

The Analysis of Dynamic Verbs in Progressive Form Found in Rupi Kaur's Poetry Book *Milk and Honey* and its Application in Teaching Grammar

Nada Anggun Purwaningrum¹, Sri Widodo², Basuki³
{nadaanggun321@gmail.com¹, sriwidodo@umpwr.ac.id², basuki@umpwr.ac.id³}

English Language Education, Universitas Muhammadiyah Purworejo, Indonesia¹²³

Abstract. This study aims to find the types of dynamic verbs in progressive form found in the Rupi Kaur's poetry book *Milk and Honey* and to describe the application of the dynamic verbs in progressive form found in the poetry book in teaching grammar. This study uses descriptive qualitative. In collecting the data, the researchers read and understood the Rupi Kaur's poetry book *Milk and Honey*, found types of dynamic verbs in progressive form in the poetry book. While in analyzing the data, the researchers identified the data, classified the data, counted the data, applied the dynamic verb in progressive form found in teaching grammar, drew conclusions and suggestions. The result shows that there are 18 dynamic verbs in progressive forms found in Rupi Kaur's poetry book *Milk and Honey*. The three types of dynamic verbs in progressive form found are Activity, Achievement, and Accomplishment. There are 8 sentences containing dynamic verbs related to activity (44.4%), 8 sentences containing dynamic verbs related to achievement (44.4%), and 2 sentences containing dynamic verbs related to accomplishment (11.2%). The dynamic verbs in progressive form found in the analysis can be applied in teaching grammar.

Keywords: *dynamic verb in progressive form, poetry book, teaching grammar*

1. Introduction

English is an international language that has an important function. English can be used to communicate with many people around the world. Therefore, people can make many friendships with people from any country. In Indonesia itself, English is widely taught in every school. This allows them to learn knowledge that exists around the world and get greater opportunities to be able to compete internationally.

People can be called fluent in English usually when they have mastered the basic skills in English. There 4 basic skills that must be mastered in English. These skills are reading, writing, speaking, and listening. From the four basic skills, speaking is the most difficult part for ESL students because in speaking, they are always afraid to choose the wrong grammar to start conversation. However, if students can master all these basic skills, it will enable them to use English to communicate well.

Verbs are an important aspect of grammar. A verb is a word to indicate an action [1]. A word that cannot be changed, denotes time, person, and number, and denotes activity or passivity [2]. In addition, [3] argues that verbs describe actions that have been performed

by people or things in daily activities. Simply put, a verb is a word that shows the meaning of an action or feeling. Verbs define the activity of the subject in the sentence. According to the book of Grammar for Dumess 2nd edition (as cited in [3]), there are 10 types of verbs: 1) Transitive and Intransitive Verb, 2) Regular and Irregular Verb, 3) Action and Non-Action Verb, 4) Finite and Non-Finite Verb, 5) Lexical Verb, 6) Linking Verb, 7) Causative Verb, 8) Auxiliary Verb, 9) Modal Verb, and 10) Phrasal Verb.

Verbs in English are generally classified as stative or dynamic. In contrast to stative verbs that indicate a state or situation, dynamic verbs are verbs that are used to indicate an action or process. Dynamic verbs are often called action verbs. As Collin (as cited in [4]) say that dynamic verbs are verbs that require effort or energy input to occur. Basically, dynamic verbs have the durative characteristic or instantly [5]. According to Cowan (as cited in [4]), there are 3 types of dynamic verb: 1) Activity, 2) Achievement, and 3) Accomplishment. Activity denotes actions that can occur for an unlimited period of time and these are usually performed frequently. Achievement shows that actions occur instantly, even considered not taking any time at all. While accomplishment shows action with the activity phase and the closing phase or commonly referred to as processing.

According to [6], teaching grammar is an integral part of language teaching practice in every EFL setting. As said by [7] that teaching grammar is the most important part of foreign language teaching. The teaching of grammar is aimed at preparing students for academic studies and professional activities because this is important for developing useful practical skills for students, who can make relevant written and academic texts [8]. [9] adds that every teacher needs further training and development to follow the trend of approaches and methods in teaching grammar. In addition, every teacher should be designed according to the latest theoretical developments in teaching grammar [10]. Thus, it can be concluded that teaching grammar helps students to understand every sentence they convey. In addition, this allows students to write texts or speak in a more organized sentence structure.

