THE ABILITY OF THE VIII GRADE STUDENTS IN IDENTIFYING VERBS IN NARRATIVE TEXT AT SMP NEGERI 5 SIABU KABUPATEN MANDAILING NATAL

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan

as a Partial Fulfilment of the Requirement for the Degree of

EducationalGraduate(S.Pd.) in English

Written by:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

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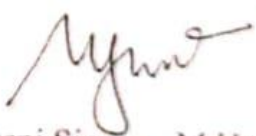
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Lamp: 7 (Tujuh) Examplar

Padangsidimpuan, 12 February 2022

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu

Keguruan IAIN Padangsidimpuan

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Padangsidimpuan

Assalamu 'alaikum Wr.Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n **Mutmainnatul Hubbi** yang berjudul **"The Ability of the VIII Grade Students In Identifying Verbs In Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal"**, maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar Sarjana Pendidikan (S.Pd) dalam bidang Ilmu Program Studi Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan

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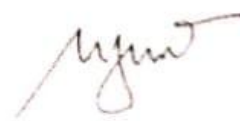
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Wassalamu 'alaikum wr.wb

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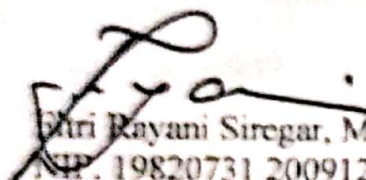
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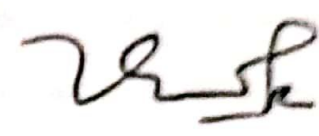
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LEGALIZATION

Thesis : The Ability of the VIII Grade Students In Identifying Verbs In Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal

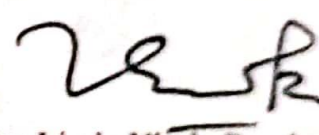Name : Mutmainnatul Hubbi

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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Title of Thesis   :The Ability of the VIII Grade Students in Identifying Verbs in Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

ABSTRACT

This research was about the ability of the VIII grade students' in identifying verbs in narrative text, and the problems were the students got difficulties in identifying regular and irregular verbs. The students did not understand the patterns and the using of tenses and confused about the base form, past form, and past participle form of regular and irregular verbs. The aim of the research was to know the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

This research has three formulation of the problem, they were how was the students' ability in identifying verbs in narrative text at VIII grade students, what were the students' difficulties in identifying verbs in narrative text and what were the efforts of the teacher to overcome the students' difficulties in identifying verbs in narrative text at VIII grade of SMP Negeri 5 Siabu Kabupaten Mandailing Natal. The purpose of this research were to know the students' ability in identifying verbs in narrative text, to know students' difficulties in identifying verbs in narrative text, and to know the efforts of the teacher to overcome the students' difficulties in verbs in narrative text.

In this research, researcher used quantitative followed mixed qualitative approach in the type of the descriptive method. There were 20 students as sample of the research at VIII grade students of SMP Negeri 5 Siabu. In collecting data, the researcher used essay test that was taken from English textbook at VIII grade of junior high school.

Based on the result of research, researcher found that the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal was enough ability, it could be seen from the mean score was 64.

 Keywords   : *Studenst' ability; Verbs, Narrative.*

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Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comments that improve this thesis.

Padangsidimpuan, 01 Maret 2022

The Writer

MUTMAINNATUL HUBBI

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CHAPTER I

INTRODUCTION

A. Background Of the Problem

There are a lot of materials should be studied in English. Such as listening, speaking, reading and writing. To support those four skills need to know the vocabulary and grammar of each language. Grammar is a set of structured rules that govern the arrangement of sentences, phrase and word in any language.

Grammar is an important that should be mastered by students because grammar consists of guidance to make statement about how to use language skills factors in order to understand writing sentence. Knowing grammar will help students to avoid errors making their English sound strange to native speaker. It can be said that without correct grammar, it is impossible to combine word into sentence and sentence into paragraph because grammar is basic knowledge to learn English sentence structure. Grammar also one of several difficulties that are faced by most of Indonesian students in English learning process.

One of material in grammar is part of speech. Part of speech involves are noun, pronoun, adjective, verb and adverbs, preposition, conjunction, and interjection. Part of speech is basic material in English that must be known by students especially talk about noun and verb. It is actually difficult because in reality many students cannot difference them especially verb because verb in English is different with verb in Indonesia. If it is verb in Indonesian language, it doesn't have different pronunciation but verb in English, different written

and different pronunciation. Besides, verb in English has a changing of the form base on the period of time or tenses such as regular and irregular verb. While, verb in Indonesian language doesn't have a changing in the form although in different situation or time. Those are the general problems that are faced by students in Indonesia. So, to make students able to determine of verb, students must know about component which has been used in word classes especially in verb.

Verb is one of element in part of speech. Verb also part of sentence that describes an occurrence, mental or physical action that state of any noun or subject. Based on the manner of writing, verb is divided into two kinds. They are regular and irregular verbs. Regular verb is a normal inflected form: past form and past participle of regular verbs end by d or –ed. While, irregular verb is a verb that does not have a rule in a changing form. Verbs can be found in tenses material because tenses are the times described by a verbs and it involves the verb that change based of the time in tense. Tense of a verb indicates the time period during which an action or event has occurred. Verb is important to be mastered because it will make the students success in structure and grammar, writing, reading, listening, and speaking. It is impossible to avoid verbs if the students speak or write in English. So that is why the minister of education provides the material about verbs start from the first grade.

The important to study verb is students can use verb according to their place so the students can identify verb well. Verbs are used to discuss and

explain more detail the effect of other's writing. So the students should be taught word classes or part of speech especially verb and their grammatical functions.

There are many efforts can be done to increase verb such as the government has included word classes in the English junior curriculum, so that any school with an English junior can study this material. The school has facilitated students by providing reference book in the library and classroom. It is done to increase the ability of the students in mastering English verb.

The reality in the field, even though the students have studied English grammar especially verb. But they still do not understand about that till now. The English teacher also said:

> "Students not have good ability in English especially in verb. They have difficulty to understand verb. They got difficulties because they lack of vocabulary especially in verb, so they didn't know the meaning of the text. They didn't know what the text talk about. The students also confused when they were asked which one is regular and irregular verb."[1]

Besides, the minister of education has expectation for students in junior high school at the second grade that the students are expected to know, to understand, to be able to identify verbs in narrative text, to understand what the narrative text talk about. But, in fact the students cannot identify verbs as well as needed. It can be concluded that students have problem in learning verbs. Students have limited capability in applying verbs in narrative text. This condition cannot be allowed to be continued because it will make and create

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[1]Mrs. Elida Hanum as English teacher at SMP Negeri 5 Siabu Kabupaten Mandailing Natal, private interview on 29th October 2020 at 09.45.

bad impacts on their mastery in English subject. So, this problem must be found the solution to overcome the problem above. One of the solutions is to do a research to see the students' ability in identifying verb in narrative text, what are the difficulties of students in identifying verb in narrative text, and what are the efforts of the English teacher to overcome the student's difficulties in identifying verbs.

Based on the problem above, it is known that the ability in identifying verb is very important for students in junior high school. This research will analyze verb by at VIII grade students of SMP Negeri 5 Siabu Kabupaten Mandailing Natal. So, the researcher interested to know students' ability in identifying verbs. Then, the researcher applies it through the title "The ability of the VIII Grade Students in Identifying Verbs in Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal"

B. Identification of the Problem

Based on the background above the researcher identified the problem of the students' ability, they were students were not focus with the material because most of students did not understand the meaning of the text, the students were lack of vocabulary, and the students also cannot identify verbs on narrative text well.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher found some problems in reading narrative text. The researcher focuses on the students' ability in identifying verbs into regular and irregular in narrative text.

The subject of the research was the VIII grade students in SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

D. Formulation of the Problem

Base on the limitation of the problem mentioned above, the problem of the research can be formulated as follows:

1. How is the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal?

2. What are the difficulties of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal?

3. What are the teacher's efforts to overcomes the problems of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal?

E. Purpose of the Research

Base on the formulation of the problem above, the objective of this research are:

1. To know how the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

2. To know what the difficulties of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

3. To know what the efforts of the English teacher to overcomes the students' difficulties in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

F. Significances of the Research

The research is hopefully significant for:

1. Headmaster

    This study as the information to know the result describing of the ability of the grade VIII students in identifying verbs on narrative text in SMP N 5 Siabu Kabupaten Mandailing Natal all at once giving the facilities in teaching verbs in the school.

2. English Teacher

    This study as the information to know the result describing of the ability of the grade VIII students in identifying verbs on narrative text in SMP N 5 Siabu Kabupaten Mandailing Natal. So, the teacher can know the students' lack in identifying verbs and how to fix the students' problem.

3. Researcher

    This was useful as a source of information for the future and can add new experiences for researcher in seeing the ability of the grade VIII students in identifying verbs on narrative text.

G. Definition of Key Term

To avoid misunderstanding, the researcher explains some terminologies that are used in this research as follows.

1. Definition of Ability

    Ability is capacity or power to perform. According to Hornby said "ability is potential capacity or power to do something physical or

mental."[2] It means people do something consist of physical or mental achievement as a skills.

2. Definition of Identify

Identify is to recognize or establish as being particular person or thing. Identifying is recognizes and understand something. A.S. Hornby says "identify is the process of recognizing or find or discover something.[3]

The researcher concluded that identify is process of finding or discovering something to be understood.

