

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL  
OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1  
SEKAMPUNG UDIK**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO  
1444 H / 2022 M**

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**AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL**  
**OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1**  
**SEKAMPUNG UDIK**

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For the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO**  
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Title : AN ANALYSIS OF VERB CONJUGATION IN WRITING  
SKILL OF THE TENTH GRADERS AT SMA  
MUHAMMADIYAH 1 SEKAMPUNG UDIK

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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr.Wb.*

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An Undergraduate thesis entitled: AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK. Written by: Yesi Maryuningsih, Student Number 1801070074, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 24<sup>th</sup>, 2022 at 07:30 – 09:30 a.m .

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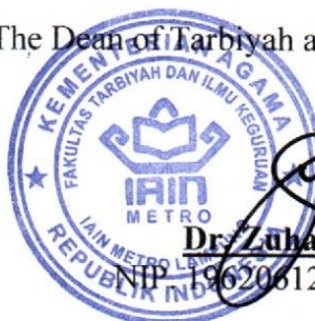
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# **AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK**

## **ABSTRACT**

By: Yesi Maryuningsih

The objectives of this research were to know the most dominant type of verb conjugation in students' writing, and to investigate the use of verb conjugation in students' writing. The researcher analyzed the phenomena of verb conjugation because it is very important to explore. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of verb conjugation.

The method of this research was qualitative research in the form of using verb conjugation. The primary sources of this research were twenty archives of students' assignment in the form of writing the narrative text done by the tenth graders at SMA Muhammadiyah 1 Sekampung Udik. These were analyzed in the focus of verb conjugation in order to reveal the dominant type and the use of verb conjugation in students' writing. The research used documentation techniques in collecting the data. The documentation was to obtain an understanding of a phenomenon under study and to collect the data. Furthermore, the researcher got the data to determine the results of the document for twenty students writing.

The research results show the first one is the type of regular verb 68%, the type of irregular verb 9%, the type of be, have and do 23%. Therefore, the most dominant type of verb conjugation in students' writing is regular verb that are 68%. Moreover, research result points out that there are two indicators of appropriate and inappropriate use of verb conjugation in students' writing classified in appropriate 50 and inappropriate 24.

***Keywords: Verb Conjugation, Writing Skill, Qualitative Research.***

# **ANALISIS KONJUGASI KATA KERJA DALAM KETERAMPILAN MENULIS SISWA KELAS X SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK**

## **ABSTRAK**

**Oleh: Yesi Maryuningsih**

Tujuan dari penelitian ini adalah untuk mengetahui jenis konjugasi verba yang paling dominan dalam tulisan siswa, dan untuk mengetahui penggunaan konjugasi verba dalam tulisan siswa. Peneliti menganalisis fenomena konjugasi verba karena sangat penting untuk ditelusuri. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena konjugasi kata kerja.

Metode penelitian ini adalah penelitian kualitatif berupa penggunaan konjugasi verba. Sumber utama penelitian ini adalah dua puluh arsip tugas siswa berupa menulis teks naratif yang dilakukan oleh siswa kelas X di SMA Muhammadiyah 1 Sekampung Udik. Ini dianalisis dalam fokus konjugasi kata kerja untuk mengungkapkan jenis yang dominan dan penggunaan konjugasi kata kerja dalam tulisan siswa. Penelitian ini menggunakan teknik dokumentasi dalam pengumpulan datanya. Dokumentasi dilakukan untuk memperoleh pemahaman tentang suatu fenomena yang diteliti dan untuk mengumpulkan data. Selanjutnya peneliti mendapatkan data untuk menentukan hasil penulisan dokumen untuk dua puluh siswa.

Hasil penelitian menunjukkan yang pertama adalah tipe regular verb 68%, tipe irregular verb 9%, tipe be, have dan do 23%. Oleh karena itu, jenis konjugasi kata kerja yang paling dominan dalam tulisan siswa adalah kata kerja beraturan yaitu 68%. Selain itu, hasil penelitian menunjukkan bahwa ada dua indikator penggunaan konjugasi kata kerja yang tepat dan tidak tepat dalam tulisan siswa yang diklasifikasikan dalam tepat 50 dan tidak tepat 24.

***Kata Kunci : Konjugasi Kata Kerja, Keterampilan Menulis, Penelitian Kualitatif***

## STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

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State that this undergraduate thesis is originally the result of the research done by the researcher, in expectation of certain parts which are expected from the bibliographies mentioned.

Metro, November 17<sup>th</sup>, 2022  
The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 17 November 2022  
Peneliti,



**Yesi Maryuningsih**  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

**fa inna ma'al-'usri yusroo**

“Verily, with every difficulty there is relief”  
(Al-Insyirah: 5)

## DEDICATION PAGE

I am dedicating this undergraduate thesis to:

1. My beloved parents (Mr. Martoto and Mrs. Sutyem), who always taught me to work hard for the things that I aspire to.
2. My beloved brother (Alvaro Dwi Anggoro) who always support me.
3. My sponsor (Yeasy Agustina Sari, M.Pd.) thank you very much for guiding me.
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5. Thanks to Almamater *of State Institute for Islamic Studies of Metro (IAIN METRO)*.

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Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

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2. Dr. Zuhairi, M.Pd, as the Leader of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Yeasy Agustina Sari, M.Pd, as the sponsor who has provided valuable knowledge and support in finishing this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher does apologize for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, June 28<sup>th</sup>, 2022

The Researcher,



**Yesi Maryuningsih**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is an activity to express ideas, thoughts, experiences and knowledge in the form of notes using characters, symbols or symbols that are made systematically so that they can be easily understood by others. Writing is a complex activity that includes integrated movements of the fingers, hands, arms and eyes. Writing must have a purpose or goal. When researchers write, they produce ideas and turn them into text. Then they must be able to make readers understand about writing. The way the researcher communicates his writing has a big influence on how easily or not the reader understands the writing.

Moreover, the benefits of writing for someone means creating a bridge to communicate with oneself and others. Writing habits sharpen one's own abilities in written language. Writing helps others deal with and solve the same problems the researcher is facing. Writing can sharpen one's reasoning power and memory, as it is known that writing is an activity to express ideas and thoughts. Writing increase someone's knowledge and insight. More absorbing, looking for, and mastering information related to the topic being written. Thus, writing activities broaden horizons both theoretically and regarding related facts. Knowing the abilities and potentials of ourselves as well as our knowledge of the topic he chose. By developing that topic, researchers are forced to think, explore the knowledge and experiences that are stored in the subconscious.

In everyday life, the ability to write researchers should not be unconscious, when they write CV, portfolio or resume, the ability to write that the researchers also need to write with good quality and right. Build credibility, the writing style can determine what the researchers as an individual. Many people can see individual people through a writing. The style tells something into a writing can be the way someone sees your personality.

In addition, one of the grammar components that support writing skill is conjugation. Verb conjugation is a form of changing verbs in English. This verb change is changing the form of a verb instead of changing the form of a subject. As mentioned earlier, one of the things that greatly affects the conjugation of the verb used is the subject. There are also many things related to this subject, one of which is about the type of subject in the sentence.

Moreover, conjugation is the specific term used for the inflection of verbs no other part of speech is conjugated. For any kind of word that goes through inflection (nouns, pronouns, adjectives, and adverbs), the term declension.<sup>1</sup> Because what changes in this conjugation is the verb, this process is often also called verb conjugation. Verb conjugation is usually also used to provide information about the number of people who participate in an action of the verb used.

One of the requirements in formal English is the application of proper grammar. If students are proficient in grammar, then it is not a problem. For example, when students have to write English texts at school,

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<sup>1</sup>Peter Herring, *Complete English Grammar Rules*. (California: Greatespace, 2016), 1011.

students' have no trouble doing it. One way to learn grammar is with Conjugation, this can improve students' writing skill. Conjugation has the benefit of improving one's ability to use English, especially writing English.

In line with this phenomenon, the researcher conducted a pre-survey in the tenth grade at SMA Muhammadiyah 1 Sekampung Udik on October 21, 2021. In the presurvey process, the researcher got the student's English assignment document, especially in the form of English writing with descriptive text type.

In the pre-survey process, the researcher observed the archives of students' English assignments given by the English teacher. The task is in the form of tasks related to writing skill, in the form of writing descriptive text essays. In the process of observing the results of the pre-survey, the researcher found the phenomenon of verb conjugation in students' essays. In the form of changing verbs that are adjusted to the tension. In this case, the students wrote some errors in using verb conjugation in the essay. One of the students revealed their daily habits, so the daily habit should use the present tense instead of the past tense.

One of the phenomena of verb conjugation in student's writing assignments: *After washing my motorbike, I immediately took a shower after taking a shower. I saw that it was already sunset and I heard the call to prayer. I prayed after praying. I watched TV, after watching TV. I went to sleep.*

1. *I saw that it was already sunset*

(In this sentence students use conjugating irregular verbs)

2. *I prayed after praying*

(In this sentence students use conjugating regular verbs)

3. *I heard the call to prayer*

(In this sentence students use conjugating regular verbs)

4. *I watched TV*

(In this sentence students use conjugating regular verbs)

One of the phenomena of verb conjugation in student's 2 writing assignments:

*After that, I played the cellphone again until 2 o'clock while watching TV and having lunch, until the time for the asr call to prayer arrived. I got ready to perform the prayed service and after that, I cleaned up the house again, after that I took a shower in the afternoon and ate in the afternoon until it was time for the maghrib call to prayer. I immediately performed the maghrib prayer, after 7 o'clock I do the isya prayer.*

1. *I played the cellphone again until 2 o'clock*

(In this sentence students use conjugating regular verbs)

2. *I cleaned up the house again*

(In this sentence students use conjugating regular verbs)

3. *I do the isya prayer*

(In this sentence students use the conjugating Be, Have and Do used in an auxiliary capacity "Do")

Based on the results of the pre-survey, the researcher tried to identify the students' conjugation. Based on the results of the pre-survey, it is known that students use the form of verb conjugation in student writing and students think that writing paragraphs is the most difficult. Students have

difficulty in gathering ideas when students are going to write, because students are still confused about how to organize their ideas into good paragraphs. In addition, difficulties in writing skill are limited mastery of English vocabulary, in the process of making English texts, students cannot explain their views, cannot apply English grammatical concepts. in the writing process, and cannot use good and correct punctuation in the writing process.

Therefore, based on the description above, it can be concluded that there is a conjugation phenomenon in the written data of 10th grade students of SMA Muhammadiyah 1 Sekampung Udik. In line with all of the above descriptions, the researcher explored the phenomenon of Conjugation in students' writing. To reveal the most dominant type of Conjugation in students' writing, to find out how Conjugation use in students' writing. In this case, the researcher conducted qualitative research entitled "An Analysis of Verb Conjugation in Writing Skill of the Tenth Grades at Sma Muhammadiyah 1 Sekampung Udik".

## **B. Research Question**

To show the purpose of research, the researcher had decided the research questions including of:

1. How is the use of Verb Conjugation in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik?
2. What is the most dominant form of verb conjugation used in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik?

## **C. Objectives and Benefits of the Study**

### **1. Objectives of the Study**

Based on research questions, the researcher sets out the goal of the study

These include:

- a. To investigate the use of Verb Conjugation in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik.
- b. To analyze the most dominant form of verb conjugation in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik

### **2. Benefits of the Study**

It is hoped this study may benefit not only researcher but also students, lecturers, and other researchers. As for these benefits, these include:

- a. For the Student

This research is expected to make a positive contribution to students or students by providing information related to the fact of using conjugation in their English writing. With this information, students are aware of the condition or quality of writing which is influenced by the use of verb conjugation in the writing process. therefore, from this research students can take further action to address this phenomenon by practicing writing English well.

- b. For the English Teacher

The research is expected for teachers by presenting information that the researcher takes from the theory and facts of research results about conjugation in writing. especially the information that was obtained by the teacher related to the quality of using conjugation in students'

writing. By knowing these facts, the teacher can take follow-up actions to address the conjugation phenomenon in students' writing.

c. For the Other Researchers

This research is expected to be useful for other researcher who do research on the same topic, namely conjugation on writing skill. Through this research, other researcher can take important information that is not only related to conjugation theories, but also real research practice. Therefore, this research is expected to be a reference for other researchers.

