

AN ANALYSIS OF THE THIRD YEAR STUDENTS' PROBLEMS IN  
WRITING SIMPLE SENTENCES AT ENGLISH DEPARTMENT OF BUNG  
HATTA UNIVERSITY

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
PADANG  
2017

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*Submitted to Fulfill a Partial Requirement for Getting S.1 Degree at English  
Department of the Faculty of Teacher Training and Education  
Bung Hatta University*



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## **SURAT PERNYATAAN**

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Dengan ini saya menyatakan bahwa skripsi yang berjudul “An Analysis of The Third Year Students' Problems in Writing Simple Sentence at English Department of Bung Hatta University” adalah benar hasil karya saya sendiri.

Sepanjang pengetahuan saya, dalam skripsi ini tidak terdapat karya atau pendapat yang ditulis atau diterbitkan oleh orang lain, kecuali sebagai acuan dengan mengikuti tata penulisan karya ilmiah yang lazim.

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

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Saya yang menyatakan

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## **ABSTRACT**

**Yesi, Adri . 2017. “ An Analysis of the Third Year Students’ Problems in Writing Simple Sentence at English Department of Bung Hatta University.”**

**Advisors :**    **1. Dra. Ernati, M.Pd.**  
                  **2. Dra. Lisa Tavriyanti, M.Pd.**

The purpose of this research was to describe the third year students’ problems in writing simple sentence at English Departmen of Bung Hatta University. Descriptive method was used as the design of this research. The number of population members was 53 students. The researcher used total sampling technique to select the sample and the total number of sample members was 53 students.

The instrument used to get the data was writing test. The students were asked to write 6 sentences in affirmative form, 6 sentences in negative form, 6 sentences in yes/no question form, 6 sentences in information question form. It was found that the reliability index of the test was very high (0.96) . It means that the test was reliable. Then the test was valid in terms of content validity.

From the result of the research, generally the third year students at English Department of Bung Hatta University had problem in writing simple sentence. They were problems in affirmative, negative, yes/no questions, information questions. Among those problems, the most problems that the students faced was problem in writing information questions. It was supported by the fact that ( 34.13%) had problem in writing information question. In writing information question, the most problem was problem in mechanic (65.36%) especially in capitalization ( 49.66%).

Referring to the result of the research, the researcher suggests the lecturers to give more exercises and pay attention to the students’ problems in writing information questions. The researcher suggests the third year students to minimize their problems in writing information question and pay attention to the use of capital letters. Then, further researchers are expected to find and analyze the factors which cause the students’ problems in writing simple sentence.

## **TABLE OF CONTENTS**



<b>ACKNOWLEDGMENTS .....</b>	<b>i</b>
<b>SURAT PERNYATAAN .....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>vii</b>
<b>LIST OF APPENDICES.....</b>	<b>viii</b>

## **CHAPTER I INTRODUCTION**

1.1 Background of the Problem .....	1
1.2 Identification of the Problem .....	4
1.3 Limitation of the Problem .....	5
1.4 Formulation of the Problem .....	5
1.5 Research Questions.....	5
1.6 Purposes of the Research .....	6
1.7 Significance of the Research .....	6
1.8 Definition of the Key Terms .....	7

## **CHAPTER II REVIEW OF RELATED LITERATURE**

2.1 Writing Skill .....	8
2.1.1 Kinds of Writing .....	9
2.1.2 Aspect of Writing .....	10
2.2 Sentence .....	11
2.2.1 Kinds of Sentence .....	11
2.2.1.2 Simple Sentence .....	12
2.2.1.2 Compound Sentence .....	14
2.2.1.3 Complex Sentence .....	15
2.2.1.4 Compound-Complex Sentence.....	16
2.2.2 The Important Aspect of Sentence .....	17
2.2.3 Form of Sentence .....	20
2.3 Tense .....	23
2.3.1 Kind of Tense .....	23
2.4 Problems in Writing Sentence .....	30

## **CHAPTER III RESEARCH METHOD**

3.1 Research Design .....	31
3.2 Population and Sample .....	31
3.3 Instrumentation.....	32
3.4 Technique of Collecting Data .....	34

