

**VERB FORM DEVIATIONS MADE BY THE ELEVENTH
GRADE STUDENTS OF THE NATURAL SCIENCE
PROGRAM OF SMAN 5 PADANG IN WRITING
A DESCRIPTIVE TEXT**

THESIS

**Submitted as A Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree**



**By :
ANISA YOHANA FITRI
72705/2006**

**Advisors:
Drs. Saunir Saun, M.Pd.
Rima Andriani Sari, S.Pd., M.Hum.**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2012**

HALAMAN PERSETUJUAN SKRIPSI

VERB FORM DEVIATIONS MADE BY THE ELEVENTH GRADE
STUDENTS OF THE NATURAL SCIENCE PROGRAM
OF SMAN 5 PADANG IN WRITING
A DESCRIPTIVE TEXT

Nama : Anisa Yohana Fitri
NIM/BP : 72705/2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Juni 2012

Disetujui oleh:

Pembimbing I

Pembimbing II



Drs. Saunir Saun, M. Pd.
NIP. 19541228 197903 1 002



Rima Andriani Sari, S.Pd., M. Hum.
NIP. 19760529 200501 2 003

Diketahui,
Ketua Jurusan



Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

**VERB FORM DEVIATIONS MADE BY THE ELEVENTH GRADE STUDENTS
OF THE NATURAL SCIENCE PROGRAM OF SMAN 5 PADANG
IN WRITING A DESCRIPTIVE TEXT**

Nama : Anisa Yohana Fitri
NIM/BP : 72705/2006
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni


Padang, Juni 2012

Tim Penguji

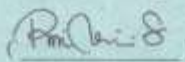
Nama

Tanda Tangan

Ketua : Drs. Saunir Saun, M. Pd.

()

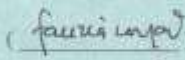
Sekretaris : Rima Andriani Sari, S.Pd., M. Hum.

()

Anggota : 1. Prof. Dr. Jufrizal, M.Hum.

()

2. Dra. An. Fauzia R. Syafei, M. A.

()

3. Yuli Tiarina, S. Pd., M. Pd.

()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Anisa Yohana Fitri
NIM/TM : 72705/2006
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Skripsi/Makalah /Tugas Akhir /Proyek Akhir saya dengan judul Verb Form Deviations Made by the Eleventh Grade Students of the Natural Science Program of SMAN 5 Padang in Writing a Descriptive Text.

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris


Dr. Hj. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Anisa Yohana Fitri

ABSTRAK

Fitri, Anisa Yohana. 2012. “Verb Form Deviations Made by the Eleventh Grade Students of the Natural Science Program of SMAN 5 Padang in Writing a Descriptive Text”. *Skripsi*. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui dan mengidentifikasi penyimpangan-penyimpangan tata bahasa (*grammatical deviation*) dalam menggunakan bentuk-bentuk kata kerja yang dibuat oleh siswa dalam deskriptif teks. Populasi penelitian ini adalah siswa kelas 11 IPA di SMA Negeri 5 Padang. Dalam melaksanakan penelitian ini, peneliti memberikan tes menulis kepada siswa. Data yang diperoleh kemudian dianalisa dan dikelompokkan berdasarkan beberapa kriteria tertentu. Berdasarkan analisis data dapat disimpulkan bahwa tingkat penyimpangan grammatikal yang dilakukan siswa tinggi. Hal ini dapat dilihat dari kesalahan yang mereka lakukan dalam penggunaan kata kerja. Sebanyak 28% siswa memiliki kesalahan yang sangat tinggi dalam menggunakan kata kerja selain *be*. Sedangkan siswa yang memiliki kesalahan yang sangat tinggi dalam menggunakan kata kerja *be* hanya sebanyak 13%. Selanjutnya kesalahan yang banyak dibuat siswa dalam penggunaan kata kerja selain *be* adalah tidak adanya *-s/-es* pada kata kerja orang ketiga tunggal, kesalahan dalam menggunakan *have* atau *has*, dan penggunaan kata kerja ganda pada satu kalimat. Kemudian, kesalahan pada penggunaan kata kerja *be* adalah kesalahan penggunaan *be* yang tidak tepat untuk subjek tunggal dan jamak dan tidak adanya kata kerja *be* dalam kalimat. Untuk itu penelitian ini diharapkan mampu memberikan kontribusi terhadap pengajaran *grammar* dalam *writing*.