#### **D. Prior Research**

This research is conducted by considering some prior researches that have been done by other researcher in same researcher' topic. The first prior research was done by Zaqiatul Mardiah, Nur Hizbullah and Awaliyah Ainun Niswah. "Blocking and Extended Exponence of Suffix Pronouns in Arabic Perfective Verb Conjugation".<sup>2</sup> The object of study is the pronoun suffixes in Arabic perfective verb conjugation. The data used is taken from the Arabic grammar book by Wright (2005). This research examines the realization of OT in Arabic verbal inflection, particularly perfective verbs. The data in this study are in the form of dummy data showing the conjugation phenomena of Arabic verb perfective. The results of study reveal that several exonemes which in different situations, each can realize several assignments. Instead, there is an assignment that is realized by more than one exoneme.

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<sup>2</sup> Zaqiatul Mardiah, Nur Hizbullah and Awaliyah Ainun Niswah, "Blocking and Extended Exponence of Suffix Pronouns in Arabic Perfective Verb Conjugation", Vol. 5 (2020): 730.

Both of the researcher's research and their research have similarities in the topic research and research method, especially in research on Verb Conjugation by the use of qualitative research method. In contrast, these two studies have the differences in research objectives. This is due to the study's goal of developing the formulation of the optimal forms of the suffix pronouns of the Arabic perfective verb conjugations. In comparison, the research objectives include influence to explain the use and to analyze the most dominant form of verb conjugation in writing skill of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

The second prior research was done by Gareth Morgan. "The Ineffectiveness of Overt Input on the Problematic Grammatical Features of Tense Usage and Verb Conjugation for Native Arabic Speaking Learners of English for Academic Purposes (EAP)".<sup>3</sup> This study examines the effectiveness of the provision of specific input on the use of verb conjugation and tenses to preparatory students at Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia. The results conclude that such overt input has no discernible effect, due to the errors produced by both groups being extremely similar with reference to both quantity and cause, with verb conjugation and missing verbs featuring prominently for both groups, particularly the inability to use third person 's'. Consequently, it was focused on in the classroom, with the students' post-input formal writing compared

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<sup>3</sup>Gareth Morgan, "The Ineffectiveness of Overt Input on the Problematic Grammatical Features of Tense Usage and Verb Conjugation for Native Arabic Speaking Learners of English for Academic Purposes (EAP)", Vol. 9 (2018): 193

with the production of students from another class, at the same level, who, in contrast, had not received specific input on this grammatical feature.

Both of the researcher's research and Morgan's research have similarities in the topic and research methods, especially the similarities in research on Verb Conjugation by the use of qualitative research method. In contrast, these two studies have differences in terms of research objectives. That is because this research examines the effectiveness of the provision of specific input on the use of verb conjugation and tenses to preparatory students at Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia. In comparison, the objectives of this study include to explain the use and to analyze the most dominant form of verb conjugation in writing skill of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

The third prior research was done by Kurnia Akbar. "An Error Analysis of Student's Translating Verbal Conjugation at SMA 1 Parung".<sup>4</sup> Verbal Conjugation is a form of changing verbs, such as (V1, V-Ing, V2 or V3). The purpose of this study was to identify the difficulties commonly faced by students in translating, especially in translating verbal conjugations and the causes of errors in translating them. This study uses a descriptive analysis method that tries to analyze errors and to find out the causes of why these errors occur.

Both of the researcher's research and Kurnia's research have similarities in the topic and research methods, especially the similarities in

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<sup>4</sup> Kurnia Akbar, "An Error Analysis of Student's Translating Verbal Conjugation at SMAN 1 Parung", Vol. 01 (2018): 33

research on Verb Conjugation by the use of qualitative research method. In contrast, these two studies have differences in terms of research objectives. That is because this research to identify the difficulties commonly faced by students in translating, especially in translating verbal conjugations and causes the cause of the error in translating it. In comparison, the objectives of this study include to explain the use and to analyze the most dominant form of verb conjugation in writing skill of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

Based on the entire description above, it can be concluded that there are differences in data sources in the overall prior research with the researcher's research. This is because the data sources used by the prior research include writings containing pronouns, speaking records, and translation results. While the researcher's research use data sources in the form of student writing, data in the form of student writing related to an English text. In this case, the researcher raises or analyze the use of verb conjugation in the student's writing and reveal the most dominant form of verb conjugation. The novelty of this research is in the form of presenting verb conjugation in students' writing which provide detailed information about students' ability in writing English, especially those related to grammar, which is specifically related to mastery of verb conjugation in writing. By revealing the use of verb conjugation in the student's writing, it is hoped that this research provides an overview that be useful for English teachers to provide advanced treatment, as a solution to the condition or ability of students to use verb conjugation in English writing.

## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of Writing Skill

##### 1. Nature of Writing Skill

Writing is a solitary activity and researchers are limited by the assumptions they carry with them to the act of writing. They are limited, that is, by the limits of their ability to imagine what writing is and how researchers behave.<sup>5</sup> Writing is a way of pouring all thoughts into writing, such as the knowledge, experience and knowledge of the researcher and then poured into writing. sometimes, writing is an easy way to add our ideas or opinions.

Purpose of writing is to communicate a message with a specific purpose to an audience. Most writing does one of three things: inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing your ideas, and presenting them in the most logical, effective way. This lesson discussed all of these issues.<sup>6</sup> Free writing is the act of respecting and putting down the words that come to mind and then continuing to respect and put down the next words that come to mind.<sup>7</sup> Free writing can also be interpreted as an activity that invites us to practice writing without any pressure. Without pressure alias free to determine what we write and want to convey in the writing.

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<sup>5</sup> Geraldine DeLuca, Len Fox, Mark-Ameen Johnson, Myra Kogen, *Dialogue on Writing: Rethinking ESL, Basic Writing, and First-Year Composition*, (Mahwah: New Jersey, 2002), 51.

<sup>6</sup>Rachael Stark, *Writing Skill Success in 20 Minutes A Day—3rd ed.* (New York: Learning Express, 2005), 157.

<sup>7</sup> Peter Elbow, *Writing with Power*. (New York: Oxford University Press. 1998), 18p.

Writing is a recursive process. "Recursive" had come to be one of the canonical buzzwords in the profession, and this reviewer was talking about the recent, extensive research showing how often both skilled and unskilled researchers circle around and move back and forth, again and again, among contrasting activities like planning, writing down some words, thinking about criticisms, pondering, putting down more words, changing the words, writing more words, thinking about plans, rearranging the words and so on.<sup>8</sup>

## **2. Importance of Writing Skill**

The importance of writing skill includes of as follow:

- a. The importance given to writing differs from teaching situation to teaching situation. In some cases, it shares equal billing with the other skill, in other curricula it is only used, if at all, in its 'writing-for-learning' role where students write predominantly to augment their learning of the grammar and vocabulary of the language.
- b. Partly because of the nature of the writing process and also because of the need for accuracy in writing the mental processes that a student goes through when writing differ inefficiently from the way they approach discussion or other kinds of spoken communication.
- c. For this type of writing, follow the same planning process as you would for a written communication designed to present information. Information is a collection of data or facts that have been processed in such a way as to produce something that can be understood and provides benefits for someone or the reader

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<sup>8</sup> *Ibid.*, 24.

- d. Informational writing is clear, simple, and orderly. In business writing, it's important to get right to the point. No one has time to spend reading your warm-ups, the words you write while you're treading to get to the point. The best communications state the point directly and present the information clearly.

### **3. Aspects / Components of Writing Skill**

The aspects / components of writing skill includes of as follow:<sup>9</sup>

- a. Language use: the ability to write correct and appropriate sentences; every vocabulary used in language use must be chosen.
- b. Mechanical skill: the ability to correctly apply written language conventions such as punctuation and spelling: punctuation is sometimes significant. At the same time, it is as important as choosing vocabulary
- c. Content treatment: the ability to think creatively and develop ideas, while eliminating all irrelevant information: relevant content makes readers feel at ease reading the text.
- d. Stylistic skill: the ability to manipulate sentences and paragraphs and effectively use language; each sentence and paragraph must be uninterrupted.
- e. Judgment skill: the ability to write appropriately for a specific purpose with a specific audience in mind, as well as the ability to select, organize, and order relevant information to avoid confusing readers.

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<sup>9</sup>J. B. Heaton, *Writing English Language Test* (London: Longman, 1990). 135.

#### **4. Indicators of Writing**

The indicators of writing include off as follow:

##### **a. Content**

It is difficult to assess the content of a written product. He uses several descriptions to make the teacher or evaluator count it: knowledge, substantive, thesis development, and relevant to the assigned topic.

##### **b. Organization**

There are six descriptions in an organization that must include well-written text. They have fluent expression, ideas support, are concise, well-organized, follow a logical sequence, and are cohesive.

##### **c. Vocabulary**

Good researcher must expand their vocabulary and choose the appropriate wording for the text. Heaton categorizes vocabulary into four categories: sophisticated range, effective word or word form mastery, idiom choice and usage, and appropriate register.

##### **d. Language Use**

Language use, like vocabulary, has eight descriptors: practical complex constructions, agreement, tenses, number, word's function, and articles.

e. Mechanics

Mechanics are descriptions of the spelling, punctuation, capitalization, paragraph, and handwriting in a written product. It is just as important to evaluate a composition profile.

## **B. Concept of Verb Conjugation**

### **1. Nature of Verb Conjugation**

Conjugation is the inflection (changing of form) of verbs to create new meaning in specific contexts; whenever we change a verb from the present tense to the past tense, for example, we are using conjugation.<sup>10</sup> Changes in the form of the verb or what is called the verb conjugation are related to tenses or adverbs of time in English. The phenomenon that a lexical verb can be used in a number of different forms, expressing such notions as person, number (singular or plural), tense and grammatical aspect, e. g. work, works, worked, will work, has worked, I s working, it can be seen from the example, the verb of "work" changes at the end of the word, changes and gets additional -s, -ed, will, has, is or -Ing. This is called conjugation where the verb changes to follow the subject.

The conjugation of a verb is the fixed order of all its forms showing their inflections (changes) in the three persons of the singular and plural in a particular tense, e.g., "She is wondering

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<sup>10</sup> Peter Herring. *Complete English Grammar Rules*. (California: Greatespace, 2016), 19.

where we're going."<sup>11</sup> The placement can also be in the middle of the sentence between the main and subordinate sentences, but it can also be at the beginning and end of the sentence or the beginning of the paragraph. Therefore, every language has its verb changes according to the context.

Verb conjugation is characterized by the use of affixes such as agreement markers.<sup>12</sup> In the verbs that indicate the different conjugation classes. In other words, the verb conjugation classes require various forms which are marked by the agreement markers in each tense. Tense is grammaticalized expression of location in time.<sup>13</sup> In other words, tenses are related to grammatical elements related to the time of an activity or event. By applying tenses to a piece of writing, the reader can clearly know when the activity or situation occurred.

Words from verb conjugation are built from basic verbs that are adapted to the needs of the tenses so that they affect the affix.<sup>14</sup> In other words, the formation of the verb that occurs in the verb conjugation consists of adding a suffix to the base verb. This is done to show the difference in tenses in the verb conjugation process.

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<sup>11</sup>Christopher Kendris, Ph.D., and Theodore Kendris, Ph.D, *Barron's Foreign Language Guides:501French Verbs*, (New York: Barron's Educational Series, Inc, 2007), 39.

<sup>12</sup> Ralph W. Fasold and Jeff Connor-linton, *An Introduction to Language and Linguistics*, (New York: Cambridge University Press, 2006), 64.

<sup>13</sup> Bernard Comrie. *Tense*. (United Kingdom: Cambridge University Press, 2000), 9.

<sup>14</sup> Anton Treuer. *Anishina A Bewisijigewin: Preserving, Learning and Taching Ojibwe*. (American: Bemidji State University, 2003), 139

## 2. Function of Verb Conjugation

The function of conjugation is to create new meaning in specific contexts.<sup>15</sup> Conjugation generally refers to tense when we talk about conjugation, but verbs experience a large amount of inflection depending on how they are being used in a sentence. To confirm the accuracy of the tense changes used in verbs.

In addition, verb conjugation is important as the ways to change a verb in order to reflect grammatical tense, and to reflect aspect, mood, voice, person, and speech.<sup>16</sup> Grammatical tense refers to the conjugation of a verb to reflect its place in time that is, when the action occurred, for example: “Do you eat breakfast every morning?”, the sentence use the present tense. Grammatical aspect is often confused with tense. While tense is concerned with when an action, state of being, or event occurs (past, present, or future), aspect is concerned with how it occurs in time, for example: “I had eaten there before”. Grammatical mood refers to the way in which a verb is used to express certain meaning by the speaker or researcher that is, to express what is actually the case or what is unreal or hypothetical, or to command or request something to be done in the future, for example: “Please close the door”. Grammatical voice describes the relationship between the

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<sup>15</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatespace, 2016), 201.