According to [11], poetry is one example of a unique literary work full of messages of life. Poetry is also referred to as the art of writing that contains expressions of thoughts or feelings in beautiful sentences. [12] adds that the nature of poetry allows the reader to understand what the poet says in his poem. Poetry usually also contains the poet's response to various things. In addition, [13] says that poetry has become part of life that has followed the development of civilization until now. Poetry certainly uses a language style that is bound by rhyme, rhythm, even lyrics and stanzas. This is what makes poetry beautiful to read.

In teaching English, grammar is always a difficult part for most ESL students to understand. Grammar is often referred to as rules by some people. Nowadays, many ESL students are always shy to speak English, even just for practice. This is due to lack of confidence for fear that others will correct the grammar part. Even though by getting used to speaking English, this can make students more fluent in using English. For most students, grammar is a rather boring part. This is because the teacher only provides grammar material according to school textbooks, not with other media. Thus, grammar materials only focus on textbooks. In fact, teachers can use other media as examples of using grammar. In its application, teachers can use literature books or poetry books. Literary books have various

types of grammar that can be taught to students. In addition, literary books can reduce boredom in students when the learning process takes place.

2. Method

According to [14], research design is a plan depiction of the researcher's ideas. This is more commonly referred to as a proposed research work plan. [15] divides 3 kinds of research design. They are qualitative, quantitative, and mixed method. He defines qualitative research as an approach to explore the meanings given by individuals or groups to social or human problems and to understand them. Qualitative research is about seeing the world from another person's point of view [16]. The research process consists of questions and procedures, participant setting data, data analysis through inductive, and the researcher interprets the meaning of the data. Qualitative data were obtained from narrative form material with verbatim transcripts from intimate interviews [17]. While quantitative research is an approach to test objective theory by examining the relationship between variables. Mixed methods research is an investigative approach consisting of collecting quantitative and qualitative data, then integrating the data, and using different designs and involving philosophical assumptions and theoretical frameworks.

This research uses descriptive qualitative method because the data is written using words or language rather than numbers. Moreover, the descriptive qualitative method is appropriate for this research.

Data is some information about something that comes from observations and looking for sources. [18] says that data is a collection of facts obtained from a measurement. Data is analyzed in a more systematic way when research is based on theoretical or conceptual propositions [19]. According to Widoyoko (as cited in [20]), data sources are subjects which get something from. In collecting data sources, researchers can use audio, books in the library, documents, and even other printed materials. The data source in this research is a poetry book written by Rupi Kaur entitled *Milk and Honey*.

According to Arikunto (as cited in [20]), analytical research unit is a specific unit that is measured as a research subject. The unit of analysis of this research is sentences containing of dynamic verbs in progressive forms in Rupi Kaur's poetry book entitled *Milk and Honey*

The research instrument is the breath of the research [21]. According to [22], the research instrument was made in accordance with the purpose of measurement and the theory used as a basis. Sugiono (as cited in [23]) state that in qualitative research, the research instrument is the researcher itself (human instrument). It aims to determine the focus of research and also select informants as data sources. In addition, it is to assess and analyze the quality of the data, interpret the data and summarize the findings. In this study, the key instrument is the researchers themse

Data collection techniques are ways that can be used to collect data by researchers. According to Gulo (as cited in [23]), there are four ways of collecting data, they are: questionnaire, interview, observation, and documentation. In addition, data collection in

qualitative research is usually more flexible and unstructured [24]. Data collection in research will be used to test hypotheses or answer problem formulations, and as a basis for drawing conclusions [18]. Therefore, taking the right data will make conclusions that are in accordance with the facts.

In collecting data, there are several steps that have been done by the researchers. They are as follows:

- a. Reading *Milk and Honey* poetry book
- b. Collecting the sentences that consist of dynamic verbs in progressive form found in the poetry book

Data analysis is useful as an inductive literature review and for exploratory purposes [25]. The following steps are done to collect the data. They are as follows:

- a. Identifying the data which contain dynamic verbs in progressive form,
- b. Classifying the dynamic verbs in progressive form based on its types,
- c. Counting the data,
- d. Applying the findings to teach grammar,
- e. Drawing conclusion and suggestion.