ACKNOWLEDGEMENTS



Praise be upon to Allah SWT: The Lord of the Universe, that under His blessing and great guidance, I am eventually able to complete this thesis as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this thesis, I have worked with a great number of people contributed who are deserved special mention. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

In the first place I would like to record my gratitude to Drs. Saunir Saun, M.Pd., as my first supervisor who had given his worthwhile ideas, suggestion, guidance and supervision from the earliest stage of this thesis accomplishment. she also gratefully acknowledge Rima Andriani Sari, S.Pd., M.Hum., as my second supervisor who had given her fruitful ideas, correction, beneficial opinion and encouragement in the process of accomplishing this thesis. She also gave her warm support and advised me to be more patient in finishing this thesis.

It is a pleasure to pay tribute also to my reviewers in my thesis proposal seminar as well as my examiners in my thesis comprehension test, Prof. Dr. Jufrizal, M.Hum., Dra. An. Fauzia R. Syafei, M.A., and Yuli Tiarina, S.Pd., M.Pd.. I'd like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. My sincere thanks and appreciation also goes to Prof. Dr. Jufrizal, M.Hum., as my academic advisor whose guidance had been beneficial for me during my study at English Department. Moreover, my next sincere acknowledgement goes to Dr. Kurnia Ningsih, M.A. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of English Department. Furthermore, collective and individual

acknowledgments are also owed to all of English Department lecturers who had taught me during my study at English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers.

Where would I be without my family? My parents and sibling deserve special mention for their inseparable support and pray. I would like to express my appreciation and faithful gratitude to my beloved mother, Afrini, who sincerely raised me up with her caring and boundless love. My struggling father, M. Ayub, is the one who put the fundamental of my learning character, showing me the joy of intellectual pursuit ever since I was a child. Thank you. I'd like to thank my lovely brother and sisters, M. Irfan, Rani Ayu Sentia, and Nadine Aurelia Khansa, for being supportive and caring sibling. In addition, I would like to thanks the rest family I have for their countless support and love giving to me.

I would also like to thank everybody who was important to the successful realization of this thesis such as English Department librarians and officers, for lending me the important sources, materials and giving administrative forms to be completed. I would like to express my apology that I could not mention personally one by one.

Padang, June 2012

Anisa Yohana Fitri

TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
LIST OF FIGURES	viii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Research Questions	6
F. Purposes of the Research	6
G. Significance of the Research	6
H. Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Verb	8
B. The Present Tense Forms of Verb	10
C. Grammatical Deviations : Mistakes and Errors	18
D. The Concept of Writing	20
E. The Concept of Descriptive Text	22
F. Previous Related Researches.....	24
G. Theoretical Framework	27
CHAPTER III RESEARCH METHOD	
A. Types of Research	28
B. Population and Sample	28
C. Instrumentation	30

D. Technique of Data Collection	32
E. Technique of Data Analysis	32
 CHAPTER IV FINDINGS AND DISCUSSION	
A. Data Description and Data Analysis	34
B. Findings	47
C. Discussion	51
 CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	54
B. Suggestions.....	54
 BIBLIOGRAPHY	 56
APPENDICES	59

LIST OF TABLES

1.	Table 1. Principal Parts of Verb	11
2.	Table 2. Population of the Research.....	29
3.	Table 3. Topics of Descriptive Text	30
4.	Table 4. The Range of Score	33
5.	Table 5. The Total of Students' Verb Form Deviations	34
6.	Table 6. The Calculation of Students' Deviations in Using Verb <i>Be</i>	36
7.	Table 7. The Calculation of Students' Deviations in Using Verbs other than <i>Be</i>	41
8.	Table 8. The Percentage of Students' Deviations in Using Verb <i>Be</i>	47
9.	Table 9. The Percentage of Students' Deviations in Using Verbs other than <i>Be</i>	49