3.5 Technique of Analyzing Data .....	39
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
4.1 Finding .....	40
4.1.1 Students' Problems in Writing Simple Sentence .....	40
4.1.2 Students' Problems in Writing Affirmative Form of Simple Sentence .....	41
4.1.3 Students' Problems in Writing Negative Form of Simple Sentence .....	42
4.1.4 Students' Problems in Writing Yes/no Question Form of Simple Sentence .....	43
4.1.5 Students' Problems in Writing Information Question Form of Simple Sentence .....	44
4.2 Discussion.....	46
4.2.1 Problems in Writing Simple sentence .....	46
4.2.2 Problems in Writing Affirmative Form of Simple Sentence .....	47
4.2.3 Problems in Writing Negative Form of Simple Sentence .....	48
4.2.4 Problems in Writing Yes/no QuestionForm of Simple Sentence .....	49
4.2.5 Problems in Writing Information Question Form of Simple Sentence .....	49
<b>CHAPTER V</b>	
5.1 Conclusion .....	51
5.2 Suggestion .....	52
REFERENCES .....	53
APPENDICES .....	56

## **LIST OF TABLES**

Table 3.1 : The Distributios of the Population Numbers .....	32
Table 3.2 : Problems of Each Student.....	37
Table 3.3 : Students' Problems.....	38
Table 4.1 : Students' Probelms in Writing Simple Sentence .....	41
Table 4.2 : Students' Problems in Writing Affirmative Form of Simple Sentence .....	42
Table 4.3 : Students' Problems in Writing Negative Form of Simple Sentence .....	43
Table 4.4 : Students' Problems in Writing yes/no question Form of Simple Sentence .....	44
Table 4.5 : Students' Problems in Writing Information Question Form of Simple Sentence .....	45

## LIST APPENDICES

Appendix 1	:Research Instrument.....	56
Appendix 2	:Problems Identified by Assesor 1.....	58
Appendix 3	:Problems Identified by Assesor 2.....	60
Appendix 4	:The Reliability Index of the Writing Test.....	62
Appendix 5	:Average Number of Problems in Writing Affirmative Sentence Identified by Assesor 1 and Assesor 2.....	65
Appendix 6	:Average Number of Problems in Writing Negative Sentence Identified by Assesor 1 and Assesor 2.....	67
Appendix 7	:Average Number of Problems in Writing yes/no Question Sentence Identified by Assesor 1 and Assesor 2.....	69
Appendix 8	:Average Number of Problems in Writing Information Question Sentence Identified by Assesor 1 and Assesor 2.....	71
Appendix 9	:Average Number of Problems Identified by Assesor 1 and Assesor 2.....	73
Appendix 10	: Problems in Writing Simple Sentence.....	74

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher discusses several points about background of problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the study, significance of the study, and definition of key terms.

### **1.1 Background of Problem**

In Indonesia, English is one of compulsory subjects taught beginning from junior high school up to university level. In learning English, there are four skills that should be mastered namely listening, speaking, reading, and writing. In fact, these basic skills are not easy to be mastered well, while one of the purposes of studying English is that the students are able to communicate orally or in written form.

Writing is one of the most important language skills that should be mastered by the students. According to Graham (2007:445), writing allows people to communicate with other people. It means that distance is not a reason for people to communicate. Writing can help people to communicate with other people in long or short distance.

Most students whose first language is not English often find some difficulties to write English sentence because English has different pattern. At the time of writing students have difficulty to start and what they should do. The causes of the students' difficulty in writing are that they have no idea and motivation in writing, and they also have lack of vocabulary to develop their ideas.

The third year students of English Department of Bung Hatta University had studied simple sentence in Writing Sentence, Writing Paragraph, and Writing Essay subject and they also studied tenses in Basic Grammar and Intermediate Grammar subject. For writing sentence subject, the students are expected to be able to understand the concept of a sentence, know the types of sentences and be able to write sentences. Supposedly, they do not have problems in writing simple sentences because they have learnt it.