<sup>16</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatespace, 2016), 992.

verb and the subject (also known as the agent) in a sentence, for example: “The boy sang a song.” (The boy is the agent of the verb sang). Grammatical person refers to the degree of involvement of a participant in an action, event, or circumstance, for example: “I am happy.” (first-person singular, present tense). Direct speech, sometimes known as quoted speech, refers to the direct quotation of something that someone else said, for example: John said, “I’ll never live in this city again”. There is a verb conjugation whether the use of tense in each verb is correct. If it is used for the purpose of the activity when the period has ended, it is appropriate to use the past tense or not.

### 3. Forms of Verb Conjugation

There are three forms of verb conjugation, as follow:

#### a. Conjugating Regular Verbs

Regular verbs are defined as having both their past simple tense and past participle forms constructed by adding “-d” or “-ed” to the end of the word. For most regular verbs, this is the only change to the word.<sup>17</sup> The majority of verbs take the ending “-d” or “-ed” to their base form (the infinitive of the verb without to create both the past simple tense and past participle. There are some instances in which the verb’s spelling must change slightly to accommodate this, but

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<sup>17</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatspace, 2016), 223.

these rules are straightforward and consistent.<sup>18</sup> It means that the verb used in the verb conjugation has rules that cannot be changed because each tense has the right rules. That's because this verb conjugation is related to grammar theories that cannot be changed because each tense indicates an activity that occurs at a time.

#### b. Conjugating Irregular Verbs

Irregular verbs, by their very definition, do not have spelling rules that the researchers can follow to create the past simple tense and past participles. This means that the only way knowing how to spell these forms is to memorize them for each irregular verb individually.<sup>19</sup> It means that foreign language learners must be creative in the process of understanding irregular verbs either in creative ways such as memorizing by making schemes of irregular verbs. Irregular verbs do not have spelling rules that the researchers can follow to create the past simple tense and past participles. This means that the only way of knowing how to spell these forms is to memorize them for each irregular verb individually.<sup>20</sup> This irregular verb is closely related to pronunciation, it is because the first verb is pronounced differently from the second verb, as well as the second verb was pronounced differently from the third verb. That's because this irregular verb has rules that are closely related to patterns that can be mastered by the process of memorizing and understanding.

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<sup>18</sup> *Ibid.*, 1296

<sup>19</sup> *Ibid.*, 226.

<sup>20</sup> *Ibid.*, 1297.

c. Conjugating Be, Have, and Do

Because be, have, and do are able to function as main verbs, they must also be able to inflect for plurality and tense; it is important to know these conjugations, as they must be used correctly when the verbs function as auxiliaries.

- 1) *Do* conjugates as did (past tense), does (third-person singular present tense), done (past participle), and doing (present participle);
- 2) *Have* conjugates as had (past tense/participle), has (third-person singular present tense), and having (present participle).
- 3) *Be*, meanwhile, has seven conjugations: am (first-person singular present tense); are (first person plural present tense, second-person singular/plural present tense, third-person plural present tense); is (third-person singular present tense); was (first-person singular past tense, third-person singular past tense); were (first-person plural past tense, second-person singular/plural past tense, third-person plural past tense); been (past participle); and being (present participle).

#### 4. Characteristics of Verb Conjugation Appropriateness

The characteristics of verb conjugation appropriateness<sup>21</sup>:

##### a. The characteristics of Conjugating Regular Verbs Appropriateness

Most verbs are regular verbs, which means that “-d” or “-ed” can be added to their base form (the infinitive of the verb without to) to conjugate both the past simple tense and past participle forms. For example:

**Table 2.1**

**The characteristics of Verb Conjugating Regular**

No.	Base Form	Past Simple Tense	Past Participle
1.	“I play violin.”	“I played violin.”	“I had played violin.”
2.	“I bake cakes.”	“I baked cakes.”	“I had baked cakes.”
3.	“I listen to my teacher.”	“I listened to my teacher.”	“I had listened to my teacher.”

##### b. The characteristics of Conjugating Irregular Verbs Appropriateness

On the other hand, have past tense and past participle forms that do not (or do not seem to) adhere to a distinct or predictable pattern, and they are usually completely different from one another. Unfortunately, this means that there is generally no way of determining how to conjugate irregular verbs just have to learn each one individually. There are many irregular verbs, but here are a few common ones:

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<sup>21</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatespace, 2016), 223.

**Table 2.2****The characteristics of Verb Conjugating Irregular**

<b>No.</b>	<b>Base Form</b>	<b>Past Simple Tense</b>	<b>Past Participle</b>
1.	"I see the horizon."	"I saw the horizon."	"I had seen the horizon."
2.	"I grow bigger every day."	"I grew bigger every day."	"I had grown bigger every day."
3.	"I give to charity."	"I gave to charity."	"I had given to charity."

## c. Conjugating be, have, and do

The following tables illustrate the different conjugations of be, have and do.

**Table 2.3****The characteristics of Verb Conjugating be, have and do**

<b>No.</b>	<b>Be Conjugations</b>	<b>Form</b>	<b>Auxiliary example sentence</b>
1.	Be	Base form	"You must be joking."
2.	Am	First-person singular present tense	"I am moving to Germany next month."
3.	Are	First-person plural present tense  Second-person singular/plural present tense  Third-person plural present tense	"We are leaving tomorrow morning." "Are you working later?" "Where are they going?"
4.	Is	Third-person	"She is

		singular present tense	wondering where we're going."
5.	Was	First-person singular past tense Third-person singular past tense	"I was talking to my brother yesterday." "It was raining quite hard last night."
6.	Were	First-person plural past tense  Second-person singular/plural past tense  Third-person plural past tense	"We were looking for a new place to live." "You were thinking of running away?" "When were they planning on electing a new president?"
7.	Been	Past participle	"Everyone has been worrying about their jobs."
8.	Have	Base form	"I have been to this part of town before."
9.	Has	Third-person singular present tense	"It has been raining for over an hour now."
10.	Had	Past tense	"They had been confident in the project's success."
11.	Having	Present participle	"Having worked his whole life, Larry relished the thought of retirement."
12.	Do	base form	"Do be

			careful."
13.	Does	third-person singular present tense	"Does he know what he's talking about?"
14.	Did	past tense	"We didn't know any better."

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Types and Characteristics of Research**

The researcher discussed the usage of verb conjugation in pupils' writing ability in this situation. The researcher decided to conducted qualitative research to examine the use of verb conjugation in SMA Muhammadiyah 1 Sekampung Udik writing skill. A qualitative research study, according to Creswell, is needed to investigate the phenomena from the standpoint of distant education.<sup>22</sup> From an educational standpoint, qualitative research can be considered to disclose phenomena. The type of qualitative research that the researcher use is a case study. That's because to explore the phenomenon of using verb conjugation, the researcher examines cases of using verb conjugation in the writings of 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik. Therefore, the researcher conducted research directly by visiting schools.

Characteristics of qualitative research that is used by the researcher is descriptive qualitative research. The researcher conducted this by describing the student writing data that the researcher has obtained by describing in detail related to the use of verb conjugation in the student's writing by concentrating on the quality of its use and the most dominant

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<sup>22</sup>John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4<sup>th</sup> Ed*, (New Delhi: Sage Publications, 2012), 16.

type of verb conjugation written by 10<sup>th</sup> grade students of SMA Muhammadiyah 1 Sekampung Udik.

## **B. Data Resources**

In this research the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

The primary sources of this research are twenty archives of students' assignment in the form of writing the recount text conducted by the tenth graders at SMA Muhammadiyah 1 Sekampung Udik. In addition, the primary source of this research is the result of interview conducted with the students and the English teacher in order to get the data about the using of verb conjugation in writing skill.

### **2. Secondary sources**

Secondary source offers interpretation or analysis based on primary sources. Student's may explain primary sources and often used them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from the research setting conducted, journals, e-books and articles that are related to the research.

## **C. Data Collection Technique**

The researcher in this research use conducted to collect the data. The researcher takes conducted from twenty archives of students' assignment in the form of writing the recount text conducted by the tenth graders at SMA

Muhammadiyah 1 Sekampung Udik. In the process of collecting the data, the researcher collected the results of writing verb conjugation students to analyze and to identify the using of writing verb conjugation. In this research, the researcher used three techniques to collect the data. There was observation, conducted and interview.

### 1. Observation

In making observations, the researcher visited the research location, namely class 10<sup>th</sup> SMA Muhammadiyah 1 Sekampung Udik by observing English learning and also observing student assignments in the form of writing. This can occur if the individuals are unaccustomed to formal research (e.g., a no university setting). In this research, the researcher observed twenty archives of students' assignment in the form of writing the recount text conducted by the tenth graders at SMA Muhammadiyah 1 Sekampung Udik.

The researcher asked twenty archives of students' assignment in the form of writing the recount text conducted by the tenth graders at SMA Muhammadiyah 1 Sekampung Udik. The researcher analyzed the use of verb conjugation in students' writing. When the researcher discovered the use of verb conjugation, the researcher takes the photo. After that, the researcher analyzed related to the research objective.

### 2. Documentation

The research question is related to the use and the most dominant type of verb conjugation therefore the researcher document students' English assignments related to verb conjugation by asking the

English teacher directly and also documenting all school data archives to support the completeness of the research data. It consisted of school history, school organizational structure, research location, number of students and students.

### 3. Interview

In this study, the researcher conducted an interview with the English teacher which be carried out directly by using a structured interview type. This interview with English was conducted to determine the use of verb conjugation in students' writing related to the proper and inappropriate use of verb conjugation which depended on the students' writing.

The researcher also conducted interviews with students to find out the obstacles they experience in the writing process, especially those containing verb conjugation. This interview was conducted directly with students to obtain data related to the use of verb conjugation in students' writing.

### **D. Data Analysis Technique**

The important part in research study was analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involved breaking down existing complex factors into simple parts and putting the parts together inner arrangements for the purpose of

interpretation. The researcher applied Miles and Huberman model to analyze the data.<sup>23</sup> The components of this analysis model are pictured by this figure.

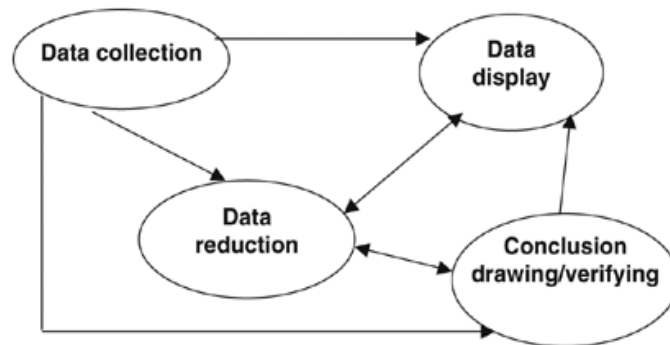


Figure 3.1. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducted the following steps:<sup>24</sup>

- 1) Data collection is the step when the researcher gathered all data which are used to complete the research.

In conducted data analysis, the researcher collected data by visiting the tenth graders at SMA Muhammadiyah 1 Sekampung Udik directly to meet the English teacher and students to collect data in the form of observation, conducted, and interviews. The data that researcher collected was in the form of the archive of student writing assignments containing verb conjugation, all conducted that supports the research results and the results of interviews with teachers and students related to the use of verb conjugation in students' writing.

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<sup>23</sup>Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

<sup>24</sup>*Ibid.*

- 2) The researcher reduced the data had gotten by summarizing and choosing specific things.

After collecting data, the researcher sorted the data by observing 20 students' writings. Which concentrates on the research objective, namely the use of verb conjugation regarding appropriate and inappropriate and also the type of verb conjugation which was the most dominant in students' writing. By using research instruments, by ticking the appropriate and inappropriate use of research instruments.

- 3) To display the data, the researcher usually used graphics, figures, or charts. The display should be able to describe the content entire the data.

After selecting the data, the researcher displays the data or display data by describing the results of the study using words in detail, supported by the use of tables in order to get clear research results.

- 4) The researcher verifies research by making conclusion of data findings.