LIST OF APPENDICES

1. Appendix 1 Writing Test for the Try-out Class.....	59
2. Appendix 2 The Result of Try-out	60
3. Appendix 3 Writing Test	61
4. Appendix 4 Scoring Rubric	62
5. Appendix 5 The Calculation of Verb Form Deviations	64
6. Appendix 6 The Percentage of Verb Form Deviations	65
7. Appendix 7 The Mean of Verb Form Deviations	66
8. Appendix 8 The Calculation of Students' Deviation in Using Verb <i>be</i> and Verbs other than <i>be</i>	67
9. Appendix 9 The Students' Writing.....	68
10. Appendix 10 Surat Izin Penelitian	98

LIST OF FIGURES

1. Figure 1. Theoretical Framework of the Research.....	27
2. Figure 2. Graphic of Total Students' Verb Form Deviation.....	35
3. Figure 3. Graphic of Percentage of Students' Deviations in Using Verb <i>Be</i>	48
4. Figure 4. Graphic of Percentage of Students' Deviations in Using Verbs Other than <i>Be</i>	49
5. Figure 5. The Comparison of Students' Deviations in Using Verb <i>Be</i> and Verbs other than <i>Be</i>	50

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Based on the School-Based Curriculum 2006, the teaching of English in Indonesia should be taught through texts. It means that the four language skills (listening, speaking, reading, and writing) and language competences (grammar, vocabulary, spelling, and pronunciation) are taught integratedly through a text. At the end of the learning process, it is expected that the students would be able to communicate in English both in oral and in written form fluently as well as accurately.

In senior high school level, this curriculum requires students to be able to create various texts in the form of transactional, interpersonal, functional text, and short essays. These texts are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006). Students are expected to produce those previously mentioned text not only in oral performance, but also in written performances.

In writing, the students have to consider many components. One of them is grammar. Grammar deals with some rules of how a sentence is produced in the well-form and meaningful. It is also related with some aspects, for example choice of words, punctuations, spellings, parts of speech, and the use of verb form and tenses. Those aspects should be used correctly. If

the students misuse the grammatical aspects, they will make incorrect sentences in their writing. As a result, the readers will get confused and not understand their writing.

In the School-Based Curriculum, grammar is not taught independently anymore, but it has been taught implicitly through a text. It means that the students will not learn grammar independently. When the students learn a text, they will also learn about grammar. For instance, in learning descriptive text, the students are taught about the tense used, such as simple present tense.

One of the texts that the students should be able to write is the descriptive text. Based on the Depdiknas (2004), the descriptive text is a type of text which has function to describe a particular person, place, or thing in detail. The writer of descriptive text creates a clear picture of a person, place, or thing through the use of vivid and carefully selected details, so that the readers can visualize what is being described by the writer. The text is organized in two steps, they are identification, in which *who*, *where*, and *what* are being described, and the description which supports the paragraph by describing the subject in detail.

The descriptive text is mostly considered as one of the easy texts to be produced. However, there are some senior high school students who are still not able to write the descriptive text in correct sentences though they have learnt it since they were in the junior high school grade seventh, eighth, and ninth. Based on the informal interview with an English teacher at SMAN 5 Padang, the teacher said that many students get low marks in English.

Meanwhile, a standard of passing grade in English subject was 70 score. The teacher found that the students whose marks lower than the passing grade were those who had problem in grammar.

To assist an argument related to the students' problem in using grammar in writing descriptive text, a preliminary research was done to see the students' products in writing descriptive text. This preliminary research was conducted for 40 eleventh grade students in SMAN 5 Padang. In this case, the researcher, who was helped by one of the English teacher in the school, required the students to write a free writing in the form of descriptive text. They were free to choose the topic they wanted to write.