In fact, most of students still found problems in writing sentences. It is identified from the previous research done by Aryani (2016) and Gusti (2016). Aryani (2016:8) did the research entitled “an analysis of the first year students’ difficulties in using verb 2 and to be 2 in writing simple sentence to express past activities at English Department of Bung Hatta University”. She found that the students have difficulties in using to be 2 in writing simple sentence to express past activities. It was supported by the fact , 25 students ( 67,57%) found difficulties and only 12 students (32.43%) did not get difficulties to do the exercise in using to be 2 in writing simple sentence to express past activities. Gusti (2016:12) also did the research entitled “an analysis of the second year students’ grammatical errors in writing simple sentences using linking verb at English Department of Bung Hatta University”. She found that the students made omission errors in writing simple sentence using linking verb. It was proved by the fact that there were 35 errors in omission of article, 12 errors in omission of –s and 7 errors in omission of plural form. The result of previous research showed that the students still had problem in writing simple sentence.

In addition, the result of interviews done at February 7, 2017 toward 5 students of the third year students of English Department of Bung Hatta University and their writing showed that they still have problem in writing simple sentence. They have problem in subject-verb agreement and the use of appropriate tense. Actually, they have already studied all kind of tense. So it is assumed that they have already mastered writing sentence. Here are a few example of students' problem in writing simple sentence :

1. She **read** a book. ( incorrect )

She **reads** a book ( correct )

The first sentence is not correct because there is no ending "s" for the verb.

2. I will go to champus. (incorrect)

I will go to campus. (correct)

The firts sentence is not correct because there is wrong spelling in the word "campus".

This phenomenon encourage the researcher to analyze the students' problem in writing sentence to prove students' problem scientifically.

Based on the explanation above , the researcher is interested to do the research about the third year students' problems in writing simple sentence at English Department Faculty of Teacher Training and Education of Bung Hatta University Padang.

## 1.2 Identification of the Problem

In learning English, there are some problems that the students faced when they are writing. The first problem faced by students is writing sentences whether in simple sentence, compound sentence, complex sentence, or compound complex sentence. According to Refnita (2014), a sentence is a group of words that express a complete idea. Every sentence has subject and predicate. A compound sentence is the combination of two or more simple sentences joined together by a connector. A complex sentence is a sentence that is composed of an independent clause and a dependent clause. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.

In writing simple sentence, the students had problems in subject-verb agreement, subject-object agreement, subject-possessive agreement, and the use of tense. Most of students are confused with the tense used. Actually, There are 16 tenses in English . They are : simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, past future continuous tense.



The second problem faced by the students in writing sentence is expressing idea and mechanics. Idea is a thought, a plan, or suggestion about what to do. Mechanic problems are like the use of capital letter, spelling, and punctuation. Punctuation is one of the common fault in writing. Capital letters use at beginning of each sentences, whether a statement, a command, or a question. Spelling is forming words with the correct letters in the correct order.

### **1.3 Limitation of the Problem**

Because the scope of this problem is quite large, the researcher limited the scope. From identification of the problem, the researcher focused her research on problems in writing simple sentence in the tense that they have learnt. It covers affirmative, negative, yes/no question, and information question. The researcher also pays attention to mechanic problem because it is important in writing sentences. This research is conducted on the third year students of English Department of Bung Hatta University.

### **1.4 Formulation of the Problem**

The researcher formulated the problem as follow ; “ what are the third year students’ problems in writing simple sentence at English Department of Bung Hatta University .

### **1.5 Research Questions**

To describe the problems of the third year students of English Department of Bung Hatta University in writing simple sentences. The researcher formulated research questions as follows:

1. What are the third year students' problems in writing affirmative form of simple sentence?
2. What are the third year students' problems in writing negative form of simple sentence?
3. What are the third year students' problems in writing yes/no question form of simple sentence?
4. What are the third year students' problems in writing information question form of simple sentence?

#### **1.6 Purposes of the the Research**

Generally, the purpose of the research is to describe students' problems in writing simple sentence. Specifically, the purposes of this study are :

1. To describe the third year students' problems in writing affirmative form of simple sentence.
2. To describe the third year students' problems in writing negative form of simple sentence.
3. To describe the third year students' problems in writing yes/no question form of simple sentence.
4. To describe the third year students' problems in writing information question form of simple sentence.

#### **1.7 Significance of the Research**

This study gave contribution to the lecturers, the students, the English Department, and the researcher. For the lecturers, especially the lecturers who teach writing and grammar subject. They know the problems faced by the third year

students in writing simple sentence. Then, they pay attention or consider the solution of the students' problems. For the students, they know the problem that they face. By having known their problem they can do some consideration to improve their ability to write simple sentence. For English Department Leader , this research is useful to evaluate teaching and learning process especially writing sentence. For the researcher, the researcher will increase her research experience in the future.

