CHAPTER V

DISCUSSION

This chapter presents the discussion of the research findings presented in the previous chapter regarding the most frequently used verbs in the selected children short stories for junior high school. Thus, the data can be interpreted and to draw conclusion of this study in order to answer the research problems.

A. **Discussion on The Most Frequently Verbs Used in the Children Short Stories for Junior High School Students**

This study was aimed to know the most frequently verbs used in the children short stories for junior high school students. Based on this objectives, the writer hopes that this will contribute to the knowledge of verbs usage in the future especially for teachers, students, and future researchers. The information obtained from this study can also be used as reference to consider an appropriate verb types in describing events, action, or any state in bringing story into live especially in a short story for junior high school students.

In this study, the writer utilize a corpus analysis toolkit TagAnt and Antconc to generate the verb types list and also calculate the tokens and frequency list of the verbs. By the use of these tools, the researcher could analyze the data and gained the findings in simple way since the tools are easy to learn for beginners and charge less.

After calculating and generating verb type list and its frequency, the researcher classified it into verbs categories in order to facilitate making the interpretation of the highest rank of 100 verbs type list discovery. In this study, the researcher adopted the theory of verb classes from Levin (1993) to group verbs types. Levin categorized verbs into about 200 classes and subclasses based on their semantic characteristics and some syntactic function (Levin, 1993). Whereas in traditional grammar or generally, verbs can be divided into two types the main verbs (verbs that can stand on its own in a sentence, such as put, run, walked, etc.), and auxiliary verbs (verbs that need support system to the main verbs, such as the modal form and participle form, verbs with can, will, and to be that build participle form, e.g. she *is sleeping*). These verbs form often conjugate depending on tense, mood, aspect and voice. Modification of verbs can be intended to show tense (time) and mood. These verbs form are named finite verbs. On the other, the verbs in the form of infinitive and participle are called as non-finite verbs (Millet, 2014). On the contrary, Levin classes of verbs seems to not minding about the role of auxiliary verbs in her categorization of semantic verb classes. Therefore, the researcher in this study did not take into account verbs such as had, was, do, etc. even though the verbs have high number of frequency in the result.

Based on the result, the highest category of verbs which dominate the corpus is the verbs with predicative compliments class. It covers verbs such as make, want, feel, find, believe, etc. which happens to mostly being

repeated in total number of 1846 repetition or 14.70%. As it is can be interpreted from the name, verbs with predicative complements is verbs which appear with predicative compliments. A predicative complement is a predicate completing the meaning of the noun phrase or subject in the sentence. According to Levin (1993), verbs with predicative complements is functioned to describing the features of the entities or things it is accompanied (Levin, 1993). The verbs set in this classification usually appears in a frame like NP V NP NP' , ' NP V NP as NP' , ' NP V NP to be NP' , as well as with adjective phrases 'NP V NP AP', 'NP V NP as AP' , 'NP V NP to be AP'. From this explanation, it can be drawn the ideas that there is correspondence between the meaning of the verbs and their syntactic features. As stated by Lapata and Brew (2004), Levin's theory argued that verbs which display the same diathesis alternations in the realization of their argument structure can be assumed to share certain meaning components and to form a semantically coherent class (Lapata & Brew, 2004). These set of verbs might occur the most in the short story because it functioned in modifying the detail meaning for the subject (in this case might be the character of the story) or noun phrase as well as completing the sentence structurally. Thus, it can depict the story in more accurate way into the readers' mind.

Verbs with predicative complements includes around 8 subclasses such as appoint verbs, characterize verbs, dub verbs, declare verbs, conjecture verbs, masquerade verbs, orphan verbs, captain verbs. Though

not all of the verb type list in the highest rank occupy or belong to every subclasses, many verb types could appear to one sub classes category such as those that occupy the sub category of conjecture class and declare class are more than one type of verbs. This is probably the shortage of Levin's categorization where the verb types can only appear to one or more classes. Thus, making the frequency less to be more accurate. Another difficulties pointed out by Dang et al. (1998), noted cause the verbs listed could appear in more than just one classes, the precise meaning of the verbs are left open to interpretation in Levin (Dang, 1998). Another thing, there are some verbs that aren't in the list of Levin's classification that resulting on the difficulty in deciding the verbs group. Nevertheless, levin's classification of verbs has been benefiting in determining dictionary formulation for the past few years.

B. Discussion on The Implication of The Most Frequent Verbs Used in the Children Short Stories to English Language Teaching in Junior High School

An implication towards English learning and teaching can also be drawn after discussing the findings of this study. By analyzing the most frequently verbs used in the materials for learning, it can identify the most commonly used verbs in the language that need to be mastered by students in that level of study. It certainly will offer benefit for students to get familiar with some verbs first so it can help them learning the language consequently. In line with Krashen's Input Hypothesis Theory that children

who normally go through a silent period during which they learn the language and then later begin to generate or produce it (cited in Kavanagh, 2006). Therefore, corpus study can facilitate in providing structured materials for students to help them mastering vocabularies to enhance their other skills in the foreign language acquisition such as listening, reading, writing and speaking.

Not only for the students by knowing the most frequent used verbs, teacher will also notice the importance of certain verbs to be applied in the language teaching and learning process. In congruent with Thorndike's behavioral learning theory regarding frequency-based 'wordbooks' that it is necessary to "enable a teacher to know not only the general importance of each word so far as frequency of occurrence measures that, but also its importance in current popular reading" (Thorndike and Lorge, 1944 in (Green, 2017)). Thus, teacher can determine suitable design for learning. In addition, it also helps to construct the best materials for learner.

Reading is one of important skills to be mastered as well as a way in providing input for students' language acquisition. As for reading, it is the one of the role of teachers to determine what materials should be chosen to teach their students best according to the objectives of learning. In deciding the materials, teacher should also consider the condition of the students in what levels of study they are to identify their need. The junior high school students basically is a transition of childhood to the adulthood. Therefore, children short stories are one of suitable secondary materials to be given to

accompany English textbook as it can stimulate their curiosity and capture their attention better. (Berlyne, 1960, Elley, 1989, cited in (Hsieh, Wang, & Lee, 2011)).

According to the finding of this study, in total of 61 children short stories are found 27. 228 verbs token. With the selection of the most 100 frequently used verbs, then it classified into Verb categories by Levin (1993). It found that Verbs with Predicative Complements, Verbs of Communication, Verbs of Motion, Verbs of Creation and transformation and Verbs of Change possession are the five highest classification in repetition. By this classification of word types, certain verbs can help in identifying another verb belong into the same classes. Thus, it can help in vocabulary learning.