3. Findings

In analyzing the data, the researchers use Cowan's theory. He explains that there are three types of dynamic verb in progressive form: 1) Activity, 2) Achievement, and 3) Accomplishment. The finding of this research can be seen in the table below:

Table of Types of Dynamic Verb in Progressive Form

No	Types of Dynamic Verb in Progressive Form	Sum of Dynamic Verbs found	Percentage
1.	A	8	44,4%
2.	AC	8	44,4%
3.	ACC	2	11,2%
	Total	18	100%

Based on the calculation above, the data were classified into 3 types of dynamic verb in progressive form that exist in the theory are found in Rupi Kaur's poetry book *Milk and Honey*. From 18 sentences which are taken by researcher, there are 8 sentences of A (44,4%), 8 sentences of AC (44,4%), and 2 sentences of ACC (11,2%).

4. Discussion

Discussion is the most important part in this research. The researchers provide the results of dynamic verb analysis on progressive forms in the findings and its application in grammar teaching. The detailed explanation is as follows:

a. Dynamic verbs in progressive form found in Rupi Kaur's poetry book *Milk and Honey*

1) Activity

- a) *I am learning*. (p.55, v.1, l.1)

The word *learning* is an activity because it interprets the action that is often performed. The word *learning* is a dynamic verb in progressive form which comes from the dynamic verb *learn* which refers to the functions of activity.

- b) *Where you're sitting.* (p.194, v.1, l.6)

The word *sitting* is an activity because it interprets the action that is often performed. The word *sitting* is a dynamic verb in progressive form which comes from the dynamic verb *sit* which refers to the functions of activity.

2) Achievement

- a) *You are falling into me.* (p.77, v.1, l.4)

The word *falling* is a dynamic verb in progressive form that defines the function of achievement because it is an action that occur instantly.

- b) *When the entire street is looking out their windows.* (p.77, v.2, l.1)

The word *looking* is a dynamic verb in progressive form that defines the function of achievement because it is an action that occur instantly.

3) Accomplishment

Your legs is growing back. (p.165, v.1, l.4)

The word *growing* is a dynamic verb in progressive form from the dynamic verb *grow* which defines the function of accomplishment because it shows a process.

b. The Application of Dynamic Verb In Progressive Form Found In Rupi Kaur's Poetry Book *Milk and Honey* In Teaching Grammar

There are many media for teaching grammar, such as poetry books. Poetry books can be used as media in learning English, especially grammar sessions. Therefore, the learning process can run well and be fun. In this study, the researchers applied the dynamic verb in progressive form to teaching grammar using poetry books as a media in junior high school.

5. Conclusion

The researchers draw some conclusions. First, there are 18 dynamic verbs in progressive form that can be analyzed in Rupi Kaur's poetry book *Milk and Honey*. There are 8 sentences (44,4%) contain dynamic verbs related to *activity*, 8 sentences (44,4%) contain dynamic verbs related to *achievement*, and 2 sentences (11,2%) contains a dynamic verb related to *accomplishment*. Second, the dynamic verb in progressive form found in Rupi Kaur's poetry book *Milk and Honey* can be applied in teaching grammar. Teacher can use several important passages in Rupi Kaur's poetry book *Milk and Honey* to teach students how to understand social functions, text structures, and linguistic elements of dynamic verb in progressive form in declarative text.