Then the last stage was the researcher draw conclusions regarding the firm answer of the research question, so that it can answer the research objectives related to the use of verb conjugation and the most dominant type of verb conjugation in students' writing.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Research Result**

##### **1. Profile at SMA Muhammadiyah 1 Sekampung Udik**

- a. The Historical Background of SMA Muhammadiyah 1 Sekampung Udik

SMA Muhammadiyah 1 Sekampung Udik is one of the educational units with a high school level in Mengandung Sari, District Sekampung Udik, Regency East Lampung, Lampung. In carrying out its activities, SMA Muhammadiyah 1 Sekampung Udik is under the auspices of the Ministries of Education and Culture.

SMA Muhammadiyah 1 Sekampung Udik was founded by Mr. H. Pandoyo, S.Ag in 1983 and at that time served as the first principal at SMA Muhammadiyah 1 Sekampung Udik. The land or place for the establishment of the SMA Muhammadiyah 1 Sekampung Udik building is land that was donated directly by Mr. H. Pandoyo, S.Ag. In addition, he is also the founder of the Muhammadiyah branch of Jabung or what is now known as Sekampung Udik.

During the establishment of SMA Muhammadiyah 1 Sekampung Udik from 1983-2021, there are currently 7 changes of principals. For the first time, SMA Muhammadiyah 1 Sekampung Udik did not have a school building, so it had to carry out teaching

and learning activities in the building belonging to SMP Muhammadiyah 1 Sekampung Udik, which at that time there were only 3 classes, so teaching and learning activities had to be done alternately (SMP departed morning, and high school leave in the afternoon).

Until 1986, SMA Muhammadiyah 1 Sekampung Udik started building its own class for teaching and learning activities, at that time only 3 classrooms were built. Until 2009 there was a policy from the government that every school had to enter in the morning hours, then SMA Muhammadiyah added its class building to several classes so that currently the total number of classes is 9 classes.

b. Geographical Location of School

SMA Muhammadiyah 1 Sekampung Udik is located at JL. Baru Mengandung Sari, Mengandung Sari, Sekampung Udik Subdistrict, East Lampung Regency, Lampung, with postal code 34183. Geographically, the location of SMA Muhammadiyah 1 Sekampung Udik is at the coordinates of latitude: -5.2718 and longitude: 105.58. With regional boundaries as follows: To the east it is bordered by SMP Muhammadiyah 1 Sekampung Udik and in the west it is adjacent to the Merdeka Fields Mengandung Sari and SDN 1 Mengandung Sari.

The geographical location of SMA Muhammadiyah 1 Sekampung Udik is very strategic, close to other school environments. The location of the school is easy to reach and is next

to the highway. In the school yard of SMA Muhammadiyah 1 Sekampung Udik, it is equipped with a garden that is quite beautiful and clean within the school environment, so it becomes a very comfortable and cool place for students to relax during recess, so that students can find freshness again to take part in the next lesson. In addition, the condition and condition of the SMA Muhammadiyah 1 Sekampung Udik building is also very good to create a conducive learning atmosphere and there are several buildings that have just been completed such as classrooms, toilets, and several other buildings.

c. The Condition of the Teacher at SMA Muhammadiyah 1 Sekampung Udik

Human resources at SMA Muhammadiyah 1 Sekampung Udik have 31 competent educators in their respective fields of study, as well as among educators who in addition to carrying out teaching duties also have the responsibility of taking care of school administration tasks and other activities within the scope of education in high school Muhammadiyah 1 Village of Udik.

At SMA Muhammadiyah 1 Sekampung Udik also has permanent employees who have full responsibility for the implementation of teaching and security within the scope of SMA Muhammadiyah 1 Sekampung Udik. As for the details of teacher data at SMA Muhammadiyah 1 Sekampung Udik in appendix.

d. The Condition of Infrastructure and Facility at SMA Muhammadiyah 1 Sekampung Udik

In implementing education and teaching programs, SMA Muhammadiyah 1 Sekampung Udik is supported by various facilities and infrastructure at the school such as a large school building consisting of an office or principal's room, administrative room, deputy head of each section, living room, room adequate study area, library, BP room, prayer room, computer room, science laboratory room, teacher toilet, student toilet, canteen, large parking area, ceremonial field and sports field.

For more details about the state of the facilities and infrastructure of SMA Muhammadiyah 1 Sekampung Udik, related to the physical condition of the school can be seen in the following description:

1) Office room

The office space of SMA Muhammadiyah 1 Sekampung Udik is available in one room, in one room it consists of several rooms including the principal's room, the vice principal's room and the administration room.

2) Sitting room

The living room of SMA Muhammadiyah 1 Sekampung Udik is used as a place for guests with an interest in SMA Muhammadiyah 1 Sekampung Udik.

### 3) Mosque

The mosque at SMA Muhammadiyah 1 Sekampung Udik, provides opportunities for students to carry out worship and other spiritual activities with Islamic nuances. Such as dhuha prayer, dhuhur prayer in congregation, and other activities with Islamic nuances.

### 4) Teacher's room

There is one room for teachers at SMA Muhammadiyah 1 Sekampung Udik, and it is a place for teachers to prepare for learning activities.

### 5) Classroom

SMA Muhammadiyah 1 Sekampung Udik has 9 classrooms consisting of X IPA 1, X IPA 2, X IPS, XI IPA 1, XI IPA 2, XI IPS, XII IPA 1, XII IPA 2, and XII IPS. The existing equipment is more or less the same, namely tables and chairs for teachers, tables and chairs for students, blackboards, cabinets, bulletin boards, wall clocks, state symbols and other equipment, but there are some rooms from superior classes equipped with computer facilities.

### 6) Library

The library room of SMA Muhammadiyah 1 Sekampung Udik has an important role as a gateway for students to get information about a science.

#### 7) Science Laboratory

The IPA laboratory of SMA Muhammadiyah 1 Sekampung Udik is used as a place to do experiments, investigations and so on related to physics, chemistry, and biology or other fields of science.

#### 8) Computer Laboratory

The SMA Muhammadiyah 1 laboratory in Udik's village is a place for scientific research, experimentation, measurement or training related to computer science and has several computers.

#### 9) Ceremony Place

SMA Muhammadiyah 1 Sekampung Udik has a fairly large ceremonial courtyard, which is usually used for ceremonies on Mondays before the COVID-19 pandemic.

#### 10) Sports field

SMA Muhammadiyah 1 Sekampung Udik has 1 sports field which is designed to be used in various sports such as volleyball, badminton, futsal and other sports. Then the state of the school field is very clean.

#### 11) Canteen

The school canteen is in one place with two sellers. The condition of the canteen is very good, especially the building which is already solid and also the seating and table facilities in the canteen are also quite adequate.

#### 12) Parking area

SMA Muhammadiyah 1 Sekampung Udik has a fairly large parking area, which is used by students to park school vehicles.

#### 13) Cooperative

The cooperative at SMA Muhammadiyah is very complete, apart from selling stationery equipment but also providing some snacks. This cooperative has a good arrangement of the goods so that it looks neat.

#### 14) Teacher/student toilet

The toilets in SMA Muhammadiyah 1 Sekampung Udik are now very adequate, in the past there were only 1 teacher toilet and 2 student toilets, now 4 new toilets have been completed, of which 3 toilets are used specifically for teachers and 4 other toilets are used for students. So, for now there are a total of 7 toilets in SMA Muhammadiyah 1 Sekampung Udik.

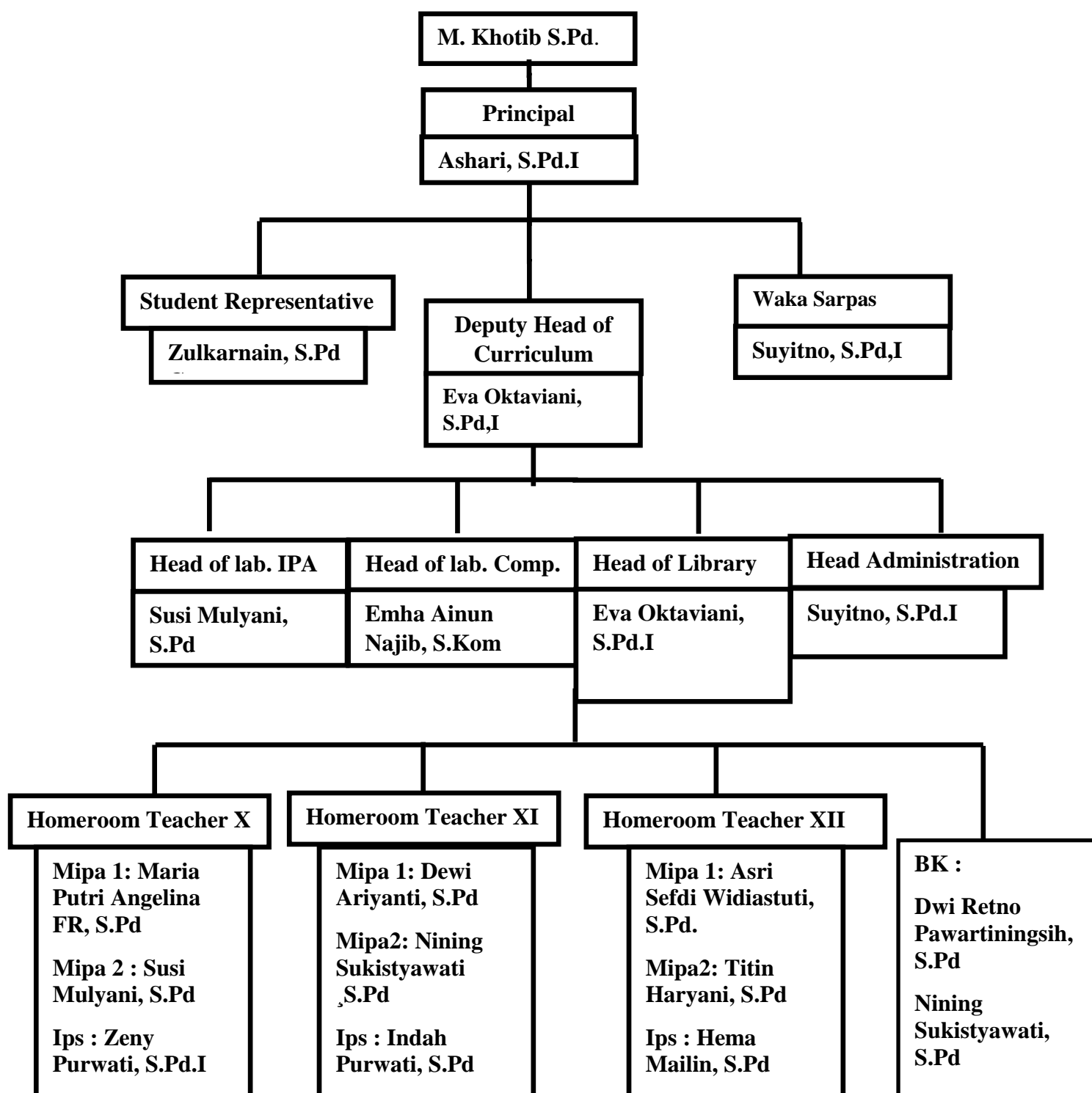
In general, for a school that is still very young, The Condition of Infrastructure and Facility at SMA Muhammadiyah 1 Sekampung Udik are good enough. It can be seen from the list of supporting infrastructure for the learning process in appendix.

e. The Structural Organization of SMA Muhammadiyah 1 Sekampung Udik

The structural organization of SMA Muhammadiyah 1 Sekampung Udik in academic year 2021/2022 as follows:

Figure 4.1

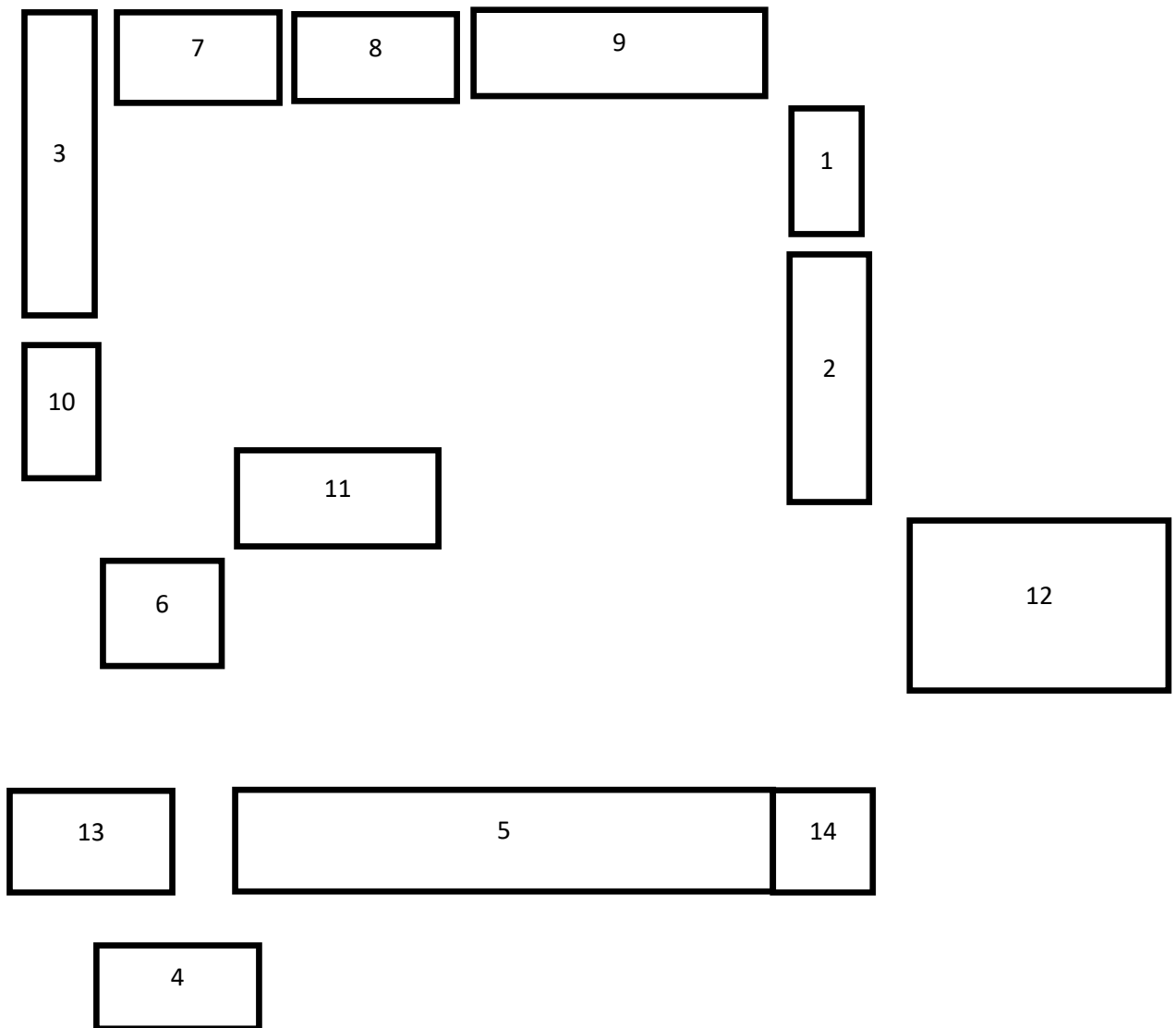
The Structural Organization of SMA Muhammadiyah 1 Sekampung Udik



f. The Sketch of Location of SMA Muhammadiyah 1 Sekampung Udik

Figure 4.2

The location sketch of of SMA Muhammadiyah 1 Sekampung Udik



**Descriptions:**

1. Class XI
2. Class X
3. Science Laboratory

4. Mosque
5. Parking Area
6. Office Building
7. Library
8. Computer Laboratory
9. Class XII
10. Computer Laboratory
11. Toilet
12. Field
13. Administration Room
14. Canteen

## **2. Description of Research Data**

The description of the study refers to the results of the analysis of the purpose of the research which including to investigate the use of verb conjugation in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik, the most dominant form of verb conjugation used in students' writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik. Descriptions of the results of the study were given out in the following results:

### **a. The Use of Verb Conjugation in Students' Writing**

The use of verb conjugation in students writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik in analysis using an observation sheet. Observation was made by observing students writing carried out directly. That was done by twenty students writing

from the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik. In other words, there were twenty of students who engage in writing skill directly “recount text”.

In this regard researcher reviewed the use of the verb conjugation in the students writing by doing reducing the data or data selection. By coding the script of students writing, whether the verb conjugation practiced on the student’s appropriate use or inappropriate use. The results of such analysis of verb conjugation in students writing of the 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik were set out in the following results:

1) The Appropriate Use of Verb conjugation in Students’ Writing  
Verb

The correct use of verb conjugation in student’ writing was fifty which were found in students’ writing, which included twenty-nine correct uses for verb conjugation type regular, five for verb conjugation type irregular, sixteen for verb conjugation type be, have and do. The explanations related to the correct use of verb conjugation in students’ writing were explained in the following data:

a) The Appropriate Use of Verb Conjugation in Type of Regular  
Verb

The correct use of verb conjugation in type of regular was a number of fifty which are found in students’ writing. The correct

use of verb conjugation in type of regular was shown in the following data.

(1) SMYS

(a) Students Writing

*Ramadhan is a holy month, on 02-04-2022. Is the first day of fasting. On that day my family and I fasted and in the afternoon my mother and I looked for takjil to break the fast. In the evening after the isha call to player together we went to the mosque to perform tarawih prayers here was very crowded we went home at 20.30 pm. In the holy month of Ramadhan, I am very happy. During eid Al-fitri in the morning we perform eid prayers at the mosque and after returning we gather with family, we are sorry, sorry.*

The verb conjugation found in the student's writing was as follow:

*I fasted and in the afternoon my mother and I looked for takjil to break the fast.*

(In this sentence students use the conjugating regular verbs)

(b) The Interview Result with the Student

In relation to the results of interviews and student writing, there was the use of conjugated verbs in student writing by using the regular verb type. According to the

admission of SMYS students, students were able to use these sentences because they understand the tenses students have studied.

(2) FFD

(a) Students Writing

*April 2, 2022 is our first day of fasting, all muslims welcome. In the month of fasting every afternoon many people go out to look for takjil. On may 2, 2022 we celebrate eid al-fitr. The first day after the down prayer, my mother and I prepared ied snack. After we finished eating and bathing and going to the mosque to perform eid worship. After returning from our mosque to a relative's place to stay in touch. I am very happy and grateful to be able to meet Ramadhan this year, hopefully we will still be given the opportunity to meet Ramadhan next year.*

The verb conjugation found in the student's writing was as follow:

*I prepared ied snack.*

(In this sentence students use the conjugating regular verbs)

*We finished eating and bathing and going to the mosque to perform eid worship.*

(In this sentence students use the conjugating regular verbs)

(b) The Interview Result with the Student

Regarding the results of interviews and student writing, there was the use of verb conjugation in student writing using the regular verb type. According to the recognition of FFD students, students were able to use these sentences because students are accustomed to using pasted tense in every lesson.

b) The Appropriate Use of Verb Conjugation in Type of Irregular Verb

The correct use of verb conjugation on the type of irregular was the number five found in students' writing. The correct use of verb conjugation on the type of irregular was shown in the following data.

(1) JP

(a) Students Writing

*One the day of ied my brother and I helped mother prepare food for eid because the sun harisen my brother and I were ready to go the mosque to perform eid prayers after returning from the mosque my family and I went to my grandmother's place and other relatives I was very happy because I got THR al tough not much.*

The verb conjugation found in the student's writing is as follow:

*I got THR al tough not much.*

(In this sentence students use the conjugating irregular verbs)

(b) The Interview Result with the Student

Regarding the results of interviews and student writing, there was the use of verb conjugation in the student's writing using the irregular verb type. Based on the results of the interview with JP, it was found that the student understood the use of irregular verbs in every sentence student wrote.

c) The Appropriate Use of Verb Conjugation in Type of Be, Have and Do

The correct use of verb conjugation in type of be, have and do was a number of two which are found in students' writing. The correct use of verb conjugation in type of be, have and do was shown in the following data.

(1) AG

(a) Students Writing

*I really love spending my idul fitri day in grandma's home. There was a lot of family. We was cooking. A lot of delicious foods, and so much fun at grandma's house we always eat ketupat and then rendang in lebaran day. It's*

*kind a usual food that we would eat in lebaran day, it's one of our culture.*

The verb conjugation found in the student's writing was as follow:

*We was cooking.*

(In this sentence students use the conjugating be, have and do used in an auxiliary capacity "be")

#### (b) The Interview Result with the Student

Regarding the results of the interview and AG writing, there was the use of verb conjugation in the student's writing using the type Be, Have and Do. This was evidenced by the results of student writing that there are no errors in the use of verb conjugation in type Be, Have and Do in the student's writing.

#### (2) AA

##### (a) Students Writing

*Once upon a time, in the morning at 04.00 o'clock. I wake up, to eating sahur with my family. We are eating together. After that, we are praying subuh in the mosque. After that, I helped my mother to cleaning home and made a cake for idul fitri. The cake are nastar, rose cake and emping. And in a day in idul fitri. I and my family going to grandma's home to silaturahmi.*

The verb conjugation found in the student's writing was as follow:

*We are eating together.*

(In this sentence students use the conjugating be, have and do used in an auxiliary capacity "are")

*We are praying subuh in the mosque.*

(In this sentence students use the conjugating be, have and do used in an auxiliary capacity "are")

(b) The Interview Result with the Student

Regarding the results of the interviews and the writings of the AA students, there was the use of verb conjugation in the students' writings using the type Be, Have and Do. The results of the interview stated that the student understood the use of verb conjugation type Be, Have and Do in a sentence.

2) The Inappropriate use of Verb Conjugation in Students' Writing

The incorrect use of verb conjugation in student' writing was for twenty-five which were found in students' writing, which includes twenty-one incorrect uses for verb conjugation type regular, two for verb conjugation type irregular, two for verb conjugation type be, have and do. The explanations related to the incorrect use of verb conjugation in students' writing were explained in the following data:

a) The Inappropriate Use of Verb Conjugation in Type of Regular

The incorrect use of verb conjugation in type of regular was a number of twenty-one which were found in students' writing. The incorrect use of verb conjugation in type of regular was shown in the following data.

(1) MT

(a) Students Writing

*Ramadhan this time is very different from Ramadhan 2 years ago. This Ramadhan, there are many people go home, everything is more felt when the family gathers. At the time we where fishing in the pond, for the iftar menu together, each one has his own task. It doesn't feel like Ramadhan is over and it's changed to the moon of shawwal.*

*On Eid al-fitri I was verry happy bcoz all my family went back and froth to grandma and grandpa's house, we gathered together at grandma's house. There we laughed and joked a lot. Don't forget the tradition at grandma house which always makes rendang on holiday. This time it wasn't grandma who made it, but this is special my aunty made it for everyone and it tastes no less delicious than grandmas made.*

In these data, the researcher found the inaccuracy in the use of verbal conjugation in the form of regular verbs as shown in the following sentences:

*there are many people go home, everything is more felt when the family gathers.*

(In that sentence, there is an inaccuracy in the use of verb conjugation because “felt” which was the third verb or past participle of “feels” was one of the linking verbs in that context feels functions as a linking verb that shows the meaning of feels. Correct use of sentences, for example: there are many people go home, everything feels happy when the family gather)

(b) The Interview Result with the Student

Regarding the results of interviews and MT students' writings, there was an inappropriate use of verb conjugation in students' writing by using the regular type. This was due to the lack of students' understanding of the regular use of students' writing.

b) The Inappropriate Use of Verb Conjugation in Type of Irregular

The incorrect use of verb conjugation in type of regular was a number of two which are found in students' writing. The incorrect use of verb conjugation in type of regular was shown in the following data.

## (1) VA

## (a) Students Writing

*I happy very moment will enter month fast. First time I'm fasting that is Ramadhan when age I seven year. Something day while fast I sleep afternoon. I sleep afternoon because besides can forget flavor hungry also is worship. I also very happy when time breaking fast arrive, in there I talk and eat food together, after done breaking fast I go to mosque for prayer tarawih. One month then before day raya arrive. I waiting takbir arrive and I very happy will arrival day eid Al-fitr.*

In these data, the researcher found the inaccuracy in the use of verbal conjugation in the form of irregular verbs as shown in the following sentences:

*I sleep afternoon because besides can forget flavor hungry also is worship*

(In that sentence there was an inaccuracy in the use of verb conjugation, because the adjective “hungry” should use the adjective “starving” in the sentence to show that you really feel hungry. Correct use of sentences, for example: I sleep afternoon because besides I can forget my starving I also can worship well.