From the result of the test, it could be seen that there were many students still use incorrect grammar in their writing. It was clearly shown in one of the students' writing as follow; *“My idol is Lee Min Ho. Lee Min Ho **live** in Korea. He is actor in film Boy before Flowers. I'm very love his. I like he is because he hendsame, he good acting. Lee Min Ho **like** dog. He **like** mie instan. He **is have** hobby recing car and sliming. And *favorite game is recing car. Lee Min Ho *a straight hair. He is a tall, skin whit, a good nose. He **like** a song. I **love to** Lee Min Ho.”*

Based on the student's writing above, there were many deviations that the students made. The most incorrect grammar committed in her writing was in using verb forms. For instance, she omitted the *-s/-es* for the third singular person, such as *“Lee Min Ho **live** in Korea instead of Lee Min Ho **lives** in Korea”, “Lee Min Ho **like** dog instead of Lee Min Ho **likes** dog”, “He **like***

mie instan instead of *He likes mie instan*”, and “*He like a song* instead of *He likes a song*”. She used double predicate in a sentence, such as “*I’m very love his* instead of *I love him very much*”. She omitted a verb in a sentence, such as “*Lee Min Ho * a straight hair* instead of *Lee Min Ho has a straight hair*”. And she used incorrect form of verb for the third singular person, such as “*He is have hobby recing car and sliming* instead of *He is have hobby recing car and sliming*”.

The situation above happened because the students had poor grammar competence. Based on the informal interview with several students at SMAN 5 Padang, they said that they had difficulties in writing, especially in applying correct grammar. They tend to write word by word by translating it from Bahasa Indonesia into English. As stated by Brown (1994) that translation is one of the causes of errors. The students translated their first language sentence or idiomatic expressions into the target language without paying attention to the use of correct grammar. As a result, they committed many errors in their writings.

Besides, applying the correct grammar is very crucial in writing. It is aimed to avoid misunderstanding between the writer and the reader. In grammar learning, students are taught how parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction) are put together to form sentences. Many students still encountered difficulties in applying appropriate rule of grammar in writing. Consequently, they still made deviations especially in constructing sentences and using verb form in tenses correctly.

Dealing with difficulties faced by the students in using the correct verb form in writing, a research about what verb form deviations made by the students of SMA 5 Padang in writing a descriptive text was conducted. This research is expected to give deeper information to the teacher about students' weaknesses in applying correct grammar in writing.

B. Identification of the Problem

Based on the background of the problem previously stated, there was a problem faced by the students in applying a correct grammar in writing. The students themselves had poor grammar competence especially in using correct verb forms in the sentences. A verb as a predicate is an important part in a sentence. The students tend to translate word by word from Bahasa Indonesia in producing a text into English. They did not care with the function of a verb in a sentence. That was why this research done to find out the verb form deviations made by the students of SMAN 5 Padang in writing a descriptive text.

C. Limitation of the Problem

Based on the identification of the problem above, the problem was limited on the verb form deviations made by the eleventh grade students of SMAN 5 Padang, enrolled in the year 2011/2012 in writing a descriptive text.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the formulation of the problem in this research was:

“What were verb form deviations made by the eleventh grade students of SMAN 5 Padang in writing a descriptive text?”

E. Research Questions

The problem of this research was further elaborated into the following research questions:

1. What verb form deviations were made by the students in using verb *be* in writing a descriptive text?
2. What verb form deviations were made by the students in using verb other than *be* in writing a descriptive text?

F. Purposes of the Research

The purposes of the research were to find out :

1. The verb form deviations made by the students in using verb *be*.
2. The verb form deviations made by the students in using verb other than *be*.

G. Significance of the Research

Since grammar plays an important role in writing, a research about students' deviations in applying appropriate grammar was important to be done, especially in using verb forms in the sentences. By conducting this research, it was expected that this research gives a significant contribution and worthwhile ideas for the teaching of writing skill, especially for the Senior High School students. Besides, it is also expected for the teacher to have a clear description about verb form deviations made by the students in writing

descriptive text. Thus, the teacher can emphasize his/her explanation on the students' weaknesses in applying correct grammar in writing. While for the students, it is hoped that they can see how deep their understanding in using correct verb forms in writing descriptive. Hence, they can improve their ability in writing by doing more practices.