3. Definition of Verbs

Verbs are words that express action. Verbs can express tense (the time at which the action occurred) and voice. Verbs are the words in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in the sentence.[4] So, verb is to explain what subject does.

a. Regular verb

Regular verb is a verb that has a rule in changing the form. Regular verb also is a verb that follows the general pattern for forming simple present, past tense, and past participle.[5] So, regular verb is a normal inflection.

---

[2]A. S Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University Press, 1995), p2.
[3]Hornby, *Oxford Advanced Learners Dictionary of Current English*, p672.
[4]Ed Swick, *English Grammar For ESL Learner* (America, 2005), p17.
[5]George Davidson, *Verbs and Tenses* (USA: Learners Publishing, 2003), p.55.

b. Irregular verb

Irregular verb is a verb that has some different form for simple form, past form, and past participle form. Imam D. Djahuri says that irregular verb is a verb which does not normal inflection or not normally added by –ed, or –d to base form.[6] So, irregular verb is a verb that unpredictable in changing the form.

4. Narrative Text

Narrative text is a type of text that tells the story in the past. Kinds of narrative text are fable, fairy, myth, legend. It has social function is to amuse and entertain the reader or listener.

Based on the explanation above the meaning of the title "the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal" is the quality or skill of the VIII grade students of SMP Negeri 5 Siau Kabupaten Mandailing Natal in identifying verbs (regular and irregular) in narrative text.

H. Thesis Outline

The outline of the research as follows: the first chapter explained about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research and significances of the research, and definition of key terms consist of terminologies of the research.

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[6]Imam D. Djahuri, *Mastery English of Grammar* (Surabaya: Indah, 2011), p.16.

The second chapter explained about the theoretical description. Tell about all of the related with the variable of the research. The explanation consisted of definition, purposes, types, about verbs and narrative text.

The third chapter is study about the research methodology which consists of time and place of the research, kind and method of the research, population and sample, validity instrument, instrument of the data collection, and technique of the data analyze.

The fourth chapter consisted of the result of the research about the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu kabupaten Mandailing Natal

The last chapter consisted of conclusion of the research and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Verbs

Verbs are words that express action. Verbs can express tense (the time at which the action occurred).Verbs are the words in a sentence that describe the action of a sentence or that introduce the condition or state of someone or something in the sentence.[7] Others, verb can be said a word that is used to describe an action and forms the main part of the predicate. Example: make, say, go, buy, bring, run, cry, write, walk, etc.[8]Verb also is a word that indicates a job, deed, behavior, or activity that plays an important role in a sentence.[9] Verbs are used to indicate the actions, process, conditions, or state of being of people or tings.[10]So, the researcher concludes that verb is a predicate that tells what the subjects do.

2. Purpose of Verb

The verb functions the grammatical center for the predication about the subject. Verbs function as the root of what is called the predicate, which is required along with a subject to form a complete sentence. Therefore, every sentence must include at least one verb. The verb is so basic that other

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[1]George Davidson, *Verbs and Tenses*, p.2.
[2]Swick, *English Grammar For ESL Learner*, 72.
[3]Kardimin, *English Structure for Toefl* (Jakarta: PT. Bumi Aksara, 2016), p.1.
[10]Peter Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International* (Canada: CreateSpace, 2016), p120.

function (subject, object, or complement) are determined in relation to it. So the verb functions as the grammatical center for the predication about the subject.

3. Kinds of Verbs

There are many verbs in English. All of them should be classified clearly in order to make the using of them easier and correctly in grammatical patterns. Base on the function of the verbs, verbs can be classified into full verbs, auxiliary verbs and linking verbs. Whereas base on the change in time or way of writing, verbs can be divided into regular and irregular verb. While base on the object, verbs can be divided into transitive and intransitive as shown below. Here the researcher just focuses on full verb in regular and irregular verbs.

a. Full verbs

Full verb is a verb that is not being used as either an auxiliary verb or a modal verb. Full verb is a verb that is used to express action. The full verbs (also known as a ordinary verb, main verb or lexical verb) is used as the main verb or a verb phrase.[11]Here are examples of full verbs.

Example:1) go   6) run

2) cook   7) watch

3) love   8) take

4) buy   9) write

---

[5]Max Brown, *The Senses of the English Language*, 2016, p14.

5) make   10) clean

As verbs can be divided into full verbs which has specific characteristics. The characteristics of the full verbs are as follows:

1. The shape can change depend on the context of the sentence because of the influence of the subject or change in the form of time. For example, the word give changes form to a writing form because of a change in the past tense.

   Example: (a) He gave me a doll

                 (b) She slit the onion

                 (c) Father bought new jacket

2. If it is use for negative sentence or interrogative sentence, the auxiliary *do, does,* or *did* should e used.

   Example: (a) I don't go to the market everyday

                 (b) She doesn't sweep the floor

                 (c) We did the task last night

So, the researcher concluded that full verb is a verb that describes an action.

Beside the characteristic of kind of the verbs, the usage of the each kind of the verbs need to learn. According to the usage of full verb, verbs can be divided into four forms they are infinitive, past tense, past participle, and present participle.[12]

a. Infinitive or present tense is a verb in a base form or V1.
b. Priterite or past tense can be said as verb in V2 or past event.
c. Past participle, can be said as a verb in a third form.

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[6]Rudi Hriyono, *Complete English Grammar* (Surabaya: Gita Media Press, 2002), p.72.

d. Present participle, in can be said a verb in V-ing

Here are the examples of infinitive, past tense, past participle, and present participle.[13]

Infinitive	Past tense	Present participle	Past participle
Bite	Bit		Bitten
			Biting
Bring	Brought		Brought
		Bringing	
Buy	Bought		Bought
		Buying	
Cook	Cooked		Cooked
		Cooking	
Do	Did	Done	
			Doing
Eat	Ate	Eaten	
			Eating
Go	Went	Gone	
			Going
Make	Made	Made	
		Making	
Say	Said	Said	
			Saying
Take	Took	Taken	
		Taking	
Think	Thought	Thought	
		Thinking	

Base on the changing of the time, verbs can be divided into:[14]

1. Regular Verbs

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[13]Max Brown, *The Senses of the English Language*, p.91.
[14]Rudi Hriyono, *Complete English Grammar*.

Regular verb is a verb that has a rule in changing the form. Any verbs that follows general pattern for forming simple present, the past tense, and past participle also called regular verbs.[15]Regular verb is a changing of the verb that follows the normal rules which added –*d* or –*ed* at the end of the word into past and participle form. Example: [16]

Infinitive	Past Tense	Past Participle
Annoy	Annoyed	Annoyed
Betray	Betrayed	Betrayed
Destroy	Destroyed	Destroyed
Enjoy	Enjoyed	Enjoyed
Laugh	laughed	laughed
Learn	learned	learned
Play	Played	Played
Pray	Prayed	Prayed
Pretend	Pretended	Pretended
Sneak	Sneaked	Sneaked
Spray	Sprayed	Sprayed
Suppose	Supposed	Supposed
etc.		

In changing the form of regular verbs start from infinitive, past tense, and past participle, actually needs some rules that must be followed. Here are some rules of regular verbs in changing the form into past tense and past participle.

a.) If the base form of the verbs ends in *e,* just add –*d* to form the simple past tense.

argue – argue**d**

die – die**d**

agree–agree**d**

change – change**d**

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[15]George Davidson, *Verbs and Tenses*, p.55.

[16]Rudi Hriyono, *Complete English Grammar*, p.81.

tie **-** tie**d**

b.) If the base form ends in *y,* and the *y* is preceding by a consonant (not a vowel), the *y* changes to i before the ending *–ed* is added.

cry – cr**ied**

deny–den**ied**

try – tr**ied**

supply - suppl**ied**

c.) If the base form ends in *y,* and the *y* is preceding by a vowel, just need add *–ed* at the end of the word.

stay - stay**ed**

journey – journey**ed**

BUT,

Three verbs are slightly irregular: the simple past tense of **lay, pay** and **say** are **laid, paid,** and **said**.

d.) If the base form is a word of one syllable which ends in a single vowel letter followed by a single consonant (e.g. **drip, pin**) or else is stressed on its last syllable and ends in a single vowel letter followed by a single consonant (e.g.*pre' fer, re'mit*), the consonant is doubled before the *–ed* ending is added:

admit – ad' mi**tted**

clap – cla**pped**

drop – dro**pped**

grin - gri**nned**

refer – refe**rred**

scan – sca**nned**

stir – sti**rred**

spot – spo**tted**

if the vowel is not stressed, or if there is more than one vowel letter in the syllable, then the consonant is not doubled.

gossip – 'gossi**p**ed	edit - edi**t**ed
offer – 'offe**r**ed	clean - clea**n**ed
pardon – 'pardo**n**ed	ransom – 'ranso**m**ed
rear – rea**r**ed	steam - stea**m**ed

In British English, a final *l* following a single vowel always doubles, regardless of the position of the stress.

control – con' tro**lled**

repel – re' pe**lled**

rebel – re' be**lled**

equal – 'equa**lled**

travel – 'trave**lled**

dial – 'dia**lled**

In American English, on the other hand, *l* obeys the general rule and is doubled only if the preceding single vowel is stressed.

control – con' tro**lled**

repel – re' pe**lled**

rebel – re' be**lled**

BUT

equal – 'equa**led**

travel – 'trave**led**

dial – 'dia**led**

e.) If the base form ends in a single vowel followed by **c,** the **c** becomes **ck** before the ending is added.