(b) The Interview Result with the Student

Regarding the results of interviews and writings of VA students, there was an inappropriate use of verb conjugation in students' writing by using the regular type. Lack of students' understanding of the use of irregular verbs, because students do not really understand the meaning of each word.

c) The Inappropriate Use of Verb Conjugation in Type of Be, Have and Do

The incorrect use of verb conjugation in type of regular was a number of two which were found in students' writing. The correct use of verb conjugation in type of regular was shown in the following data.

(1) JP

(a) Students Writing

*One the day of ied my brother and I helped mother prepare food for eid because the sun harisen my brother and I were ready to go the mosque to perform eid prayers. after returning from the mosque my family and I went to my grandmother's place and other relatives I was very happy because I got THR al tough not much.*

In these data, the researcher found the inaccuracy in the use of verbal conjugation in the form of be, have and do as show in the following sentences:

*I were ready to go the mosque to perform eid prayers.*

(In this sentence there was an inaccuracy in the use of the conjugation of be, have and do, because the word "were" should use the word "was" in the correct use of the sentence. Using the correct sentence, for example: I was ready to go the mosque to perform eid prayers.)

(b) The Interview Result with the Student

Regarding the results of interviews and writings of JP students, there was an inappropriate use of verb conjugation in students' writing by using the regular type. This was because it was difficult for JP to find ideas to develop a sentence in student writing.

The results of the research from the analysis of interviews and student writing above that the researcher concludes that the number of students was more dominant in the use of appropriate in using the regular verb type, this was reinforced by the results of student interviews that student understand what the students write.

**Table 4.1**  
**The Use of Verb Conjugation in Students' Writing**

No.	Tye Of Verb Conjugation	Appropriate	Inappropriate	Total	Percentage
1.	Regular	29	21	50	68%
2.	Irregular	5	2	7	9%

3.	Be, Have and Do	16	1	17	23%
		50	25	74	100%

In collecting data related to the use of verb conjugation in the writings of 10<sup>th</sup> grade students at SMA Muhammadiyah 1 Sekampung Udik, the researcher did interviews with students and English teachers regarding the use of verb conjugation in writing. Based on the results of interviews with students, it was known that most students (80%) stated that they had used verb conjugations in writing in the form of variations in tenses according to the information needs to be conveyed through writing. In addition, the difficulty was in the form of inability to translate sentences according to the right tenses.

In addition to doing interviews with students, researcher did interviews with English teachers to find out the use of conjugated verbs in writing. The teacher explained that most of the students were able to use verb conjugations but there were still some students who did not understand how to use verb conjugations in writing.

Based on the results of interviews with English teachers, the thing that affects students in using verb conjugation in writing was their ability to decide when the action was carried out, the type of action belongs to the accuracy of the type of action in its tenses and the ability to choose the right auxiliary verb.

In addition, based on the results of the interview, the English teacher explained that there were things that made it difficult for students

to use verb conjugation in writing, namely they did not understand the use of auxiliary verbs in each tense. for example, they sometimes add "s" after the verb after the verb in the third person singular subject for she, he or it.

According to the English teacher explained that so that students were able to use verb conjugation in writing well, it was very important for students to understand the concept of tenses and students must practice in the form of writing exercises correctly according to the right tenses. In addition, students must also understand the context of the meaning of the information conveyed in the sentence so that the tenses used in the writing are appropriate.

b. The Most Dominant Type of Verb Conjugation in Students' Writing

The researcher used the research instruments that include documentation in investigating the most dominant types of verb conjugation in students' writing. The researcher analyzed the types of verb conjugation in students' writing. The researcher observed seventy-five students' writing. The description of each students' writing includes of the verb conjugation types are:

1) Type of Verb Conjugation (Regular)

In the research process, the researcher found the type of verb conjugation regular as many as fifty students' writing. There are some found in AH and MDS students' writing. In line with the complete data on the results of research on the use of verb conjugation type of regular, it was listed in the Appendix as follows:

## a) AH

*The first day of fasting Ramadhan I was so excited because I was accompanied by my brother by my brother, father and mother. In addition, activates at home are also not too heavy. We as family wake up at 03.30 wib. When I wake up, mom and dad had already prepared a mead. I also made a glass of milk and I little snack. We started the mead happily. Accompanied by the fil, para god skiers and Amanah wali, bribe after mouthful of rice was chewed voraciously. The first day of Ramadhan, it felt like the clock of the wall was spanning for so long, even though it was only 16.00 wib, but I was already feeling thirsty and hungry copied with the television broadcasts that repeatedly broadcast marjan syrup and indomie.*

*But thank god I remained strong because my father and mother encouraged me. Until finally I was able the finish fasting. In my family, when eid al-fitr comes, all family members gather to perform eid prayers together. After praying, we enjoyed the dishes that were served on the table. Usually, we eat opor ayam complete with Rico and crispy potatoes. The mother has been doing the prepetition of the dishes on eid al-fitr since the evening.*

It can be seen from the students' writings above, namely with AH students, the researchers found five sentences of verb conjugation with regular type, it can be seen from the students' writings which are underlined.

## b) MDS

*During Ramadhan, our class did iftar together with the teachers at Maylanda's residence. From morning until late in the afternoon we worked together to make food to be prepared for iftar later, and to clean up the room that would be used during the event. We all finished at 3 pm and went praying asr. Our event ends at 7.13 before isya time starts. Om may 2, 2022 we celebrate the 1443<sup>rd</sup> eid al-fitr. At 10:00 am we finished the gathering and gathered at the Dina's house. There we talked about the trip while staying in touch. Shortly after that we felt hungry, our fan decided to cook meatballs. After we finished eating we decided to go play to Sindi's house.*

It can be seen from the students' writings above, namely with MDS students, the researcher found six sentences of verb conjugation with regular type, it can be seen from the students' writings which are underlined.

## 2) Type of Verb Conjugation (Irregular)

In the research process, the researcher found the type of verb conjugation irregular as many as 7 students' writing. There are some found in FFD and AE students' writing. In line with the complete data on the results of research on the use of verb conjugation type of irregular, it was listed in the Appendices as follows:

## a) FFD

*April 2, 2022 is our first day of fasting, all muslims welcome. In the month of fasting every afternoon many people go out to look for takjil. On may 2, 2022 we celebrate eid al-fitri. The first day after the down prayer, my mother and I prepared ied snack after we finished eating and bathing and going to the mosque to perform eid worship. After returning from our mosque to a relative's place to stay in touch. I am very happy and grateful to be able to meet Ramadhan this year, hopefully we will still be given the opportunity to meet Ramadhan next year.*

It can be seen from the students' writings above, namely with FFD students, the researcher found one sentence of verb conjugation with an irregular type, it can be seen from the students' writings which are underlined.

## b) AE

*Last month of Ramadhan was a very special and enjoyable month for me. I can do fasting with a healty body. In addition, I can also perform the tarawih prayer in congregation and read the qur'an in the mosque. Approaching eid, my dad is going home and we gather at grandma's home. We eat ketupat and opor. We are all very happy because yesterday's eid all the family could gather and I had given to money for my nephew.*

It can be seen from the students' writings above, namely with AE students, the researcher found one verb conjugation sentence

with an irregular type, it can be seen from the students' writings which are underlined.

### 3) Type of Verb Conjugation (Be, Have and Do)

In the research process, the researcher found the type of verb conjugation be, have and do many as eighteen students' writing found in JP and AA students' writing. In line with the complete data on the results of research on the use of verb conjugation type of be, have and do, it was listed in the Appendix as follows:

#### a) JP

*One the day of ied my brother and I helped mother prepare food for eid because the sun harisen my brother and I were ready to go the mosque to perform eid prayers. After returning from the mosque my family and I went to my grandmother's place and other relatives I was very happy because I got THR al tough not much.*

It can be seen from the students' writings above, namely with JP students, the researcher found two verb conjugation sentences with the type Be, Have and Do, it can be seen from the students' writings which are underlined.

#### b) AA

*Once upon a time, in the morning at 04.00 o'clock. I wake up, to eating sahur with my family. We are eating together. After that, we are praying subuh in the mosque. After that, I helped my mother to cleaning home and made a cake for idul fitri. The cake*

*are nastar, rose cake and emping. And in a day in idul fitri. I and my faamily going to grandma's home to silahturahmi.*

It can be seen from the students' writings above, namely with AA students, the researcher found two verb conjugation sentences with the type Be, Have and Do, it can be seen from the students' writings which are underlined.

Based on the entire description of the research results related to the most dominant type of verb conjugation in students' writing, briefly the research data can be illustrated in the following table:

**Table 4.2**  
**The Most Dominant Type of Verb Conjugation in**  
**Students' Writing**

No	Type of Verb Conjugation	Frequency	Percentage
1.	Regular Verb	50	68%
2.	Irregular Verb	7	9%
3.	Be, Have and Do	17	23%
	Total	74	100%

Based on the information from the table above, it can be seen that the type of verb conjugation of regular verb was the most dominant type found in several students' writing in the total of 68 %.

## **B. Discussion**

The discussion of this research result is described in explanation as follows:

### **1. The Use of Verb Conjugation in Students' Writing**

The use of verb conjugation in students' writing of the tenth graders at SMA Muhammadiyah 1 Sekampung Udik analyzed based on

observation instrument. Analysis of the using verb conjugation was done by observing students writing carried out directly. It was adopted from Theory taken from Piter Herring about the appropriate use and the inappropriate use of verb conjugation.<sup>25</sup>

Based on the results of observation from the research process the use of verb conjugation in students' writing of the tenth graders at SMA Muhammadiyah 1 Sekampung Udik was dominant by the appropriate 50 types of students' writing, and the inappropriate 24 types of students' writing found including of verb conjugation in students' writing of the tenth graders at SMA Muhammadiyah 1 Sekampung Udik.

Moreover, the results of this study with previous research did by other relevant researcher. Previous research related to the use of verb conjugation in writing was carried out by Gareth Morgan, which showed that most researchers were able to use verb conjugation in writing.<sup>26</sup> This is in line with the researcher's research because most students were able to use verb conjugations correctly in writing.

The results of other previous research related to this result by Kurnia Akbar showed that most students were able to translate writing using verb conjugation in writing.<sup>27</sup> This is in line with the researcher research because most students are able to use the type of verb

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<sup>25</sup> Herring, Piter. *Complete English Grammar Rules*. (California: Greatespace, 2016).

<sup>26</sup> Gareth Morgan, "The Ineffectiveness of Overt Input on the Problematic Grammatical Features of Tense Usage and Verb Conjugation for Native Arabic Speaking Learners of English for Academic Purposes (EAP)", Vol. 9 (2018): 193

<sup>27</sup> Kurnia Akbar, "An Error Analysis of Student's Translating Verbal Conjugation at SMAN 1 Parung", Vol. 01 (2018): 33

conjugation in writing, while the type that is often used was the regular verb type.

The results of the research, especially those obtained from the results of interviews with English teachers, the use of verb conjugation was very important, this is in line with the theory expressed by Herring, Peter. which says that verb conjugation to create new meaning in specific contexts. In addition, verb conjugation was important as the ways to change a verb in order to reflect grammatical tense, and to reflect aspect, mood, voice, person, and speech.<sup>28</sup>

It means that it can be explained that the use of verb conjugation in writing is very fundamental because this verb conjugation can show the right variations of tenses according to the conditions of the activity or situation carried out, so that the reader can distinguish an activity that occurs in one text.

## **2. The Most Dominant Types of Verb Conjugation in Students' Writing**

Discussion of the research result related to the most dominant types of verb conjugation in students' writing. Based on theory that taken from Piter Herring book related to the types of verb conjugation including the type of regular verb, the type of irregular verb, the type of be, have and do.<sup>29</sup>

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<sup>28</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatespace, 2016), 992.

<sup>29</sup> Herring, Peter. *Complete English Grammar Rules*. (California: Greatespace, 2016).

Based on the observation of verb conjugation in students' writing, the researcher found that the dominant types of verb conjugation in students' writing include of the type of regular verb 68%, the type of irregular verb 9%, the type of be, have and do 23%. The most dominant type of verb conjugation in students' writing is regular verb that are 68%. Therefore, the researcher concluded that the dominant type of verb conjugation in students' writing is regular verb.

Therefore, from all the explanations above it was investigated that the use of verb conjugation in students' writing of the tenth graders at SMA Muhammadiyah 1 Sekampung Udik dominated by appropriate use and dominated by the regular verb.