H. Definition of Key Terms

- Verb form deviation : the different answer made by the eleventh grade students of natural science program of SMAN 5 Padang, from what are acceptable in using verb form in writing a descriptive text which may be caused by mistakes or errors.
- Writing ability : the ability to express, inform, and communicate the ideas, thoughts, and feelings in the written form.
- Descriptive text : a type of text which has function to describe a particular person, place, or thing in detail.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to find out the verb form deviations made by the students in using verb *be* and verbs other than *be*. Based on the data analysis and findings that have been discussed in the previous chapter, the eleventh grade students' ability in using correct grammar in writing descriptive text is low. It can be seen from the deviation they made in their writing. They still committed high level of verb form deviation. This result is summarized from the students' average score in the data of students' writing test.

There were two components which concerned as the indicators of students' deviations in writing descriptive text. These components were the incorrect verb forms made by the students both in using verb *be* and verbs other than *be*. From the data, it can be seen that students' overall deviation in using verb form was averaged high. This average was proven by the result of the deviations committed by the students. The data of students' deviations in using verb *be* were indicated high; meanwhile the deviations in using the verbs other than *be* were also indicated high.

B. Suggestion

Based on the result of this research, the students' deviations in using verb forms in writing descriptive texts were categorized high. It is

important to improve the students' comprehension about using the correct grammar in writing, especially using verb forms. Therefore, it is suggested that the teachers can emphasize the conscious teaching of grammar. They have to find the appropriate materials which relate to the using of correct verb forms in the term of verb *be* and verbs other than *be*. It is hoped that the teachers may give several exercises which focus not only on explaining the generic structure and the language features of a text but also how to use it appropriately in the texts.

It is also suggested that teachers are able to search and apply techniques in teaching writing. The techniques in teaching writing should be integrated with the teaching of grammar. The teacher should be able to promote the students' ability in arranging and relating the ideas, choosing the words, and using the correct grammar. Giving more exercises to the students is quite important to control the students' progress in writing ability, especially in using verb forms. As well, teachers may offer feedback for the students' writing in order to improve the writing ability.

BIBLIOGRAPHY

- Abisamra, N.S. 2001. *Teaching Writing-Approaches and Activities*. Available at: <http://nadabs.tripod.com/teachingwriting.htm>. Retrieved on Thursday, November 4, 2010
- Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.
- Azar, B. S. 1996. *Basic English Grammar*. The United States of America: Prentice-Hall, Inc.
- Barnet, S. and M, Stubbs. 1990. *Practical Guide to Writing: with Additional Readings*. The United States of America: Harper Collins Publisher, Inc.
- Basalamah, A. M. 1994. *Sistem Analisis Kalimat untuk TOEFL*. Jakarta: PT. Rineka Cipta.
- Brown, H. D. 1994. *Principles of Language Learning and Teaching*. Englewood Cliffs, New Jersey: Prentice Hall Inc.
- Bulia, A. 1996. Let's Study: Book 3. *Unpublished Students' Book of Wahid's College Lubuk Linggau*.
- Cohen, A. D. 2003. *Assessing Language Ability in the Classroom (2nd Ed)*. Boston: Heinle & Heinle Publishers.
- Davis, P. 1977. *English Structure in Focus*. The United States of America: Newburry House Publisher.
- De Boer. J. J. (1981). *Basic Language: Messages and Meanings*. New York: Harper & Row Publisher, Inc.
- Deen, R. 2006. *What is Writing?* Available at: http://www.faulkner.edu/admin/websites/cwalker/what_is_writing.htm. Retrieved on Thursday, November 4, 2010
- Depdiknas. 2004. *Pembelajaran Teks Deskriptif*. Jakarta: Pusat Kurikulum Balitbang Depdiknas.
- Depdiknas. 2006. *Standar Isi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas (SMA) dan Madrasah Aliyah (MA)*. Jakarta: Pusat Kurikulum Balitbang Depdiknas.
- Dulay, et al. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, R. 2003. *Second Language Acquisition*. New York: OUP.