Picnic – picni**ck**ed

The verb **arc** is an exception: its past tense is **arced**.

So, the researcher concluded that regular verb is a verb that has a rule in changing of the form. The changing of all verbs about from V1 to V2 and V3 generally added by *d* or *ed* to the infinitive. It is said regular verbs.

2. Irregular Verbs

Irregular is a verb which has some different forms for simple form, past form and past participle form. It has changed depends on tenses. Irregular verbs are the verbs not conforming the rule and the simple term is the particularly applied to verbs that do not following the general pattern of adding -ed or -d to principle sentences.[17]

Imam D. Djahuri says that irregular verb is a verb which does not normal inflections or not normally added by "ed" or "d" to infinitive form.[18]Irregular verb is a verb which has some different forms for simple form, past form and past participle form. According to Azar in Randi saputra "Irregular verb is a verb which is not ended by "ed" at

[17]Satrio Nugroho, Practical Complete English Grammar (Surabaya: Kartika, 2008), p168.
[18]Imam D. Djahuri, *Mastery English of Grammar*, p.16.

the end".[19] It has change depends on tenses. Irregular verb is one of verb that does not take –ed ending for the past simple and past participle forms. Irregular verb is a kind of verb which has unpredictable form on its three principle parts. Here the examples of irregular verbs:[20]

Infinitive	Past Tense	Past Participle
arise	arose	arisen
beat	beat	beaten
begin	began	begun
bend	bent	bent
bite	bit	bitten
buy	bought	bought
cut	cut	cut
drive	drove	driven
feel	felt	felt
grow	grew	grown
-		
-		
-		
etc.		

Base on the explanation above, the researcher concluded that irregular verb is a verb that not has a rule in changing the form.

According to the object, verb can be divided into:

3. Transitive verb

Verbs that can have direct object are often called transitive verb. A transitive verb is a verb that describes an action that is happening to someone or something, which is known as the verb's direct object.[21] A lexical verb that has a direct object is a transitive

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[19]Randi Saputra, "Students' Ability In Using Irregular Verbs By Eight Graders" (Universitas Jambi, 2019), http://respiratory.fkip.unja.ac.id.
[20]Rudi Hriyono, *Complete English Grammar*.
[21]Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*, p.121.

verb. Some transitive verbs have both a direct object and indirect object. Here is a list of some commonly used transitive verbs: buy, carry, find, help, like, lose, red, pull, push, sell, speak, write, and understand. Example:[22]

> He buys a newspaper. (direct object)
> Can you find the book? (direct object)
> She helps us. (direct object)
> I don't like cabbage. (direct object)
> She is reading a book. (direct object)
> Father speaks Spanish. (direct object)

Depending on what follows the verb in the sentence, transitive verbs fall into three different classes:[23]

a). Monotransitive

Monotransitive is a verb that has one object only, adirect object. Example: I have the answer
I need a new dictionary
He cut himself

b). Ditransitive

Ditransitive is a verb that has two objects, a direct object and indirect object. Example:I told him the anwer
I gave her my dictionary
She took her mother a bunch of flower

c). Complex transitive

Complex transitive is a verb that has a direct and a complement (a word or phrase that says something about the direct object). Example: They've painted their house purple
I think she is calling you a liar
He calls himself the king of rock-and-roll

So, the researcher conclude that transitive verbs is a verb that followed by object.

4. Intransitive Verb

Intransitive verbs are not followed by a direct object. They often show a movement to a place and are

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[22]Swick, *English Grammar For ESL Learner*, p17.
[23]George Davidson, *Verbs and Tenses*, p.16.

sometimes followed by a prepositional phrase. Intransitive verb also is a verb that doesn't need object because they have a complete meaning because uses active verb.[24] A lexical verb that has neither a complement nor a direct object also called as intransitive verb. Following is a list of some commonly used intransitive verbs: come, drive, fly, go, hurry, jump, ride, run, sail and walk. Example:[25]

> The baby crawls on the floor.
> We are driving fast.
> Are you going home?
> Do you want to travel with us?
> Can you come to the party?

Base on the explanation above, the researcher concluded that intransitive verb is a verb without direct object.

b. Auxiliary Verbs

Auxiliary verbs also called helping verbs. Auxiliary verbs are among the related parts that can form a verb phrase. Auxiliary verbs are used to create different tenses or aspect, to form negative and interrogative, or to add emphasis to a sentence.[26] Auxiliary verb is a verb that helps another verb to form a complete sentence structure. The main characteristic of the auxiliary verb is cannot stand in a sentence, but needs another verbs (full verb).

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[24]Rudi Hriyono, *Complete English Grammar*, p.91.
[25]Swick, *English Grammar For ESL Learner*, p18.
[26]Herring, *The Farlex Grammar Book : Complete English Grammar Rules FARLEX International*, p.148.

Auxiliary verbs can be divided into two kind, they are primary auxiliary and modal auxiliary.[27]

1. Primary auxiliary

Primary auxiliary is an auxiliary that form a specific of tenses. Here are the kinds of primary auxiliary verb.

a). To be (Is, Am, Are, Was, Were)

To be is generally used to form a nominal sentence or a sentence whose predicate is not a news sentence or negative sentence. Meanwhile, in interrogative sentence, to be is placed in the beginning of sentence which replaces the question word. Besides, to be can be used also to form a passive sentence. Here for the usage of to be as follows.

(1) *Am* is used if the subject is I

Example: I am a doctor

I am an English teacher

I am called by mother

(2) *Is* used if the subject are she, he, it.

Example: He is handsome.

Is she a singer?

(3) *Are* is used if the subject you, we, they.

Example: We are in the zoo.

You are warned by the director.

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[27]Kardimin, *English Structure for Toefl*, p.13.

(4) *Was* is a past form from is and am, which is used if the subject I, She, He, and It.

Example: I was sick yesterday.

He was watching television all afternoon last night.

(5) *Were* is a past form from which is used if the subject you, we, they.

Example: They were talking about sport when I met them.

Were you studying when they arrived?

b). To do (do, does, did)

Here are the usage of do, does, and did in a sentence.

(1). *Do* is used if the subject I, You, We, They. Generally, do is used to form negative and interrogative verbal sentence whose predicate is a verb.

Example: Do you read holy Qur 'an everyday?

They don't understand about it.

(2). *Does* is used if the subject is he, she, it. Generally, does used to make negative and interrogative in verbal sentence.

Example: She doesn't work here.

Does he like to tell a lie?

(3). *Did* is past form from do and does. Did can be used for all the subjects.

Example: Did they tell you the truth?

I did not read magazine.

c). To have (have, has, had)

Here the usage of have, has, and had in a sentence.

(1). *Have* is used if the subject I, you, we, they. Generally, have is used to form a sentence which the time is present perfect tense and present perfect continuous tenses.

Example: I have sent a letter to you.

We have been teaching English for a month.

(2). *Has* is used if the subject he, she, it. Generally, has is used to form a sentence which the form of time in present perfect tense and present perfect continuous tense.

Example: He has bought a car.

She has been working here for ten years.

(3). *Had* is a past form from have and has. Had is used for all the subjects. Generally, had is used to form a sentence which the form of time in past perfect tense and past perfect continuous.

Example: She had paid when we left the restaurant.

They had been waiting when I came.

2. Modal auxiliary

   Modal auxiliary is an auxiliary that function to give addition meaning in sentence. Here the examples of modal verbs.

   a). *Can* is used to state several things.

   (1). Ability

   Example: He can lift the big box.

   (2). Giving permission

   Example: You can go home now.

   (3). Possibility

   Example: Se can be a doctor.

   b). *Could* is a past form from can. In general, could is used to state several things.

   (1). Ability in a past time.

   Example: He could play volley ball when he was still young.

   (2). Permission request

   Example: Could you help me for a moment.

   (3). Possibility

   Example: You could see him in his house.

   c). *May* can be used to state several things.

   (1). Asking permission

   Example: May I go with her to the movie?

   (2). Possibility

   Example: I may stay here for a while.

(3) Declining

    Example: The student may not smoke in this class.

d). Might is a past form from may. Generally, might is used to state

  several things.

  (1). Indirect sentence

    Example: She said that I might us hr car.

  (2). Possibility

    Example: Might I know your name?

e). Must is used to state several things as follows.

  (1). Obligation

    Example: I must do my homework.

  (2). Strong possibility

    Example: He must be missed the train.

  (3). Forbidden

    Example: You mustn't do that.

f). Will is used to state several things.

  (1). Activity

    Example: I will go to Makkah next year.

  (2). Desire

    Example: I will help you

  (3). Truth

    Example: Stone will sink in the water.

  (4). Asking helping

    Example: Will you come in, please?

(5). Promise

    Example: I will ask her when I see her.

g). *Would* is a past form from will. Generally, would is used to state several things.

  (1). Request

    Example: Would you open the window please?

  (2). Habit in past time

    Example: When she was young, her mother would tell her stories.

h). Shall commonly used for subject I and We. Here are as follows.

  (1). Determination

    Example: I shall do as she does.

  (2). Upcoming activity

    Example: We shall come here next week.

  (3). Obligation

    Example: You shall pay your tax every year.

i). Should is a past form from shall. Commonly, should is used to state several things as follows.

  (1). Command not executed

    Example: You should have sent my letter.

  (2). Advised

    Example: We should take a rest.

  (3). Compulsory

    Example: We should obey our parents.