### **1.8 Definitions of Key Terms**

The key terms of this research will be defined as follows :

1. Students problem is something difficult for the third year students at English Department of Bung Hatta University to write simple sentence.
2. Writing is one of the four basic language skills to express the idea in written form.
3. Simple sentence is a sentence that has subject and predicate and has a complete meaning.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses about writing skill, sentence , tenses, and problem in writing.

#### **2.1 Writing Skill**

There are some definitions about writing given by experts. Mohammad & Hazarika (2016) say that writing is a tool for the creation of ideas. Writing is one of the most important skills in studying English, not only writing as an academic skill, but it is also an important skill that translates into any career fields (Huy,2015:53).

According to Robert (in Huy ,2015:53), writing is one of the ways to transmit thoughts or ideas to the other people. It means that writing allows us to share our communication not only with our contemporaries, but also with future generations.

Writing is one of the ways to transmit thoughts or ideas to the other people (Huy, 2015:54). Alfaki (2015:40) says that writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others

Based on the discussion above, it can be concluded that writing means a language skill used for communication indirectly and to express something or

information to reader in written form. Writing is a process to share idea, feeling, thinking and opinion.

### **2.1.1 Kinds of Writing**

According to Oshima and Hogue (1998: 17), there are three kinds of writing. They are writing sentence, writing paragraph, and writing essay.

#### 1. Writing sentence

Sentence is generally defined as a group of words that begin with capital letter and end by full stop.

#### 2. Writing paragraph

Paragraph is a basic unit of organization in writing in which group of related sentences develops one main idea. A paragraph has three major structural parts: a topic sentence, supporting sentences, and concluding sentences.

The topic sentence states main idea of the paragraph. It is not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Supporting sentence develops the topic sentence. It explains the topic sentence by giving reasons, examples, facts, statistics, and quotations.

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

### 3. Writing essay

Essay is a piece of writing that consists of several paragraphs that develop and support a single idea, impression or point. So in essay the writer should have developed the idea.

#### **2.1.2 Aspects of Writing**

According to Amalia (2015:14-15), in writing, learners must concern at least five aspects of good writing are: content, grammar, word choice and mechanics.

##### 1) Content

In writing, the content should have an excellent support so that it is attractive to be read. Moreover, it should have unity and coherence in order to make the readers exactly known about what the writers want to tell their writings.

##### 2) Grammar

Grammar is an important aspect of writing. Good writing must show correct basic grammar pattern.

##### 3) Mechanic

In writing, mechanics consist of punctuation marks, indentation, and capitalization of letter. When writing, we must use correct punctuation marks. In order to use the correct punctuation marks, learners must concern with the indentation and capital letters.

#### 4) Word choice ( Vocabulary )

In writing , word choices should have the correct idiomatic vocabulary and correct words form. Students have to choose appropriate dictions to express ideas or mind in their writings.

### **2.2 Sentence**

Some experts have different opinion about sentence. Refnita ( 2014:1) states that a sentence is a group of words that expresses a complete idea. Every sentence includes at least one subject and predicate. Sentence is a group of words formed from at least one subject and one predicate and expresses a complete thought ( Sari,2015:5).

A sentence is the largest unit in a language described by grammar (Syntax) whether that sentence is English, Arabic, French or whatever language it is, (Humboldt in Alduais, 2012:507). Humboldt also draws that a sentence is defined as the largest unit of language.

According to Andersen (2014:1), a sentence is a complete set of words that conveys meaning. She also says that a sentence is composed of one or more clauses, sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences. Ernawati (2013:4) describes that a sentence is a group of words that we use to express our idea in writing.

#### **2.2.1 Kinds of Sentence**

There are four kinds of sentence in language. According to Frank (in Ernawati, 2013:3), kinds of sentences based on number of predication are simple,

compound, complex and compound-complex sentences. Oshima and Hogue (1998:155) draw there are basically four kind of sentences in English : they are simple, compound, complex, and compound-complex.