6. References

- [1] Formanowicz M, Pietraszkiewicz A, Roessel J, Suitner C, Witkowska M, Maass A. "Make it Happen!": Verbs as Markers of Agency Increase Message Effectiveness. *Social Psychology*. 2021 Mar;52(2):75–89.
- [2] Hejl BL. Evolution of the Conception of Parts of Speech.
- [3] Simamora NKB. Submitted in Partial Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd) English Education Program.
- [4] Rahman MS, Ali M. Problems in Mastering English Tense and Aspect and the Role of the Practitioners.
- [5] Ghubin BA. Role of Dynamic and Stative Verbs in Two English Ballads: A Comparative Study. 2021;
- [6] Toprak TE. "TEACHING GRAMMAR IS NOT MY MAIN RESPONSIBILITY": EXPLORING EFL TEACHERS' BELIEFS ABOUT GRAMMAR TEACHING. *Journal Articles; Reports - Research*. 2019;6(1):205–21.
- [7] Mart ÇT. Teaching Grammar in Context: Why and How? *TPLS*. 2013 Jan 1;3(1):124–9.
- [8] Eli Hinkel. Research Findings on Teaching Grammar for Academic Writing. *englishteaching*. 2013 Dec;68(4):3–21.
- [9] Alenezi SM. Exploring Explicit and Implicit Grammar Teaching.
- [10] Gazi University, Turkey, Uysal HH, Bardakci M, Gaziantep University. Teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms? *SAJE*. 2014 Feb 5;34(1):1–16.
- [11] Syarwani H. AN ANALYSIS OF METAPHOR IN EMILY DICKINSON'S POEMS. [Ponorogo]: Institut Agama Islam Negeri Ponorogo; 2017.
- [12] Than MM. How to Conduct a Class in Teaching Poetry. *MERAL University of Mandalay*. 2016;1–11.
- [13] Ulfa TM. The metaphor used in Anne Bradstreet's poem [Internet]. [Malang]: Universitas Islam Negeri Maulana Malik Ibrahim; 2016. Available from: <http://etheses.uin-malang.ac.id/4085/>
- [14] Asenahabi BM. Basics of Research Design: A Guide to selecting appropriate research design. 2019;6(5).
- [15] Creswell JW. Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks: SAGE Publications, Inc; 2013.
- [16] Sutton J, Austin Z. Qualitative Research: Data Collection, Analysis, and Management. *CJHP* [Internet]. 2015 Jun 25 [cited 2023 Mar 26];68(3). Available from: <http://www.cjhp-online.ca/index.php/cjhp/article/view/1456>
- [17] Chan Z, Fung Y ling, Chien W tong. Bracketing in Phenomenology: Only Undertaken in the Data Collection and Analysis Process. *TQR* [Internet]. 2015 Jan 13 [cited 2023 Mar 26]; Available from: <https://nsuworks.nova.edu/tqr/vol18/iss30/1/>
- [18] Aditya D. DATA dan METODE PENGUMPULAN DATA PENELITIAN. Surakarta: Politeknik Kesehatan Surakarta; 2013.
- [19] Graue C. QUALITATIVE DATA ANALYSIS. *International Journal of Sales, Retailing and Marketing*. 2015;4(9):5–14.
- [20] Asrianto M. A Case Study of Students' Difficulties in Using Personal Pronoun: at the Tenth Grade Student of Man Gombong in the Academic year of

- 2016/2017 [Internet]. [Purworejo]: Universitas Muhammadiyah Purworejo; 2017. Available from: [http://repository.umpwr.ac.id:8080/handle/123456789/1333](http://repository umpwr.ac.id:8080/handle/123456789/1333)
- [21] Makbul M. Metode Pengumpulan Data dan Instrumen Penelitian [Internet]. Open Science Framework; 2021 Jun [cited 2023 Mar 26]. Available from: <https://osf.io/svu73>
- [22] Sukendra IK, Pd S, Si M, Pd M, Atmaja IKS. INSTRUMEN PENELITIAN.
- [23] Alhamid T, Anufia B. RESUME: INSTRUMEN PENGUMPULAN DATA. Sorong: Sekolah Tinggi Agama Islam Negeri Sorong; 2019.
- [24] Moser A, Korstjens I. Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*. 2018 Jan 1;24(1):9–18.
- [25] Bandara W, Furtmueller E, Gorbacheva E, Miskon S, Beekhuyzen J. Achieving Rigor in Literature Reviews: Insights from Qualitative Data Analysis and Tool-Support. *CAIS* [Internet]. 2015 [cited 2023 Mar 26];37. Available from: <https://aisel.aisnet.org/cais/vol37/iss1/8/>