The remaining verbs, **ought to, used to, need, and dare** are known as semi-modal auxiliary verbs since they do not share all the characteristics of the modal verbs and only function as auxiliary verbs in certain ways. Semi-modal auxiliary verbs often simply called semi-modal verbs because sometimes behave like modal auxiliary verbs. Like the proper modal verbs, they are used with the base form of verbs to create a unique meaning.

4. Definition of Narrative text

Narrative text is one of the text types that should be learned by students. Narrative text also is one of the commonest text types that students are expected to use early on their school life and it can be seen that the students have studied about narrative text start from the second grade in junior high school. Narrative text is a text that tells a story with complication or problematic events that happen in the past and tries to find the resolution to solve the problem.[28] According to Pumamawati in Sri Wahyuni said narrative text is an account of a sequence of events, usually in chronological order.[29] Narrative text is the text which tells about story or past event from the beginning to the end.[30] Base on Iwuk in Asriani said narrative text is a text that contains about past fiction, past non-fiction,

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[28]Yusimi and Jufri, "Teaching Reading Comprehension Of Narrative Text By Using 'Story Re-Enactment' Technique at Senior High School," *Journal of English Language Teaching* 6, no. 1 (2017): 141–48, http://ejournal.unp.ac.id/index.php/jelt.

[29]Sri Wahyuni, "The Effect Of Animated Film On Students' Ability To Write Narrative Text at Class X MIA 5 Of SMAN 9 Kendari," *Journal of Teaching of English* 1, no. 2 (2016), http://ojs.uho.ac.id/index.php/JTE/article/view/1564/1103.

[30]Mohamad Yunus Laia, "The Difficuties Of Students To Write Narrative Text At The Eight Grade Students Of SMP Negeri 1 Lolowau," *Journal Education and Development* 7, no. 1 (2019): 125–31, http://journal.ipts.ac.id/index.php/ED/article/view/803.

past fairy tales, or past folklore.[31]According to Hornby in Rayendriani narrative is a description of past events, especially in a novel or story, the act or process of feeling a story.[32]

Base on the definition above, the researcher concludes that narrative text is a spoken or written text to communicate a message which is use to interpret its meaning in the story.

5. Purpose of Narrative Text

Narrative text is the form writing used to relate the story of act or event. Narrative text has purpose to amuse, to entertain people, and to deal with actual or experience in different ways.[33] The purpose of narrative text also is to amuse, entertain the reader or listener about the story.[34] Then, the purpose of narrative text is to entertain and attract readers with story or event that has problems which lead to conflict and in the end no resolution.[35]

Base on the definition above, the researcher conclude that the purpose of narrative text is to entertain and attract the reader's attention.

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[31]Asriani Hasibuan and Fitri Handayani, "An Analysis Of Students' Ability In Writing Narrative Text (A Study at The Eight Grade Of SMP Negeri 2 Tambangan 2018/2019 Academic Year)," *MELT* 3, no. 1 (2018): 55–63, http://e-journal.potensii-utama.ac.id/ojs/index.php/MELT/article/view/470.

[32]Rayendriani Fahmei Lubis, "Narrative Text," *Journal of English Education* 4, no. 2 (2016): 1–14, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1176.

[33]Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p73.

[34]Sri Wahyuni, "The Effect Of Animated Film On Students' Ability To Write Narrative Text at Class X MIA 5 Of SMAN 9 Kendari."

[35]Handayani, "An Analysis Of Students' Ability In Writing Narrative Text (A Study at The Eight Grade Of SMP Negeri 2 Tambangan 2018/2019 Academic Year)."

6. Kinds of Narrative Text

In various sources narrative text can be found in the form:[36]

a. Fables

A fable is a story about animals behave like humans pictured or fable is a short allegorical narrative making moral point traditionally. Then, the type of narrative text that used in this research is a fable that was taken from English text book of the VIII grade students in SMP Negeri 5 Siabu Kabupaten Mandailing Natal on page 217 the title is A Wolf in the Sheep Clothing. Here another example of a fable:

The Lion and the Mouse

Once, when a lion was sleep, a little mouse began running up and down up upon him, opened his big jaws to swallow him. "Pardon, O king, "cried the little mouse," forgive me this time, I shall never forgot it who knows but what I may be able to do you turn some of these day?" orientation)

The lion was so tickled at the idea f the caught in a trap, and the hunters, who desired to carry him on. Just then, the little mouse happened to passed by, and see the sad plight in which the ion was (complication). He went up the lion and soon gnawed away the ropes that moral: Little friends may prove great friends.[37](coda)

[36]Destina Kasriyati and Maharani, "The Effect of Repeated Reading Strategy in Teaching Reading Comprehension of Narrative Text at the Eight Grade Students of SMPN 36 Pekanbaru," *English Language Teaching Lectura* 5, no. 2 (2018): 174–82, https://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/1679/1430.

[37]Saroani Nasution, "The Students Ability In Identifying Adjective In Narrative Text at Eleventh Grade SMA N 1 Sosopan" (IAIN Padangsidimpuan, 2019), p33., http:etd.iain-padangsidimpuan.ac.id/.

b. Fairy stories

Fairy tale is a type of narrative text that typically features such folkloric characters and usually magic or enchantments. The example of fairy tale:

Snow White

Once upon a time, there lived a little girl named snow white. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving snow white in the castle because they both want to go to America and they didn't have enough money to take Snow White. (Orientation)

Snow White did not want her uncle and aunt to do this so she decided would be best if she ran away. Then next morning she ran away from home when her aunt and uncle were heaving breakfast. She ran away into woods. She was very tired and hungry. Then, she saw the little cottage. She knocked but no one answered so she went inside and feel sleep. Meanwhile, the seven dwarfs coming home from work, they went inside. They found Snow White sleeping. Then Snow White wake up, she saw the dwarfs. The dwarfs said "what is your name?" Snow White said, "my name is Snow White". (Complication)

They said, "if you wish, you may live here with us". Snow White said "oh could thank you". Then Snow White told the dwarfs the whole story and Snow White with 7 dwarfs lived happily ever after.[38] (Resolution)

c. Legend

A legend is a larger than life story that gets passed down from one generation to the next. Legend also is a very old story or set of stories from ancient times and popularly accepted as historical that tell about famous event or person but not always true. Example of legend:

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[38]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sidney: Gerd Stabler, 1994), p205.

Toba Lake

Once upon a time, there was a man who was living in north Sumatera. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.(Orientation)

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.(Complication)

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. (Resolution)

d. Science Fiction

Science fiction is a fiction based upon some imagined development of science, or upon the explanation. Science fiction is that class of prose narrative treating of situations that could not arise in the word. Example of Science fiction is from the earth to the moon by Jules Verne.

7. Generic Structure of Narrative Text

According to Gerot and Wignell in Yessy, generic structure of narrative text is as follows:[39]

a. Orientation
   This element usually describes scene or the problematic events. It also tells the readers the characters who were involved and where it was happened.
b. Evaluation
   This element contains the sequences of events, which is talk about the activity or event on the past.
c. Complication
   This element of an event that talks about the crisis that arises.
d. Resolution
   This element contained of an event that talks about the crisis is resolved (problem solving); event it is for better or worse.
e. Re-orientation
   This element contained of a brief summary, which is aimed to give or submit a moral lesson to the readers.

Based on the explanation above, the researcher concludes that narrative text has generic structure they are orientation, evaluation, complication, resolution, and reorientation.

8. Grammatical Features of Narrative Text

Base on Anderson in Juliani narrative includes the following grammatical features:[40]

a. Noun that identify the specific characters an places in the story.
b. Adjectives that provide accurate description of the characters and setting.
c. Time words that connect events to tell when they occur.
d. Verbs that show the actions that occur in the story.

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[39] Yessy Marzona and Muhammad Ikhsan, "Narrative Text at Second Grade at SMAN 1 Talamau," *Journal Ilmiah Pendidikan Scholasticholastic* 1, no. 1 (2019): 35–41, http://e-journal.sastra-unes.com/index.php/JIPS.

[40] Juliani Dameria Pardosi and Renstra, "An Eroor Analysis Of Students In Writing Narrative Text," *Journal Of Linguistic English Education and Art* 3, no. 1 (2019): 159–72, https://journal.ipm2kpe.or.id/index.php/LEEAarticleview/983/618.

Those are grammatical or language features that commonly used in narrative text. By knowing the language or grammatical features well, the readers can catch the information easily.

B. Review of Related Findings

In conducting this research, there are some previous studies which support it. Those can contribute the present research in case of method, theories, and discussion means. The first is Rido Firmansyah. He concluded that in understanding verb in simple past in narrative text was enough categories. He found the total mean score was 60.31.[41] So the researcher categorized that the students from MP N.1 Hulu have enough ability in understanding verb in narrative text.

The second is Efri Munandari. He concluded that the students' ability in irregular verb mastery were high. It can be seen from the mean score were 72.69.[42]

The third is Ayu Gayatri. She concluded that the students ability in mastering verbs were enough ability. It can be seen from the mean score 60.75.[43]

The fourth is Ummi Kalsum. She concluded that the students ability in mastering regular and irregular verbs were enough ability. She found the mean score was 60.64.[44]

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[41]Rido Firmansyah, "Students Ability in Understanding Simple Past Tense in Narrative Text at SM N 1 Hulu" (UIN SUSKA RIAU, 2019).
[42]Efri Munandari, "An Analysis on te Students Irregular Verb Mastery In Principle Sentence at Madrasah Tsanawiyah Swasta Nhadatul Ulama Batangtoru" (IAIN Padangsidimpuan, 2014).
[43]Ayu Gayatri, "Students Ability In Mastering Verbs at Grade XI SMA Negeri Batang Angkola Tapanuli Selatan" http://etd-iain-Padangsidimpuan.ac.id. 2019.
[44]Ummu Kalsum, "The Students Ability in Masterin Regular and Irregular Verbs at Eight Grade of SMP Negeri 8 Padangsidimpuan" (IAIN Padangsidimpuan, 2015).