### 2.2.1.1 Simple Sentence

A simple sentence is one independent clause ( Oshima and Hogue , 1998:155). Foster (2007:19) adds that a simple sentence, also called an independent clause, contains subject and verb, and it expresses a complete thought. A simple sentence contains one independent clause (Andersen ,2014:2) .

Refnita (2014:4-7) describes that there are some simple sentence patterns :

a. Noun + verb

For example : 1. The sun dimmed  
*Noun* *Verb*

2. The Sky darkened  
*Noun* *Verb*

b. Noun + verb + adverb

For example : 1. Prof. Geoffrey worked hard today.  
*Noun* *Verb* *adverb*

2. He may drive fast.  
*Noun* *Verb* *adverb*

c. Noun + verb + noun

For example : 1. The professor is reading a book.  
*Noun* *Verb* *Noun*

2. She enjoys books  
*Noun* *Verb* *Noun*



d. Noun + verb + noun + noun

For example : 1. Rini told her friend something.  
Noun Verb Noun Noun

2. Bung Hatta University had awarded her a scholarship.  
Noun Verb Noun Noun

Longan (2010:195) adds that there are simple sentence pattern :

1. A simple sentence has a single subject-verb combination.

a. Children play  
S V

b. The game ended early.  
S V

c. The lake has been polluted by several neighboring streams.  
S V

d. My car stalled three times last week.  
S V

2. A simple sentence may have more than one subject.

a. Lola and Toni drove home.  
S S V

b. The wind and heat dried my hair.

3. A simple sentence may have more than one verb.

a. The children smiled and waved at us.  
S V V

b. The lawn mower smoked and sputtered.  
S V V

4. A simple sentence with several subjects and verbs.

a. Manny, Kira and Jack lubricated my car, replaced the oil filter,  
S S S V V  
and cleaned the spark plugs.  
V

From the experts explanation above, it can be conclude that simple sentence must have subject and predicate. Simple sentence is a sentence that has one subject

and one predicate. However, there is possibility that simple sentence has several subject and verb.

### 2.2.1.2 Compound Sentence

Compound sentence is composed of at least two independent clauses that are joined by a coordinating conjunction ( with or without a comma ), a correlative conjunction ( with or without a comma ), or a semicolon with no conjunction (Foster,2007:19).

According to Andersen (2014:2), a compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma. Compound sentence is analyzed based on two or more independent clauses connected by a coordinating conjunction, punctuation alone and sentence connector (Ernawati ,2013:7) .

Compound sentence is two simple sentence that are joined together by using coordinator( coordinating conjunction),conjunctive adverb, or semicolon. This kind of sentence expresses two or more aqually important ideas. This kind of sentence is also called coordinate sentence because they coordinate, or tie, two or more ideas (McWhorter in Sari, 2015:15).

This is the example of compound sentente using FANBOYS (for, and, nor, but, yet, so) given by (Refnita ,2014:14-15) :

1. Dolphins are friendly animals, **and** they are also intelligent.
2. Her cousin moved away, **but** she stayed in town.

3. Michelle is a vegetarian, **yet** she eats chicken.
4. Are you going to the party, **or** will you stay home ?
5. I do not write Germany, **nor** do I speak it.
6. That student failed the test, **for** he was very lazy.
7. These oranges were cheap, **so** I bought all of them.

### **2.2.1.3 Complex Sentence**

Foster (2007:20) draws that complex sentence consists of one independent clause, and one or more dependent clauses. The usage of complex sentence is ; the clauses are connected through either a subordinate conjunction or a relative pronoun, the dependent clause may be the first or second clause in the sentence, if the first clause in the sentence independent sentence, a comma usually separates the two clauses.

A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction. (Andersen ,2014:2). Ernawati (2013:7) depicts that complex sentence is analyzed based on independent clause and one or more independent clause namely adjective clause, noun clause, and adverbial clause. The independent clause is connected the main clause by a subordinate conjunction. Subordinate involves two ideas, one of which is more important than the other. The more important idea is placed in the independent or main clause.

A complex sentence is a sentence that has a main idea (independent clause) and at least one dependent clause. A main clause has a subject and a verb and it can stand alone. It is a complete sentence even though there is no dependent clause. A

dependent clause also has a subject and a verb but, in contrast with independent one, it cannot stand alone. It is incomplete without the main clause (Sari ,2015:25).