Also strengthened by the results of interviews with students, it is known that students tend to use regular verbs in the process of writing in English, so that in using verb conjugation in past tenses students tend to use regular words. This is because students find it difficult to master irregular verbs, they are easier to use regular verbs in the process of writing in English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher provided the conclusion of this research by briefly explaining the research results. The first one was that the researcher found that the types of verb conjugation in students' writing include of the type of regular verbs 68%, the type of irregular verbs 9%, the type of be, have and do 23%. Therefore, the most dominant type of verb conjugation in students' writing was regular verbs that are 68%.

Moreover, the second research result points out that there are two indicators of appropriate and inappropriate use of verb conjugation in students' writing classified in appropriate 50 and inappropriate 24. In the other words, the use of verb conjugation in students' writing is dominated by the appropriate use.

#### **B. Suggestion**

The researcher provided some suggestion for the English education department, and the other researcher, as follows: the first, it was suggested that the students to make a positive contribution to students or students by providing information related to the fact of using conjugation in their English writing. The second, it was suggested that the English lecturer The research was expected for teachers by presenting information that the researcher take from the theory and facts of research results about conjugation in writing.

especially the information that was obtained by the teacher related to the quality of using conjugation in students' writing

The last, it was suggested for the other researcher to be useful for other researcher do research on the same topic, namely conjugation on writing skill. Through this research, other researcher can take important information that was not only related to conjugation theories, but also real research practice. Therefore, this research is expected to be a reference for other researchers.

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# APPENDICES

## 1. Blueprint of Observation

No	Aspect	Sub Aspect	Reference
1	The appropriate use of verb conjugation in students' writing	1. The characteristics of Conjugating Regular Verbs Appropriateness  Most verbs are regular verbs, which means that “-d” or “-ed” can be added to their base form (the infinitive of the verb without to) to conjugate both the past simple tense and past participle forms	Herring, Piter. <i>Complete English Grammar Rules</i> . (California: Greatespace, 2016).
		2. The characteristics of Conjugating Irregular Verbs Appropriateness  The appropriate use of verb conjugation in the form of irregular verb is indicated by the use of past tense and past participle forms that do not (or do not seem to) adhere to a distinct or predictable pattern, and they are usually completely different from one another.	
		3. Conjugating Be, Have, and Do  The appropriate use of verb conjugation in the form of <i>be</i> , <i>have</i> , and <i>do</i> is indicated by the use <i>be</i> , <i>have</i> , and <i>do</i> that has function as main verbs, they must also be able to inflect for plurality and tense; it is important to know these conjugations, as they must be used correctly when the verbs function as auxiliaries.	
2	The inappropriate use of verb conjugation in students' writing	1. The characteristics of Conjugating Regular Verbs Inappropriateness  The inappropriate use of verb conjugation in the form of regular verb is indicated by the wrong use of regular verbs, which means that “-d” or “-ed” can be added to their base form (the infinitive of the verb without to) to	

		conjugate both the past simple tense and past participle forms	
		<p>2. The characteristics of Conjugating Irregular Verbs Inappropriateness</p> <p>The inappropriate use of verb conjugation in the form of irregular verb is indicated by the wrong use of past tense and past participle forms that do not (or do not seem to) adhere to a distinct or predictable pattern, and they are usually completely different from one another.</p>	
		<p>3. Conjugating Be, Have, and Do</p> <p>The inappropriate use of verb conjugation in the form of <i>be</i>, <i>have</i>, and <i>do</i> is indicated by the wrong use <i>be</i>, <i>have</i>, and <i>do</i> that has function as main verbs, they must also be able to inflect for plurality and tense; it is important to know these conjugations, as they must be used correctly when the verbs function as auxiliaries.</p>	

## 2. Blueprint of Interview

Aspect	Sub Aspect	Reference
The use of Verb Conjugation in students' writing of the tenth graders at SMA Muhammadiyah 1 Sekampung Udik.	1. The use of verb conjugation is shown by the ability to use tenses correctly in English writing.	Gareth Morgan, "The Ineffectiveness of Overt Input on the Problematic Grammatical Features of Tense Usage and Verb Conjugation for Native Arabic Speaking Learners of English for Academic Purposes (EAP)", Vol. 9 (2018)
	4. The ability and inability of students to apply tenses in the writing process is influenced by their confusion about the types of tenses in English which are different from Indonesia.	Soo Kum Yoke and Nor Haniza Hasan, "Analogy as a Tool for the Acquisition of English Verb Tenses among Low Proficiency L2 Learners", Academy of Language Studies, Universiti Teknologi MARA Cawangan Johor, Malaysia, (2014)
	5. To help students use verb conjugation in writing, the teacher must provide an understanding of the meaning of sentences with different tenses from a formula.	Soo Kum Yoke and Nor Haniza Hasan, "Analogy as a Tool for the Acquisition of English Verb Tenses among Low Proficiency L2 Learners", Academy of Language Studies, Universiti Teknologi MARA Cawangan Johor, Malaysia, (2014)
	6. To help students use verb conjugation, the teacher can actively provide grammar exercises that ask students to write sentences with different tenses.	Sun-Min Lee, A Study on How to Teach Tense to Chinese Korean Language Learners, Namseoul University, 2010.

**3. The Condition of Teachers at SMA Muhammadiyah 1 Sekampung Udik  
Academic Year of 2021/2022**

No	Nama	Education	L/P	Subjects Taught
1	H. Ahamad Zaini, S.Pd	S2	L	Kemuhammadiyah
2	Putri Diah Fitriani S.Pd	S1	P	Biology
3	Drs. Maridi, M.Pd	S2	L	History
4	Darsah, S.Pd	S1	L	Biology
5	Drs. Sriyono, M.si	S2	L	Sociology
6	Samiyo, S.Pd.i	S1	L	Agama Islam
7	Ashari, S.Pd.i	S1	L	Kemuhammadiyah
8	Ikhsanudin, M.pd	S2	L	Mathematics
9	Edi Purwanto, S.H.I.	S1	L	Sport Education
10	Ahmad Fahrodin, S.Pd	S1	L	Physics
11	Agus Santoso, S.Pd	S1	L	Sport Education
12	Siti Mutmainah S.T.P, S.Pd	S1	P	Mathematics
13	Eva Oktaviani S.Pd.i	S1	P	English Language
14	Titin Hariyani, S.Pd	S1	P	Indonesian Language
15	Suyitno, S.Pd.i	S1	P	Geography
16	Zulkarnain, S.Pd. Gr	S1	L	Ppkn
17	Tri Wahyu Suciati, S.Pd	S1	P	
18	Nining Sukistyawati, S.Pd	S1	P	Guidance and Counseling
19	Mahmud Hamdi Zauzaq, S.kom	S1	L	TIK
20	Dwi Retno Pawartiningsih, S.Pd	S1	P	Guidance and Counseling
21	Hema Mailini, S.Pd	S1	P	Economy
22	Zeni Purwanti, S.Pd.i	S1	P	Arab Language
23	Wiwit Rahayu, S.Pd	S1	P	Chemical
24	Yulianto, S.Pd	S1	L	Mathematics
25	Retno Febriana, S.E	S1	P	Craft
26	Indah Purwati, S.Pd	S1	P	Mathematics
27	Pristiyadi, S.Pd	S1	L	Sport Education
28	Susi Mulyani, S.Pd	S1	P	Physics
29	Syukron Ma'mun, S.Pd	S1	L	Agama Islam
30	Agam	SLTA	L	
31	Alwi Aji Marsaid	SLTA	L	

#### 4. General Condition of Infrastructure and Facility at SMA

##### Muhammadiyah 1 Sekampung Udik

No	Facility and Infrastructure	Criteria
1	Office Room	Available
2	Sitting Room	Available
3	Mosque	Available
4	Teacher's Room	Available
5	Classroom	Available
6	Library	Available
7	Science Laboratory	Available
8	Computer Laboratory	Available
9	Counselling Room	Available
10	Sports Field	Available
11	Ceremony Page	Available
12	Canteen	Available
13	Parking Area	Available
14	Cooperative	Available
15	Toilet/ WC	Available
16	Chimney	Available

#### 5. The Documentation Research of 10<sup>th</sup> graders at SMA Muhammadiyah 1 Sekampung Udik







Nama Siswa : Maylanda Trihapsari  
 Kelas : X MIPA I  
 Mapel : Bahasa Inggris

Ramadhan this time is very different from Ramadhan 2 years ago. This Ramadhan, there are many people go home, everything is more felt when the family gathers. At the time we were fishing in the pond, for the iftar menu together, each one has his own task. It doesn't feel like Ramadhan is over and it's changed to the moon of shawwal.

On Eid al-fitti I was very happy becoz all my family went back and forth to grandma and grandpa's house. We gathered together at grandma's house. There we laughed and joked a lot. Don't forget the tradition at grandma house which always makes rendang on holiday. This time it wasn't grandma who made it, but this is special my aunty made it for everyone and it tastes ~~as~~ no less delicious than grandma's made.

Nama Siswa : Mareta Dara Saktia

Kelas : X MIPA 1

Mapel : Bahasa Inggris

During Ramadan, our class did iftar together with the teachers at Maylanda's residence. From morning until late in the afternoon we worked together to make food to be prepared for iftar later, and to clean up the room that would be used during the event. We all finished at 3 pm and went home to clean ourselves and left again at 4 pm after praying asr. Our event ends at 7.13 before tasya time starts.

On May 2, 2022 we celebrate the 1443rd Eid Al-Fitr. At 10:00 am we finished the gathering and gathered at the Dina's house. There we talked about the trip while staying in touch. Shortly after that we felt hungry, our fan decided to cook meatballs. After we finished eating we decided to go play to Gundi's house.

Nama Siswa : Muhammad Farhan  
Kelas : XMIPA 1  
Mapel : Bahasa Inggris

~~When I~~ <sup>was</sup> ~~spend my ramadhan time, I was~~

I was spending my Ramadhan time with helped my mom to cooking some foods for sahur and iftar. After prepared it, I prepared to went to mosque for tarawih.

These activities always repeated every day during Ramadhan. at the end of Ramadhan me and my mom to made cake for Idul Fitri.

## **6. The Instrument of the Interview Sheet**

### **1. The result of an interviewing with English teacher at SMA Muhammadiyah 1 Sekampung Udik**

**Interviewer:** Are the students able to use verb conjugation in the writing process?

**Interviewee:** that most of the students were able to use verb conjugations but there were still some students who did not understand how to use verb conjugations in writing.

**Interviewer:** In using verb conjugation in the writing process, what are the things that affect students in using verb conjugation?

**Interviewee:** The things that affect students using verb conjugation they learn by deciding on time of action, type of action and choosing the correct auxiliary verb.

**Interviewer:** In using verb conjugation in the writing process, what are the things that hinder the process of using it?

**Interviewee:** The hinder of the process of using verb conjugation sometimes they don't understand the use of auxiliary verb and forget to put "s" after the verb in the third person singular subject for she, he or it.

**Interviewer:** In using verb conjugation in the writing process, is it important to understand the students about the concept of tenses in depth?

**Interviewee:** I think is very important for the students to understand the tenses and they need a lot of practice.

**Interviewer:** In using verb conjugation in the writing process, is it important for students to understand the context of the meaning of sentences in order to understand English tenses through writing?

**Interviewee:** I think is very important for students to understand the context of sentences, so they can understand the meaning of but they right.

### **2. The result of an interviewing with student the tenth graders at SMA Muhammadiyah 1 Sekampung Udik**

**Interviewer:** In using verb conjugation in writing, can you use tenses in the process of writing English?

**Interviewee:** Yes uses, when making or a sentence unconsciously uses tenses.

**Interviewer:** What things help you to use verb conjugation in the writing process?

**Interviewee:** Often use the final sentence, because the teacher often tells of events that have occurred in nature and accidentally uses the past tense.

**Interviewer:** In using verb conjugation in the writing process, what are the obstacles that you experience?

**Interviewee:** The problem is composing sentences and translating sentences, because they do not understand the meaning from Indonesian to English.

**Interviewer:** Is your ability to use verb conjugation in the writing process influenced by your understanding of the concept of tenses between English and Indonesian?