The fifth is Nur Khoiria Hasibuan. He concluded that the students' ability in simple past tense text were categorized into high ability. He found the mean score 75.87. [45]

So, base on the previous researcher above, the researcher wanted to look up for information deeply. It is about "The Ability of the VIII Grade Students in Identifying Verbs In Narrative Text At SMP Negeri 5 Siabu Kabupaten Mandailing Natal"

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[45]Zul Khoria Hasibuan, "The Students' Ability in Simple Past Tense Text at Grade VIII SMP N.1 Padangsidimpuan" (IAIN Padangsidimpuan, 2018).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was conducted at SMP Negeri 5 Siabu Kabupaten Mandailing Natal. It is located at jln. Medan Padang Desa Hutaraja. The subject of this research were VIII grade students of SMP Negeri 5 Siabu in 2021/2022 academic years. The time of this research was conducted on October 2021.

B. The Research Method

The kind of this research was a quantitative research mixed with qualitative approach. The quantitative research approach is the research of analysis of the data by using figure data. Imperatively, quantitative research can be seen as being scientific in nature. While a qualitative research is an approach for exploring and understanding the meaning individuals or group to a human problem.

The method of this research was descriptive method. Descriptive method is a survey that determines and allocate with technical interview or test, studying time of problem and identification of comparative analysis or operation. Descriptive method is a descriptive study that determines and describes the way things are. So, descriptive quantitative research is describing phenomenon of a group or individual in numerical form.

This research leads to quantitative mix with qualitative approach. The quantitative research used to measure the students' ability in identifying verbs on narrative text and about the students' difficulties in

identifying verbs on narrative text. While, the qualitative research used to find the efforts of the English teacher to overcome the students' difficulties in identifying verbs on narrative text in SMP N 5 Siabu Kabupaten Mandailing Natal.

C. Population and Sample

1. Population

   In conducting the research of course it needs the population. Population is all members of the research subject. Population also is generalization region consisting of subject or objects that have certain qualities a characteristic set by the researcher to be studied and then make the conclusion.

   So, the researcher concludes that the population is not just people, but also involves subject or object and population also is the total number of students in the research.

Table I
The Population of the VIII Grade Students in SMP Negeri 5 Siabu Kabupaten Mandailing Natal

NO.	Class	Number of Students
1.	VIII-1	28 students
2.	VIII-2	29 students
3.	VIII-3	28 students
4.	VIII-4	27 students
	Total Number	112

(Source: Academic System Operation of SMP Negeri 5 Siabu Kabupaten Mandailing Natal)

From the table above, it can be seen that the population of the VIII grade students in SMP Negeri 5 Siabu Kabupaten Mandailing Natal are 112 students that consists of four rooms. The first room consists of 28 students, the second room consists of 29 students, the third room consists of 28 students, and the fourth room consists of 27 students. So, the total number of population at the VIII grade students were 112 students.

a. Sample

A sample is a small proportion of population selected for observation and analysis. A sample also is any subset of the population of individuals or things under study. So, researcher concludes that sample is part of individual members which is chosen to represent of the whole population.

This research used random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. Homogeny means "members of population are considered to have homogeneous characteristic (same tendency). It means that students were not grouped according to their ability, there was no placement test of the class. So, every student had the same opportunity to be selected as a participant.

This research used simple random sampling in taking the sample used loteres. The step were, the name of the population were written on a small paper, after that the papers were rolled up put into a small box then shaken. Finally, the researcher took out the papers as much as needed. So,

in conclusion the name on the paper that came out from the box became participants.

The formulation for calculating the sample size of population is by Slovin's formula, the formula as follows:

$$n = \frac{N}{1+N.e2}$$

n = the total sample

N = the total of populations

e = the limit of error tolerance[46]

So, this research will use the formulation above to determine the sample size, with limit tolerance 20% as follows:

N = 112

E = 20% (0.2)

n = ……..?

$$n = \frac{112}{1+112.0.2^2}$$

$$n = \frac{112}{1+112.0.04}$$

$$n = \frac{112}{5.48}$$

n = 20

From the calculation above, the total of the sample in this research was 20 students.

[46]Umar Husein, *Metode Riset Bisnis* (Jakarta: PT. Gramedia Pustaka Utama, 2003), p141–142.

Table II
The Sample of the Research

No.	Class	Number of Students
1.	VIII 1	7
2.	VIII 2	4
3.	VIII 3	8
4.	VIII 4	1
Total Number		20

The participant or sample in this research were the students at the second grade of SMP Negeri 5 Siabu Kabupaten Mandailing Natal. In this research, there are seven students from the first room, four students from the second room, eight students from the third room, and one student only from the fourth room. So, the total of the participants as sample was 20 students. This is quantitative and qualitative research method, so all the students as sample will be analyzed. For collecting the data there was collaboration with the English teacher of SMP Negeri 5 Siabu to get the data about students' ability in identifying verbs in narrative text.

D. Instrument of Collecting Data

Instrument is very important to support every research. Instrument of research is a technique or instrument used to collect the data. The instrument was chosen by researcher to collect the data in order to make the research becomes systematically. In this case, in order to get the data of this research, the researcher prepared the available instrument that was test.

Test is one of the instruments that aim to know the students' score. A test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out. Besides, test is used for

analyzing students' ability in identifying verbs on narrative text in order to know the students' score objectively.

The kind of test in this research was essay test. The test was taken from the English text book at VIII grade of junior high school page 217.

Table III
Indicator of identifying verbs on narrative text:[47]

No	Variable	Indicator	Total Item	Score
1.	Verbs	Regular	10	40
		Irregular	15	60
TOTAL			25	100

a. **Interview**

Interview is a question and answer activity that conducted by two or more people which were to find the truth of a problem and needs to be proven. Interview means face-to-face encounters between the researcher and informants direct toward or situations as expressed in their own words. So, interview is a conversation between two or more people that was called interview and informant, which aim to obtain information about the English teacher efforts to overcome students' difficulties in identifying verbs in narrative text.

The kind of interview in this research was private interview. Private interview is an interview which done by one researcher with one

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[47]Bahasa Inngris, *When English Rings a Bell* (Kementrian Pendidikan dan Kebudayaan-.Edisi Revisi Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), P.217.

respondent which are the question are gradual and develop from a research direction into a research problem. The question in this interview consists of one question. The question leads to find the information about the teacher's effort to resolve the problem of the VIII grade students in identifying verbs in narrative text.

E. Technique of Collecting Data

In this research, there were 6 steps of the research process. They would be explained blow:

1. Firstly, the researcher conducted a meeting with the headmaster, English teacher to inform them the purpose of this research.

2. Secondly, the researcher made preparation of the test for the students which are all the items of the test related to the material verbs.

3. Thirdly, the researcher gave the test to those 20 samples.

4. Next, the students did the test in the classroom. The students had 35 minutes for finishing the test.

5. After that, the researcher collected and gave the score for result.

6. Finally, the researcher analyzed the data.

F. The Technique of the Data Analysis

After collecting the data, the researcher analyzed the data by quantitative data. It would be presented in statistic formula. Data analyzed by statistical analysis with the some steps as follows:

1. Identifying and correcting the students' answer from the test.

2. Using mean score to analyze the test result of the test.

The formula is: $X = \dfrac{\sum Xx\ 100\%}{N}$

X = Mean score of the students

N= The number of students

$\sum$X= The total score[48]

3. Then, the result should been appropriated with the interpretation to the index of mean score. The interpretation of the result can be seen in the following table.

Table IV
Interpretation of mean score:[49]

No.	Range Score	Category
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough
4.	40-59	Poor

4. Description of the data, it is to describe data that have been collected by the researcher.

5. Taking conclusion, it is to conclude the result of the research analysis.

G. The Technique of Data Trustworthiness

This research is conducted in the form of qualitative research and therefore it will concern about the trustworthiness of the data collected. The trustworthiness of the data can be defined as every situation that must demonstrate the right value, provide the basic to be implemented and allow the

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[48]Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajaran Offset, 2004), p30.
[49]Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

outside decision that can influence the consistency from its procedure and neutrality of the findings and decision.

In qualitative research, the trustworthiness of the data has several criterions; credibility, transferability, dependability and confirmability. In conducting the research, the researcher attempts to get the trustworthiness of the data collected by meeting all of its criteria. In credibility, the researcher tried to seek the compatibility between the findings and data on the field. The finding should be transferable so that it could be applied in other context or with other respondents.

