



A STUDY ON MASTERING ENGLISH TRANSITIVE VERBS BY THE GRADE 10 STUDENTS OF ENSINO SECUNDARIA GERAL 10 DE DEZEMBRO COMORO DILI

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ABSTRACT

The objectives of this study are to find out how far the grade 10 students of Ensino Secundaria Geral 10 de Dezembro Comoro-Dili master English transitive verbs and to know their ability level in mastering English transitive verbs. It applied qualitative and quantitative methods. The instrument used in this study was a written test consisting of twenty-five numbers, such as ten multiple choices, ten numbers filling in the gaps, and five numbers Essay test. The sample of this study was 30 selective students of grade 10 student of ensino Secundaria Geral 10 de Dezembro Comoro-Dili in the school year 2020. The results show that the students made 493 correct answers with 65.73%, 257 wrong answers with 34.27%, and there wa null for students' no answer. It can be concluded that the students were able to master English transitive verbs because the correct answers were higher than the wrong answers. However, the students were mostly categorized at the average level of mastering English transitive verbs, from 11 to 20 of total scores of 455 with a percentage of 99,2%. Finally, no students were categorized into the high level of mastering English transitive verbs, and seven students were categorized into the low level of mastering English transitive verbs. The scores range from 0-6 with 0.8%.

Keywords: English, Transitive Verbs, Teaching, Students

INTRODUCTION

Language is a communication tool that people use to express and convey their thoughts, feelings, and ideas. Through language, people can create and keep their relationships among themselves in society (Mbakop, 2021). Language is a means of communication that is important in human beings' life (Djahimo, 2020). Language is the main key to communication that has a meaningful function, and people use it for communication if, without a language,, human beings can not communicate with each other (Widdowson, 1998). Language is a device of communication that is most important in a human being's life. Language is the main key

to communication that has a significant function, and human beings use it for communication. If without a language, human beings can not express their feelings, ideas, thought, etc. According to Campbell and Lyle (2004) in the book entitled *Historical Linguistics*, "language is the human capacity for acquiring and using complex systems of communication through social interaction" (p.72). Language is a system of communication consisting of a set of sound and writing symbol used by people of a particular country conventional and used as a tool of communications by a group of human beings to give birth feelings and through the language".

There are many existing languages, one of them is English, learners should master that because it is an international language used by many people to communicate with one another. Chomsky (2003) states that "English for young learners should be implemented in order to be able to compete in the globalization era.

Moreover, learning English will be very helpful in communicating with others worldwide (Malelak & Paranduk, 2021). It is also used in the competitive job market, so people must speak that language. If people can speak English well, they may get a better chance to work and get good payment. English has been a universal language that links the world together. Nowadays, many people travel abroad to study English as an international language because many schools and institutes offer scholarships in English.

As a language, English has four skills: listening, speaking, reading, and writing. Besides, some component of a language can be used to support the four language skills, such as pronunciation, vocabulary, syntax, phonology, morphology, grammar, etc. These components work together to create meaningful communication among individuals. Buda (2017) states that mastering language skills will determine the student's communicative competence in the target language. Thus, this study aims to discover the ability of grade 10 students of Ensino Secundaria Geral 10 Dezembro Comoros, Dili, in the school year 2020 to master English transitive verbs and to know their mastery level in English transitive verbs.

THEORETICAL FRAMEWORK

Grammar refers to how words are used, classified, and structured to form coherent written or spoken communication (Herring, 2016). Then Murphy (2003) states that "grammar is a set of structural rules that governs the composition of clauses, phrases, and words in any given natural language, and the term also refers to the study of such rules. Similarly, Hornby (2002) "grammar is the rule in a language for changing the form of a word and joining them into a sentence."

It can be said that grammar is the study or use of the rules about how words change their forms and combine with other words to make them meaningful. Many things require English learners to learn from grammar, and one of them is the

transitive verb. Transitive verbs express an action and are followed by an object. The grammatical term *object* means a noun, pronoun, or noun phrase impacted by the verb's action in a given sentence. This circularity causes problems for some people. It is perhaps easier to think of what a direct object is and what it is not. A direct object is a noun phrase that does not function as a subject complement; it does not describe the subject.

Transitive verbs can be simply defined as verbs that have a subject and object and receive the action (Swandana et al., 2022). In a passive sentence, a transitive verb always tells us who performs an action or something. According to (Azar) 2006), "transitive verbs are the verb in sentences with the direct object and subject of the direct object to receive the action. In addition, according to Robin (1997), "transitive verb is an action verb expressing a double activity such as kick, play, love, watch, drive, ride and etc. Transitive must have a direct object such as something or someone who receives the action of the verbs". For Example, *I really admire you, and He really loves his parents; I need to do my homework; they are buying a new car,* and so forth.

RESEARCH METHOD

Research is collecting, analyzing, and interpreting information to answer questions. Commonly, the researcher used many techniques and formulas to analyze the data in formal research in which descriptive qualitative and quantitative methods are included. The researcher used qualitative and quantitative methods to analyze the data in this research. The qualitative method was used to describe the general information about the school's condition. At the same time, the quantitative method was used to measure the total percentage of students' results based on numerical calculations.

