. High Score : 100
3. Low Score : 62,5
4. Range : High Score – Low Score

$$= 100 - 62,5$$

$$= 37,5$$

5. Total of Classes : $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 (1,25)$$

$$= 1 + 4,12$$

$$= 5,12$$

6. Interval : $\frac{Range}{Total\ of\ Classes} = \frac{37,5}{5} = 7,5 = 8$

7. Mean

Kelas Interval	f	X	fx	x^2	f^2
62,5 – 69,5	6	66	396	4.356	36
70,5 – 77,5	3	74	222	5.476	9
78,5 – 85,5	3	82	246	6.724	9
86,5 – 93,5	8	90	720	8.100	64
94,5 – 100	5	97,5	487,5	9.506,3	25
Total	25	409,5	2.071,5	34.162,3	143

Interval: 8

Mean

$$\text{Me: } M_1 + I \left(\frac{\sum fx}{n} \right)$$

$$= 90 + 8 \left(\frac{8}{25} \right)$$

$$= 90 + 8 (0,32)$$

$$= 90 + 2,5$$

$$= 92,5$$

8. Median

Kelas Interval	f	F
62,5 – 69,5	6	6
70,5 - 77,5	3	9
78,5 – 85,5	3	12
86,5 – 93,5	8	20
94,5 -100	5	25

$$b: 86,5 - 0,5 = 86$$

$$p: 8$$

$$n: 25$$

$$f: 8$$

$$F: 12$$

Median

Me:

$$= b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 86 + 8 \left(\frac{\frac{1}{2} \cdot 25 - 12}{8} \right)$$

$$= 86 + 8 \left(\frac{12,5 - 12}{8} \right)$$

$$= 86 + 8 (0,06)$$

$$= 86,48$$

9. Modus

Kelas Interval	Frekuensi Absolute	Frekuensi Relative
62,5 – 69,5	6	24%
70,5 - 77,5	3	12%
78,5 – 85,5	3	12%
86,5 – 93,5	8	32%
94,5 – 100	5	20%
Total	25	100%

Modus:

$$Mo: b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 86 + 8 \left(\frac{8}{8+3} \right)$$

$$= 86 + 8 \left(\frac{8}{11} \right)$$

$$= 86 + 8 (0,72)$$

$$= 86 + 5,76$$

$$= 91,76$$

10. Standar Daviation

$$SD = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$= \sqrt{\frac{25 \cdot 34.162,3 - (409,5)^2}{25(25-1)}}$$

$$= \sqrt{\frac{854.057,5 - 167.690,25}{25(24)}}$$

$$= \sqrt{\frac{854.057,5 - 167.690,25}{600}}$$

$$= \sqrt{\frac{686.367,25}{600}}$$

$$= \frac{824,47}{600}$$

$$= 1,380$$

APPENDIX VI

DOCUMENTATION



Explain about the definition of stative and dynamic verbs



Ask the students to understand the learning material



Give the students test about stative and dynamic verbs in grammar



Explain to the students what they do and give them time to do the test



Check the students answer sheets



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Penyelesaian Skripsi.

22 Maret 2021

Yth. Kepala Unit Pelaksana Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

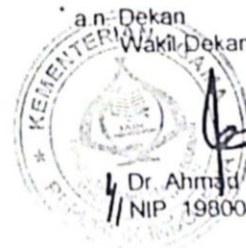
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NIM : 1620300031
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Differentiating Stative and Dynamic Verbs in Recount Text at Second Semester Room 10 Language Development Center IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Wakil Dekan
Wakil Dekan Bidang Akademik



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05 Mei 2021

SURAT KETERANGAN
B-1 19 /In.14/J.2/PP.00.9/05/2021

Kepala Pusat Pengembangan Bahasa IAIN Padangsidempuan

Dengan ini menerangkan bahwa :

Nama : Maria Ulfa Padilah Hasibuan
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Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 26-27 April 2021 dengan Judul : "Students' Ability in Differentiating Stative and Dynamic Verbs in Recount Text at Second Semester Room 10 Language Development Center IAIN Padangsidempuan".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Kepala Pusat Pengembangan Bahasa,

Raylubi

Rayendriani Fahmei Lubis, M.Ag
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