Finding resulted should also be dependent. At this point, the findings should be able to provide evidence which could be replicated with the same or similar respondents in the same context. In confirmability criteria, the findings should not be biases of the researcher, the findings are objective, trustworthy, factual, and confirmable. In this research, the information collected from the field was observed their trustworthiness before the researcher took them as the data. It was conducted by observing the detail research, lengthening the participations and deepening the interviews. Therefore, the data could be used as the consideration in drawing the conclusion.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order the ability of the VIII grade students in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal. This chapter focused on analyzing the collecting data. This chapter gave the detail data of the finding. The result of the research discussed about the result that considered description of data, calculating, mean score to get their whole results as general, explained the students' difficulties and teacher efforts to overcome the students' difficulties. The detail description of data as follows:

A. Description of the Data

1. The Description of the Ability of the VIII Grade Students In Identifying Verbs In Narrative Text At SMP Negeri 5 Siabu Kabupaten Mandailing Natal.

To determine the ability of the VIII grade students in identifying verbs at SMP Negeri 5 Siabu kabupaten Mandailing Natal, the researcher used test as instrument to collecting the data. The researcher asked the students to identify verbs involves regular and irregular verbs on narrative text. Here the score each of the students can be seen in the table:

Table V
The Students' Total Score in Identifying Verbs In Narrative Text.

No.	Students' Initial	Class	Total Score
1.	AF	VIII^3	56
2.	AS	VIII^2	68
No	Students' Initial	Class	Total Score
3.	AH	VIII^1	64
4.	DW	VIII^3	64

5.	EE	VIII[1]	60
6.	EW	VIII[3]	68
7.	FS	VIII[4]	56
8.	JAM	VIII[2]	72
9.	LA	VIII[1]	64
10.	MJ	VIII[1]	60
11.	MS	VIII[1]	68
12.	NH	VIII[3]	52
13.	NK	VIII[3]	64
14.	RA	VIII[2]	76
15.	SM	VIII[3]	64
16.	TH	VIII[1]	60
17.	TM	VIII[1]	68
18.	UH	VIII[2]	64
19.	WA	VIII[3]	72
20.	YAS	VIII[3]	60
Total Score			1.280
Mean Score			64

Table VI
Quality Score of the Students in Identifying Verbs

No.	Students Initial	Class	Total Score	Quality Score
1.	AF	VIII[3]	56	Poor
2.	AS	VIII[2]	68	Enough
3.	AH	VIII[1]	64	Enough
4.	DW	VIII[3]	64	Enough
5.	EG	VIII[1]	60	Enough
6.	EW	VIII[3]	68	Enough
7.	FS	VIII[4]	56	Poor
8.	JAM	VIII[2]	72	Good
9.	LA	VIII[1]	64	Enough
10.	MJ	VIII[1]	60	Enough
11.	MS	VIII[1]	68	Enough
12.	NH	VIII[3]	52	Poor
13.	NK	VIII[3]	64	Enough
14.	RA	VIII[2]	76	Good
15.	SM	VIII[3]	64	Enough
16.	TH	VIII[1]	60	Enough
17.	TM	VIII[1]	68	Enough
18.	UH	VIII[2]	64	Enough
19.	WA	VIII[3]	72	Good
20.	YAS	VIII[3]	60	Enough
Total Score				1.280
Mean Score				64

Based on the table above, the total score was 1.280 and the mean score was 64. It can be seen from the highest score was 76 and students got 52 as the lowest score. The score of the test become the resume of the data. This research concluded the data by using statistic count. So the resume of the data by using statistic count as follows

Table VII
The Resume of Variable Score In Identifying Verbs In Narrative Text

No.	Statistic	Variable
1.	The Highest Score	76
2.	The Lowest Score	52
3.	Sum	1.280
4.	Class Classify	5.3
5.	Class Interval	5
6.	Mean Score	64
No.	Statistic	Variable
7.	Mode	64
8.	Median	66.5
9.	Range	24

From the table above, it was known that the calculating score for variable in identifying verbs in narrative text had been searched from 20 students. Based on 20 students have been researched 76 was the highest score, 52 was the lowest score, sum or all the score of students was 1.280, class classify was 5.3, class interval was 5, mean score was 64, mode score was 64, median score was 66.5 and range was 24.

Based on calculated mean score were 64 so application of identifying verbs was done. It can be known by the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the VIII grade students in identifying verbs in narrative text as follows:

Table VIII
The Frequency of Students Score in Distribution of the Students Score in
Identifying Verbs In Narrative Text

No.	Interval Class	Frequency Absolute	Frequency Relative
1.	52-56	3	15%
2.	57-61	4	20%
3.	62-66	6	30%
4.	67-71	4	20%
5.	72-76	3	15%
i=5		20	100%

Based on the table above, it can be drawn at histogram as follows:
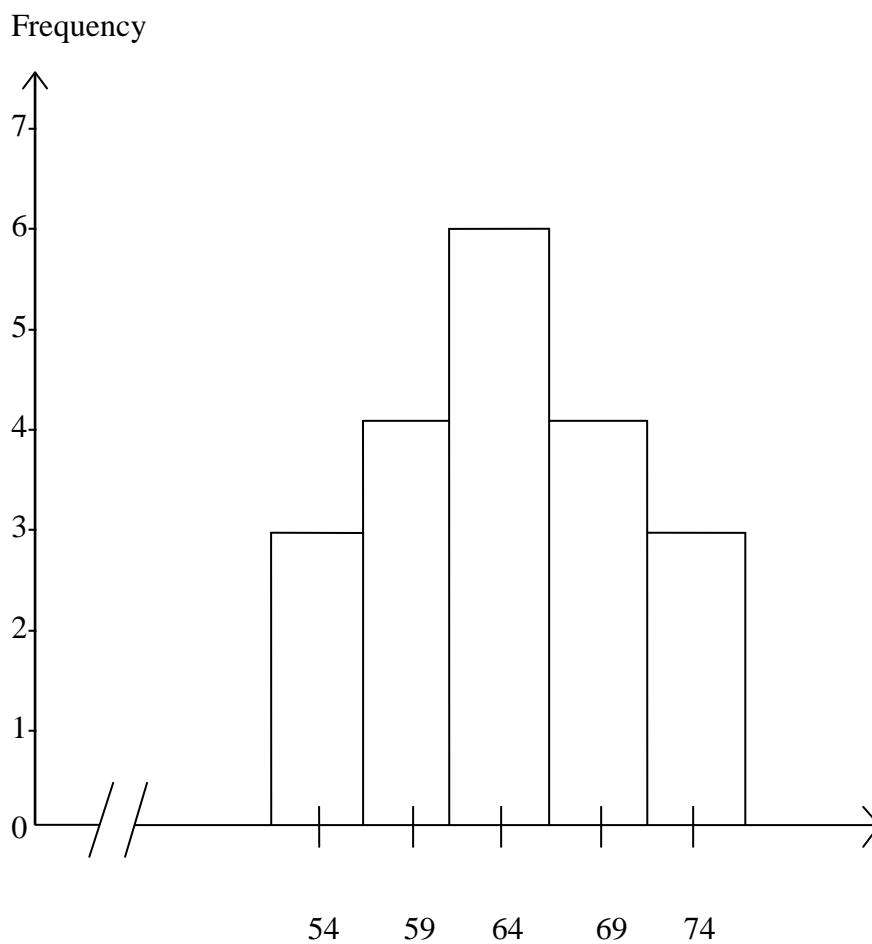
Frequency

Figure 1: Histogram of the VIII Grade Students in Identifying Verb in Narrative Text at SMP Negei 5 Siabu Kabupaten Mandailing Natal.

Based on the table IX, it was known that the variable revelation of students' ability in identifying verbs in narrative text shown that the respondent in 52-56 were 3 students (15%), interval 57-61 were 4 students (20%), interval

62-66 were 6 students (30%), interval 67-71 were 4 students (20%), interval 72-76 were 3 students (15%). So, the interval in this research showed the count of result from the sample or participant in percentage form.

From the data above, it could be found that formula and the calculating of mean score as follows:

Mean score:

$$X = \frac{1.280}{20} = 64$$

From the calculating above, the value of mean score could be categories into enough categories. It can be said that the ability of the VIII grade students in identifying verbs in narrative text was enough categories.

This research applied distribution frequency to describe the data of students' ability in identifying verb in narrative text. To know the ability of the VIII grade students in identifying verbs in narrative text can be used the criteria of mean score. The description of criteria of mean score in identifying verbs in narrative text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal can be seen in the following table:

Table IX
Percentage of Students Frequency Score in Identifying Verbs In Narrative Text

Students Range Frequency Score (lowest to highest)	Category	Amount of Students
40-59	Poor	3
60-69	Enough	14
70-79	Good	3
80-100	Very Good	0

From the explanation above can be seen, the table of frequency distribution shown that the ability of the VIII grade students in identifying verbs in narrative text were enough.

2. **The Description of The VIII Grade Students' Difficulties In Identifying Verbs In Narrative Text**

In this discussion, the researcher explains about the students' difficulties in identifying verbs in narrative text. The students' difficulties can be seen from the test result.

The data was taken from 20 students from eleventh grade of SMP Negeri 5 Siabu abupaten Mandailing Natal. The researcher has identified the students' difficulties and has calculated the number of each difficulty.

After getting and analyzing the data, there were 182 difficulties from students in identifying verbs in narrative text. Those 182 difficulties were described into these following:

a. Regular = 41

b. Irregular = 141

In research finding, the researcher presented the result of analyzing the data. The subjects were the eleventh grade students of SMP Negeri 5 Siabu Kabupaten Mandailing Natal. There are 20 data was collected by the researcher. The researcher analyzed the students' answer sheet in order to know the students' difficulties in identifying verbs in narrative text. The difficulties made by students were analyzed here. The researcher put each incorrect answer based on the categories of

difficulties in identifying verbs in narrative text. The researcher calculated the frequency of difficulties by using formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of difficulties

N = Number of cases (total frequent)

a. Regular

In 182 difficulties, there were 41 incorrect answered that made by students in identifying verbs, here were frequency of difficulties in identifying verbs in narrative text:

$$P = F/N \times 100\%$$

$$P = 41/182 \times 100\%$$

$$P = 22.5\%$$

Based on the data above, the researcher described that some students had difficulties in identifying verbs in narrative text. The mean of students in percentage was 22.5%.