**Interviewee:** Little understanding, because learning in class is also practiced how it relates to daily activities

## 7. Observation sheet

No	Data	Sentence	The types of Verb Conjugation					
			Conjugating Regular Verbs		Conjugating Irregular Verbs		Conjugating Be, Have and Do	
			Appropriate	inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate
1	AS	We were required to sit and listen to lectures.	√					
		We do pray eid al-fitr in the mosque, eid prayer is a solemn moment and should be implemented by earnest.					√	
		Should be implemented by earnest.		√				
		Lectures that delivered by the Islamic preacher, aimed to motivate all muslim's to be able become a better person after the month of Ramadhan.		√				
		To be able to become a better person after the month of Ramadhan.				√		
		Preacher aimed to motivate all Muslim's	√					

		to be able to become a better person after the month of Ramadhan.						
2	YAM	The month of Ramadhan has passed.		√				
		The month of Ramadhan arrived, my family and I welcomed it very happily.	√					
		I welcomed it very happily.	√					
		I prayed tarawih with my family in a small prayer room near our house.	√					
		I am not allowed to eat and drink from sunrise to sunset.	√					
3	VCA	Which was attended by several teachers.		√				
		I apologized to my parents and grandparents, after that you eat.	√					
		I went to grandma and grandpa's house, we also stayed in touch with relatives there.			√			

		We also stayed in touch with relatives there.		√				
4	FFD	I prepared ied snack.	√					
		We finished eating and bathing and going to the mosque to perfrom eid worship.	√					
		We will still be given the opportunity to meet ramadan next year.			√			
5	JP	I helped mother prepare food for eid.	√					
		I were ready to go the mosque to perform eid prayers.						√
		I was very happy because I got THR although not much.					√	
		I got THR although not much.			√			
6	FA	We do get money I spend my moneyon pulses and more.					√	
7	MT	It's changed to the moon of shawwal.		√				
		I was verry happy bcoz all my family went					√	

		back and forth to grandma house, We gathered together at grandma's house.						
		We gathered together at grandma's house.	√					
		There we laughed and joked a lot.		√				
8	SMYS	I fasted and in the afternoon my mother and I looked for takjil to break the fast	√					
		I looked for takjil to break the fast.	√					
		Here was very crowded, we went home at 20.30 pm.					√	
9	BL	Guests arrived until noon.	√					
10	NR	This year Ramadhan has started to improve from last year's.		√				
		Which was not as free as doing various activities, because It was still hindered by the presence of covid-19.					√	

		It was still hindered by the presence of covid-19.		√				
		That can be given on Eid ai-fitr is that I can feel again.			√			
		The like are provided.		√				
		This year's eid has started to improve.		√				
11	DAAG	I visited my grandmother and grandfather house.	√					
		Returned to my grandmother's ad granfathers house, after asr I and my family went to the great mosque of demak and after that went home.		√				
12	DAG	We was cooking.					√	
13	MDS	Our class did iftar together with the teachers at Maylanda's.				√		
		We worked together to make food, to be prepared for iftar later, and to clean up the room that would be	√					

		used during the event.						
		To be prepared for iftar later, and to clean up the room that would be used during the event.		√				
		We all finished at 3 pm and went home to clean ourselves and left again at 4 pm after praying asr.	√					
		We finished the gathering and gathered at the Dina's house.	√					
		We talked about the trip while staying in touch.	√					
		Our fan decided to cook meatballs.		√				
		We finished eating we decided to go play to sindi's house.	√					
		We decided to go play to sindi's house.	√					
14	FKP	Outside as allowed school, and already getting better.		√				
		Not last year was blocked there is covid-		√				

		19, like staying at home.						
15	UJ	I am very excited and this Ramadan is very special and very happy in fasting.					√	
16	MF	I was spending my Ramadhan time with helped my mom to cooking some foods for sahur and iftar.					√	
		I prepared went to mosque for tarawih.	√					
		These activities always repeated every day during ramadhan.		√				
17	NWP	I washed the dishes, while waiting for the dawn call to prayer, the dawn call to prayer arrived, my family and I prayed together at home.	√					
		The down call to prayer arrived, my family and I prayed together at home.		√				
		I prayed together at	√					

		home.						
		I helped my mother make cakes, brownis.	√					
18	AA	We are eating together.					√	
		We are praying subuh in the mosque.					√	
		I helped my mother to cleaning home and made a cake for idul fitri.	√					
19	AE	I can do fasting with a healthy body.					√	
		My dad is going home and we gather at grandma,s home.					√	
		I had given to money for my nephew.			√			
20	AH	I was so excited because I was accompanied by mother.					√	
		I was accompanied by mother.	√					
		We started the meat happily.	√					
		Dad had already prepared a mead.		√				
		The wall was spinning					√	

		for so long.						
		I remained strong because my father and mother encouraged me.	√					
		Mother encouraged me.		√				
		We enjoyed the dishes that were served on the table.		√				
		The mother has been doing the preparation of the dishes on eid al-fitr since the evening.					√	
	<b>TOTAL</b>		<b>29</b>	<b>21</b>	<b>5</b>	<b>2</b>	<b>16</b>	<b>1</b>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2098/In.28/J/TL.01/06/2021  
Lampiran : -  
Perihal : IZIN PRASURVEY

Kepada Yth.,  
KEPALA SMA MUHAMMADIYAH 1  
SEKAMPUNG UDIK  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: YESI MARYUNINGSIH
NPM	: 1801070074
Semester	: 6 (Enam)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILLS OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK

untuk melakukan prasurvey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Juni 2021  
Ketua Jurusan,



**Ahmad Subhan Roza M.Pd.**  
NIP 19750610 200801 1 014



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN WILAYAH MUHAMMADIYAH LAMPUNG  
SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK  
STATUS : TERAKREDITASI B**

*Alamat : Jalan Baru Mengandungsari Kec.Sekampung Udik Lampung Timur, Pos 34385  
Email: smamuhammadiyahs@gmail.com*

## **SURAT KETERANGAN**

Nomor : 86/VII.4.AU/F/2021

Schubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor :B-2098/In.28/J/TL.01/06/2021, hal : Izin Melaksanakan Prasurvey tertanggal 16 Juni 2021, maka Kepala SMA Muhammadiyah 1 Sekampung Udik dengan ini menerangkan nama mahasiswi dibawah ini :

Nama : YESI MARYUNINGSIH  
NPM : 1801070074  
Semester : VI (Enam)  
Jurusan : Tadris Bahasa Inggris

Benar telah melaksanakan Prasurvey di SMA Muhammadiyah 1 Sekampung Udik pada tanggal 26 Juli 2021 guna melengkapi data pada penyusunan Skripsi yang berjudul : “ AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILLS OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK “

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sekampung Udik, 26 Juli 2021

Kepala Sekolah



**H.AHMAD ZAINI, M.Pd**

**NBM. 691 953**



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Nomor : B-1429/In.28.1/J/TL.00/04/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Yeasy Agustina Sari (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: YESI MARYUNINGSIH
NPM	: 1801070074
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 14 April 2022  
Ketua Jurusan,



Andianto M. Pd  
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jumat / 17 - 12 - 2021	✓	Revise Chapter I	
2.	Jumat / 24 - 12 - 2021	✓	Revise Chapter I - III	
3.	Jumat 4 - 2 - 2022	✓	<ul style="list-style-type: none"> <li>Revise the research Question</li> <li>The others follow the research Question</li> </ul>	
4.	Jumat 11 - 2 - 2022	✓	<ul style="list-style-type: none"> <li>Find the novelty of your research !</li> <li>Make the question of interview</li> <li>Make the instrument of observation !</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 1987111022015031004

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
NIP. 2012089002



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
5.	Jum'at, 25 februari 2022	✓	Acc To proposal seminar	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19711022015031004

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
NIP. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47298; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	7/4 2022		Revisi pertanyaan y/ interview pada APD	
2.	12/4 2022		Aec APD Continue the research	

Mengetahui  
Ketua Jurusan TBI

**Andianjoe M.Pd**  
NIP. 19871022015031004

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
NIP. 2012089002



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## **SURAT TUGAS**

Nomor: B-1540/In.28/D.1/TL.01/04/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : YESI MARYUNINGSIH  
NPM : 1801070074  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 19 April 2022

Wakil Dekan Akademik dan  
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1539/In.28/D.1/TL.00/04/2022  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMA MUHAMMADIYAH 1  
SEKAMPUNG UDIK  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1540/In.28/D.1/TL.01/04/2022, tanggal 19 April 2022 atas nama saudara:

Nama : YESI MARYUNINGSIH  
NPM : 1801070074  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 April 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



Dr. Yudyanto S.Si., M.Si.  
NIP 19760222 200003 1 003



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN WILAYAH MUHAMMADIYAH LAMPUNG  
SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK**

NPSN : 10805986

STATUS : TERAKREDITASI " B "

Alamat : Jalan Baru Mengandungsari Kec. Sekampung Udik Lampung Timur, Kode Pos 34385

E-Mail : [smamuhammadiyahs@gmail.com](mailto:smamuhammadiyahs@gmail.com) Web : [smamuhsatusekampungudik.sch.id](http://smamuhsatusekampungudik.sch.id)

## **SURAT KETERANGAN**

Nomor : 075/KET/III.4.AU/F/2022

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor :B-1539/In.28/D.1/TL.00/04/2022, hal : Izin Research/Survey tertanggal 19 April 2022, maka Kepala SMA Muhammadiyah 1 Sekampung Udik dengan ini menerangkan bahwa mahasiswi dibawah ini :

Nama : YESI MARYUNINGSIH  
NPM : 1801070074  
Semester : VIII (Delapan)  
Jurusan : Tadris Bahasa Inggris

Benar telah melaksanakan Research/Survey di SMA Muhammadiyah 1 Sekampung Udik pada tanggal 25 Mei 2022 untuk menyelesaikan Skripsi yang berjudul : "AN ANALYSIS OF VERB CONJUGATION IN WRITING SKILL OF THE TENTH GRADERS AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Sekampung Udik, 25 Mei 2022

Kepala Sekolah

Ashari, S.Pd.I.  
NBM/835 280



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**


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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Selasa, 19 Juli 2022		<ul style="list-style-type: none"> <li>- Change the sentences into past tense</li> <li>- Move the paragraph to each steps!</li> <li>- Move the table in appendix</li> <li>- Which one is inappropriate sentences</li> <li>- Discuss the research result to the theories that have written in chapter?</li> <li>- How about the interview result?</li> </ul>	

Mengetahui  
Ketua Jurusan TBI



Andani Q. M.Pd  
NIP.198711022015031004

Dosen Pembimbing



Yeasy Agustina Sari, M.Pd  
NIP. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
2.	26/9 2022	1	<ul style="list-style-type: none"> <li>- Use Past tense for your sentences in chapter 4 and 5</li> <li>- You didn't include the interview result to support your finding.</li> <li>- on discussion part, you have to discuss your research result to the theories or the previous research</li> <li>- on students writing, you have to show which one the types of verb conjugation used by the students on their writing.</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
NIP. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

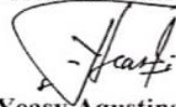
Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
3.	25/10/2022		<ul style="list-style-type: none"> <li>- In the discussion added the result of your research</li> <li>- add research results under students writing</li> <li>- Use past tense for your sentences</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

  
**Andianta, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

  
**Yasy Agustina Sari, M.Pd**  
NIP. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Yesi Maryuningsih  
NPM : 1801070074

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Selasa, 11 Okt. 2022		Acc To MunaQosyah.	

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

  
**Yeasy Agustina Sari, M.Pd**  
NIP. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
METRO Telp (0725) 41507, Faks (0725) 47296, Website [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id), [pustaka.iaim@metrouniv.ac.id](mailto:pustaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-932/In.28/S/U.1/OT.01/06/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Yesi Maryuningsih  
NPM : 1801070074  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070074

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro 21 Juni 2022  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP 19750505 200112 1 002

## CURICULUM VITAE



The name of writer is Yesi Maryuningsih. She was born in Banjar Agung, January 20, 2000. She is the first child of married couple Mr. Martoto and Mrs. Sutyem.

She was enrolled her study at TK Aisyiyah Bustanul Athfal 2004-2006. She continued her study at SD N 1 Banjar Agung on 2006-2012. She continued her study at SMP Perjuangan on 2012-2015. She continued her study at SMA Muhammadiyah 1 Sekampung Udik on 2015 and completed in 2018.

After graduating of SMA Muhammadiyah 1 Sekampung Udik, the writer continued her study at Metro. In 2018, she was registered as a student of S1 English education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.