RESULT AND DISCUSSION

The student's ability to master English transitive verbs may be viewed by presenting some results done by the students during the research took place. The researcher used the three types of tests to measure the student's ability to master transitive verbs. There were 30 (thirty) students who attended the test given, and nobody

was absent during the commencement of the test. The researcher would like to present the results of the data analysis from the students' answers in the form of tables. The purposes of using the tables were to count the students' answers, either correct

or wrong, as well as their levels of mastery based on the three types of a test as presented in the tables below.

Table 1: The Result of the Test

No	CA	%	WA	%	NA	%
1	17	2.27	8	1.07	0	0.00%
2	20	2.67	5	0.67	0	0.00%
3	11	1.47	14	1.87	0	0.00%
4	13	1.73	12	1.6	0	0.00%
5	16	2.13	9	1.2	0	0.00%
6	18	2.4	7	0.93	0	0.00%
7	20	2.67	5	0.67	0	0.00%
8	15	2	10	1.33	0	0.00%
9	13	1.73	12	1.6	0	0.00%
10	19	2.53	6	0.8	0	0.00%
11	17	2.27	8	1.07	0	0.00%
12	17	2.27	8	1.07	0	0.00%
13	14	18.67	11	1.47	0	0.00%
14	20	2.67	5	0.67	0	0.00%
15	14	2.87	11	1.47	0	0.00%
16	17	2.27	8	1.07	0	0.00%
17	19	2.53	6	0.8	0	0.00%
18	17	2.27	8	1.07	0	0.00%
19	17	2.27	8	1.07	0	0.00%
20	16	2.13	9	1.2	0	0.00%
21	16	2.13	9	1.2	0	0.00%
22	14	1.87	11	1.47	0	0.00%
23	16	2.13	9	1.2	0	0.00%
24	16	2.13	9	1.2	0	0.00%
25	16	2.13	9	1.2	0	0.00%
26	18	2.4	7	0.93	0	0.00%
27	16	2.13	9	1.2	0	0.00%
28	6	0.8	19	2.53	0	0.00%
29	16	2.13	9	1.2	0	0.00%
30	17	2.27	8	0.07	0	0.00%
Total	493	65.73%	257	34.27%	0	0.00%
Total Questions: 750 (100%)						

The above table describes the students' total correct, wrong, and no answers with their percentages from multiple-choice, fill-in-the-gaps, and essay tests. The results showed that the 30 students made 493 total correct answers with 65.73%, 257 total wrong answers with 34.27%, and there was null from students' no answers. The

scores given to students depended on the results of the test given. The 750 questions were from 25 questions of the total test multiplied by 30 students who attended the test given. The results showed that the grade 10 students of Ensino Secundaria Geral 10 Dezembro Comoro Dili in the school year 2020 were able to master English

transitive verbs because their correct answers were

higher than wrong answers.

Table 2: Average Level of Mastering Transitive Verbs

Student's Number	CA	Percentage (%)	
3	11	From scores of ranges 11 to 20	
4	13		
9	13		
13	14		
15	14		
22	14		
8	15		
5	16		
20	16		
21	16		
23	16		
24	16		
25	16		
27	16		
29	16		
1	17		
11	17		
12	17		
16	17		
18	17		
19	17		
30	17		
6	18		
26	18		
17	19		
10	19		
20	20		
14	20		
28	455		Total: 99.2%

The above table (table 2) points 25 out of grade 10 students who sat for the test given in English transitive verbs were categorized at an average level of mastering English transitive verbs. This was because their scores ranged from 11 to 20.

There was a student with a score of 11, two with a score of 13, and three with a score of 14. It can be seen from the grade 10 students' mastery categorized at an average level in mastering English transitive verbs.

Table 3: Low Level of mastering Transitive Verbs

Student's Number	CA	Percentage (%)
28	6	The score ranges from 1-6
		Total: 0.8%

This table shows that there is only one out of 30 dents who attended the test given in English transitive verbs is categorized at a low level of mastering English transitive verbs. This was

because his/her score only ranges from 6 to 0.8%. However, no student can be categorized at a high level of mastering English.

CONCLUSION

Based on the results, it is known that the students made 493 total correct answers with 65.73%, 257 wrong answers with percentages of 34.27%, and there was null from students' no answer. It can be concluded that the students were able to master English transitive verbs because their correct answers were higher than the wrong answers. In the level of mastering, most of the 10th-grade students were categorized at the average level.

SUGGESTIONS

Based on the student's results in chapter 4, the writer would like to suggest to all English teachers of Ensino Secundaria Geral 10 De Dezembro Comoro Dili to deal with students' difficulties in mastering English transitive verbs. It should be done in the following important ways. Firstly, the English teacher should emphasize the students on oral drills and written exercises grammatically. Secondly, the English teacher should provide an appropriate condition for students to familiarize themselves with the target language in their daily communication, such as using the transitive method of teaching transitive verbs.

Thirdly, the English teacher should advise the student to have English grammar materials, which can help the students learn English transitive verbs. Next, the students should use English transitive verbs grammatically and apply them in their daily practical communication. Finally, the students should make an effort to acquire more ability to do assignments related to the English transitive verbs.

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