Identifying regular verb in narrative text, most of students made incorrect answer to identify regular verb, such as LA, MT, NK, JAM, RA, TH, TM, AS, DW, UH, WA, EE, NH, AH, DW, EW, and FS. They wrote "shepherd, would, could" to answer this question, this answer are incorrect. The correct answer should be "walk, invite, approached, and cooked".

b. Irregular

In 182 difficulties, there were 141 incorrect answer that made by students in identifying irregular verb in narrative text. The mean of students in percentage was:

$$P = F/N \times 100\%$$

$$P = 141/182 \times 100\%$$

$$P = 78.3\%$$

Based on the data above, the researcher described some students had difficulties in identifying irregular verb in narrative text. The mean of students in percentage was 78.3%.

Identifying irregular verb in narrative text, some of students are incorrect to answer this question such as: AF, AS, AH, DW, EE, MJ, TM, YAS, UH, RA, NK, TH, LA and SM. They wrote "walk, safety, invite, party, under, wolf, planning, woods, sheep, very, slowly, over, close, many" to answer this question. The correct answer should be "steal, began, get, thought, find, knew, found, eat, got, ate, take, hold, run, and fight".

Table X
The Result Types of Difficulties, Frequency and Percentage

No.	Types of Difficulties in Identifying Verb	Frequency	Percentage
1.	Regular	41	22.5%
2.	Irregular	141	78.3%

From the table above, it can be concluded that the researcher described that some students had difficulties in identifying verb in narrative text. Students have difficulties in determining irregular verb. Students often make mistakes in distinguish irregular verb. Most of student confused to differentiate it.

3. The Description of English Teacher Efforts To Overcome The Students Difficulties In Identifying Verbs In Narrative Text

In this research, there were two difficulties that faced by students in identifying verbs in narrative text. Namely the difficulty in regular and irregular verb. So, from the result of interview that has been conducted with the English teacher of SMP Negeri 5 Siabu Kabupaten Mandailing Natal, there were several efforts that can be made to overcome the difficulties of students in identifying verbs in narrative text. More explanation about the teacher's efforts as follows:

a. Regular

The students' difficulty lies in regular verb. Where they faced difficulties in recognizing base form of walk and invite. The students still confused whether it was regular or irregular verbs because there was no ed/d ending at the end of the word. So based on the interview that has been carried out with the English teacher, the efforts can be seen as follows:

> "Before starting the lesson, the teacher reviews the lesson about vocabulary especially in regular verb. Because it can make the students practice some words. Then I will give more explanation deeper about list of regular verbs and ask the students to check on

their own dictionary. Also return to practice as much as possible."[50]

The effort was made to determine the failure of students' ability in identifying regular verbs. So it is important to know the basic form of regular verbs.

b. Irregular Verbs

Another difficulty in identifying verbs was the students also difficult in identifying irregular verb. The students confused which one is in base form, past tense and past participle form. Sometimes, some of students thought that infinitive in irregular, is regular verb in base form. Based on the interview with the English teacher things that can be done to overcome this problem is:

> "The students must bring their own dictionary in every lesson. Then, I will asks them to check it out on their dictionary and explain the form of irregular verbs start from the base form, past tense and past participle. I also will repeat the irregular verb in every meeting."[51]

The efforts was made to overcome the students' confusion in identifying irregular verbs So, it is important to know which one is the base form, past tense and past participle form.

Based on the result of interview above, the researcher concluded that the teacher will review the lesson, give more explanation, ask the students to check out on their own dictionary and teacher will repeat the verb in every meeting.

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[50]Mrs Elida Hanum. The English Teacher at SMP Negeri 5 Siabu Kabupaten Mandailing Natal, Thursday, November 04th 2021, at 10:05

[51]Mrs Elida Hanum. The English Teacher of SMP Negeri 5 Siabu Kabupaten Mandaiing Natal, Thursday, November 04th 2021, at 10:12

B. Discussion

In this part of research discussed the result of the data analysis which relatives with the description in identifying verbs. After analyzing the data, it was known that The Ability of the VIII Grade Students in Identifying Verbs in Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal enough category. The categorized enough have gotten from the mean score of the students' ability in identifying verbs in narrative text, the mean score was 64. So, it can be categorized into enough ability. This category was same as researcher before according to chapter II that has done by Rido Firmansyah, he has done research with the result of his research y the total mean score was 60.31.[52] It can be categorized into enough. So, the researcher's finding was lower than previous research.

The second is Efri Munandari, she analyzed the students' irregular verb mastery in principle sentence. It can be categorized into high from the mean score in his research was 72.69.[53] So, the researcher's finding was lower than previous research.

The third from Ayu Gayatri showed that students' ability in mastering verb is enough. It can be seen from the mean score that she got was 60.75.[54] So, from the mean score of previous, the reseacher's finding was higher.

The fourth was done by Ummu Kalsum Siregar. She concluded that the students ability in mastering regular and irregular verbs. She has done the

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[52]Ridho Firmansyah, "The Students Ability in Understanding Simple Past Tense in Narrative Text at SMP N.1 Hulu" (UIN SUSKA RIAU, 2019)

[53]Efri Munandari, "An Analysis on the Students' Irregular Verbs Mastery in Principle Sentence at Madrasah Tsanawiyah Swasta Nahdatul Ulama Batangtoru" (IAIN Padangsidimpuan, 2014)

[54]Ayu Gayatri, "Students Ability in Mastering Verbs at Grade XI SMA Negeri Batang Angkola Tapanilu Selatan" (IAIN Padangsidimpuan, 2019)

research and got the mean score 60.64 and it was categorized into enough.[55] From her research, the researcher's finding was higher.

The fifth was done by Zul Khoiria Hasibuan, the students ability in simple past tense text was high. It can be seen from the mean score of his research was 75.87.[56] So from the mean score that he got, the researcher's finding was lower.

Therefore, the researcher concluded that the students' ability in identifying verbs done by 5 researchers was different category among the 5 researchers above it can be seen as follows:

Table XI
Result of Previous Research

No.	Name of Researcher	Result of Research in Identifying verbs	Category of Mean Score
1.	Rido Firmansyah	60.31	Enough
2.	Efri Munandari	72.69	High
3.	Ayu Gayatri	60.75	Enough
4.	Ummu Kalsum	60.64	Enough
5.	Zul Khoira Hasibuan	75.87	High

C. Threats of Research

In conducting of this research, it can be realized that there were threats in this research. It starts from the title until the technique of analyzing the data, from arranging proposal until finishing thesis. So, it could be known that is far from the excellence thesis.

In conducting the data, there were the treats time because the situation and condition were not good caused of the pandemic Covid-19. Another threat was there was the new schedule by the school. The students study start at eight up

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[55]Ummi Kalsum, "The Students Ability in Mastering Regular and Irregular Verbs at VIII Grade of SMP Negeri 8 Padangsidmpuan" (IAIN Padangsidmpuan, 2015)
[56]Zul Khoiria Hasibuan, "The Students Ability in Simple Past Tense Text at Grade VIII SMP N.1 Panyabungan" (IAIN Padangsidmpuan, 2018)

to eleven only. Besides, when the researcher came to the school first, unfortunately the students did mid-term. So, the head master suggested me to cancel the research into next week because the head master afraid it would disturb the students' concentration. So, the researcher had to wait until the students finish did the midterm.

In this research has been deployed the best by the researcher. That's all the threats of this research, hoping gets a fix for this thesis. The researcher also expected support from both of the advisor, friends and readers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability in identifying verbs in narrative text, students' difficulties in identifying verbs in narrative text, and the teacher's efforts to overcome the students difficulties in identifying verbs in narrative text.

After treating the collecting data, the conclusion could be taken as follows:

1. The students' ability in identifying verbs in narrative text could be categorized into enough. It could be seen from mean score of the students' ability in identifying verbs in narrative text was 64.

2. The students' difficulties in identifying verbs in narrative text as follows:

    a. In regular, the students had difficulty in recognizing infinitive form because there was no –d or -ed ending in the end of the word. So, sometimes the students though that it was irregular verbs.

    b. In irregular, the students had difficulty in recognizing verb start from infinite, past tense, and participle form. Most of students did not know that it the base form or not because there was no –d/-ed ending in the end of the word.

3. The efforts of the English teacher in identifying verbs in narrative text as follows:

a. Before start the lesson, the teacher reviews and repeat the verb in every meeting

b. Giving more explanation about regular and irregular verbs.

c. The English teacher asked the students to check out on their own dictionary about list of regular and irregular verbs.

d. The teacher gave exercise and practice as much as possible.

B. Suggestion

After taking the conclusion, this research gave the suggestion based on the result of this research. The suggestion as follows:

1. It is suggested to the head master, to motivate the teachers especially the English teacher in the school.

2. It is suggested to English teacher to keep teaching, especially in the discussion about verbs.

3. It is important to other researcher to make the deepest research with the topic of this research because this research still far from the perfect.

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RESEARCH   INSTRUMENT

Name :

Class :

Time   : 35 Minutes

Direction:

1. **Read the narrative text below. Then, identify regular and irregular verbs on narrative text below into suitable column!**
2. **Thank you for your kindness in answering question.**

A Wolf in Sheep Clothing

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to be close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice o a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd chopped him, and then cooked him for the big party.

ANSWER

VERBS	
Regular Verbs	**Irregular Verbs**
1.	11
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.
	21.
	22.
	23.
	24.
	25.

Name :

Class :

Time   : 35 Minutes

Direction:

1. **Read the narrative text below. Then, identify regular and irregular verbs on narrative text below into suitable column!**
2. **Thank you for your kindness in answering question.**

A Wolf in Sheep Clothing

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to be close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice o a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the

biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd chopped him, and then cooked him for the big party.

KEY ANSWER

VERBS	
Regular Verbs	**Irregular Verbs**
1. Chased	11. Steal
2. Pulled	12.Began
3. Walk	13. Get
4. Imitated	14. Thought
5. Followed	15. Find
6. Invite	16. Found
7. Decided	17. Knew
8. Approached	18. Cheat
9. Chopped	19. Ate
10. Cooked	20. Eat
	21. Take
	22. Got
	23. Hold
	24. Run
	25. Fight

Validator,

Elida Hanum, S. Pd.
NIP. 196112311991032014

Appendix 3

The List of Interview

1. Apa usaha ibu kedepan untuk mengatasi masalah kemampuan siswa dalam

   mengidentifikasi regular dan irregular verb dalam narratif text?

   (What are the English teacher's efforts to overcome the students' problem

   in identifying regular and irregular verbs in narrative text?

Siabu,   November 2021

English teacher   Researcher

Elida Hanum, S. Pd.   Mutmainnatul Hubbi
NIP. 196112311991032014   NIM. 1620300106

Appendix 4

The Students' Total Score in Identifying Verbs in Narrative Text.

No.	Students' Initial	Class	Total Score
1.	AF	VIII^3	56
2.	AS	VIII^2	68
3.	AH	VIII^1	64
4.	DW	VIII^3	64
5.	EE	VIII^1	60
6.	EW	VIII^3	68
7.	FS	VIII^4	56
8.	JAM	VIII^2	72
9.	LA	VIII^1	64
10.	MJ	VIII^1	60
11.	MS	VIII^1	68
12.	NH	VIII^3	52
13.	NK	VIII^3	64
14.	RA	VIII^2	76
15.	SM	VIII^3	64
16.	TH	VIII^1	60
17.	TM	VIII^1	68
18.	UH	VIII^2	64
19.	WA	VIII^3	72
20.	YAS	VIII^3	60
Total Score			1.280
Mean Score			64

Appendix 5

Description of Data

The students' score from low score to high score

52	56	56	60	60
60	60	64	64	64
64	64	64	68	68
68	68	72	72	76

1. The highest score = 76

2. The lowest score = 52

3. Range = (Highest score – Lowest score = 76- 52 = 24)

4. Total of Class = 1+ 3,3 log (n)

$$= 1+ 3,3 \log (20)$$

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

$$= 1+ 4,29$$

$$= 5,29$$

$$= 5,3$$

5. Interval $(i) = \dfrac{Range}{Total\ of\ class}$

$$= \dfrac{24}{5,3}$$

$$= 4,52$$

$$= 5$$

6. Mean Score

Interval Class	F	X	x	Fx	x²	Fx²	fixi
52-56	3	54	2	6	4	36	162
57-61	4	59	1	4	1	16	236
62-66	6	64	0	0	0	0	384
67-71	4	69	-1	-4	1	16	276
72-76	3	74	-2	-6	4	36	222
I = 5	n=20						1.280

$$X = \Sigma \frac{Fixi}{\Sigma fi}$$

$$= \frac{1.280}{20}$$

$$= 64$$

7. Median

Xii (i)   = 61+0,5 = 61,5 (b)
n   = 20
F   = 4
f   = 6

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

$$= 61,5 + 5\left(\frac{\frac{1}{2}20 - 4}{6}\right)$$

$$= 61,5 + 5\ (1)$$

$$= 61,5 + 5$$

$$= 66,5$$

8. Modus

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

$$= 61{,}5 + 5 \left(\frac{2}{2 + 2} \right)$$

$$= 61{,}5 + 5 \, (0{,}5)$$

$$= 61{,}5 + 2{,}5$$

$$= 64$$

Appendix 6

Students' Difficulties in Identifying Verbs in Narrative Text

No.	Students' Initial	Regular	Irregular
1.	AF	1	10
2.	AS	4	4
3.	AH	2	7
4.	DW	2	7
5.	EE	1	9
6.	EW	2	6
7.	FS	2	9
8.	JAM	2	6
9.	LA	2	7
10.	MJ	3	7
11.	MS	2	6
12.	NH	2	10
13.	NK	2	7
14.	RA	1	6
15.	SM	2	7
16.	TH	2	8
17.	TM	3	5
18.	UH	2	7
19.	WA	2	5
20.	YAS	2	7
	Total of Each Difficulties	**41**	**141**
	Percentage	**22.5%**	**78.3%**
	Total of All Difficulties	**182**	

Appendix 7

Documentation

CURRICULUM VITAE

A. Identity

Name   : Mutmainnatul Hubbi
Nim   : 1620300106
Place and Birthday   : Hutapuli, 14 October 1998
Sex   : Female
Religion   : Islamic
Address   : DesaHutapuli,KecamatanSiabu, Kabupaten Mandailing Natal.

B. Parent

Father's name   : Pangiutan
Father's Job   : farmer
Mother's name   : Ida Hayati
Mother's Job   : farmer
Address   : DesaHutapuli, Kecamatan Siabu, Kabupaten Mandailing Natal.

C. Educational background

1. Graduated from primary school SD Negeri No. 010 Hutapuli 2004-2010

2. Graduated from SMP Negeri 1 Siabu in 2010-2013

3. Graduated from SMA Negeri 1 Siabu in 2013-2016

4. Be University student in IAIN Padangsidimpuan on 2016

02 October 2019

Nomor   : 163 /In.14/E.6a/PP.00.9/10/2019
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Zainuddin, M. Hum**   **(Pembimbing I)**
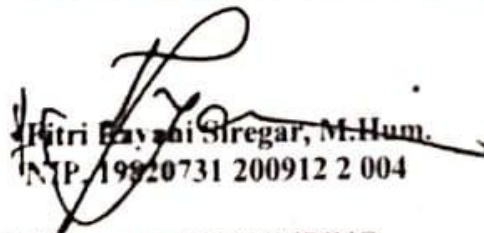2. **Yusni Sinaga, M.Hum**   **(Pembimbing II)**

di–Padangsidimpuan

Assalamu'alaikum Wr. Wb.

    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

    Nama   :Mutmainnatul Hubbi
    NIM   : 1620300106
    Fak/Jurusan   : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris
    Judul Skripsi   **:The Ability of The VIII Grade Students In Identifying Verbs In Narrative Text At SMP Negeri 5 Siabu Kabupaten Mandailing Natal**

    Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

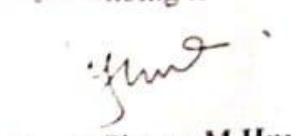   Ketua Program Studi Tadris Bahasa Inggris

             Fitri Rayani Siregar, M.Hum.
             NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
Pembimbing I   Pembimbing II

Zainuddin, M. Hum   Yusni Sinaga M.Hum
NIP. 19760610 200801 1 016   NIP 19700715 2005001 2 010

Nomor : B - 1342 /In.14/E.1/TL.00/09/2021

Hal : Izin Penelitian

Penyelesaian Skripsi.

8 September 2021

Yth. Kepala SMP Negeri 5 Siabu
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Mutmainnatul Hubbi
NIM	: 1620300106
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 "The Ability of The VIII Grade Students in Identifying Verbs in Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal".

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.

a.n.Dekan
Wakil Dekan Bidang Akademik
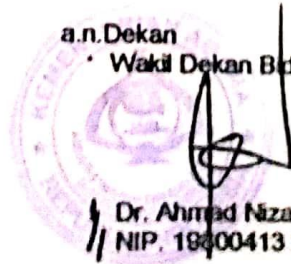
Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002

SURAT KETERANGAN

Nomor : 424 / 061 / SMPN5 SIABU/2021

Sehubungan dengan surat dari fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, Nomor B-1342/In.14/E.1/TL.00/09/2021, hal : Izin Mengdakan Penelitian tertanggal 11 Oktober 2021, maka Kepala SMP Negeri 5 Siabu dengan ini menerangkan nama Mahasiswa di bawah ini:

Nama   : Mutmainnatul Hubbi

NIM   : 1620300106

Jurusan   : Tadris/Pendidikan Bahasa Inggris

Jenjang   : S1

Benar telah mengadakan penelitian di SMP Negeri 5 Siabu pada tanggal 11 Oktober 2021 s/d 13 Oktober 2021 guna melengkapi data penyusunan Skripsi yang berjudul : " The Ability of The VIII Grade Students in Identifying Verbs in Narrative Text at SMP Negeri 5 Siabu Kabupaten Mandailing Natal".

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Hutaraja, 13 Oktober 2021
Kepala SMP Negeri 5 Siabu

Hj. YOHANA, S.Pd.MM
NIP. 19730721 199801 2 001