The example of complex sentence (Refnita ,2014 :32)

1. The club will give whoever wins prie.
2. This is what I think.
3. She will name him whatever she wants.
4. She worried about how ill he was.

#### **2.2.1.4 Compound-Complex Sentence**

Compound- complex sentence are composed of at least one dependent clause and two or more independent clauses. The usage of compound-complex sentence are ; must have at least one dependent clause, must have at least two independent clauses (Foster ,2007:19)

A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. Compound-complex sentence is analyzed on a combination of two or more independent clause and one or more independent clause (Andersen ,2014:2).

Refnita (2014:46) states the example of compound-complex sentence:

1. Mrs. Santana loves her children, and she believes that she is rising them the best way.
2. I did not have any ideas what the package was, or who had sent it.

### **2.2.2 The Important Aspect of Sentence**

There are some important aspects in writing sentence. They are idea, vocabulary, grammar, spelling, punctuation, and capital letters.

#### **1. Idea**

Every sentence expresses at least one key idea, or basic message. This key idea is made up of two parts, a simple subject and a simple predicate. The simple subject identifies the person or object of the sentence is about. The main part of the predicate is a verb, which tells what the person or object is doing or has done (McWalter,1985) .

According to Byrne (in Afria,2014), idea is a thought, plan, or suggestion about what to do. Ideas are the most important component in writing. We cannot write successfully if we do not have idea. In composition class, topic is often given in order to help students concentrate in a certain set of ideas to be explained.

#### **2. Vocabulary**

Vocabulary is very important in writing. By having many vocabulary, writer can make readers explore more deeply in what she/he tells about (Byrne in Alfia,2014)

According to Hornby (in Alqahtani,2015:24), vocabulary is as the number of words in a language: vocabulary is a list of words with their meanings. Diamind and Gutlohn (in Alqahtani, 2015:25) state that vocabulary is the knowledge of words and word meanings. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Alqahtani ,2015:25)

There are three kinds of vocabulary. They are receptive vocabulary, productive vocabulary, and vocabulary mastery. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying (Alqahtani, 2015:25).

### **3. Grammar**

Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury in Mart, 2013:124). Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen in Mart, 2013:124).

Mart (2013:124) states that to be an effective language user, learners should study grammar because grammar skill will help learners to organize words and messages and make them meaningful. Having known more about grammar will enable learners to build better sentences in speaking and writing performance. So that grammar can help the students to be a good writer.

### **4. Spelling**

Spelling is another component in writing. A good spelling makes meaningful in writing (Byrne in Afria, 2014).

## 5. Punctuation

The use of capital letter and punctuation given by ( Kellaher,2001:8) every sentence needs punctuation at the end. A sentence can end in a period, question mark, or exclamation point.

- a) A period ends a declarative sentence or statement.

Example : Mario ate two burgers.

- b) A period ends a declarative sentence or statement

Example : Please pass the ketchup.

- c) A period used in abbreviataion, with initials, and in Web site names.

Example : Dec. 12, 2001, John F. Kennedy, [www.scholastic.com](http://www.scholastic.com)

- d) A question mark ends an interrogative sentence or question.

Example : will you play cards with me ?, how old is your sister ?

- e) An exclamation point ends an exclamatory sentence.

Example : We won the championship !

## 6. Capital letter

Writers use capital letters for a variety of purposes:

- a. To start a sentence

Example :

- Dennis has a baby brother.
- We met at camp.

- b. To start proper nouns

Example :

- America, July, Lucy

- c. To begin and close a friendly letter

Example :

- Dear Hannah
- Sincerely yours
- Love

- d. For the personal pronoun “I”

Example :

- Stella and I could come over after school.
- Jake is hungry, but I am not.

- e. For many acronyms, abbreviations, and official titles

Example :

- UN (United Nations)
- TV (television)
- Mrs., Mr.
- General Ulysses
- S. Grant.

Based on explanations above, it can be concluded that writing has several components that can help students in writing sentence.

### **2.2.3 Form of Sentence**

There are three types of sentence in English. They are declarative sentence, interrogative sentence, and imperative sentence.



## 1. Declarative Sentence

Declarative sentence that have a positive meaning are called affirmative sentences. Affirmative sentences tell us what something has, does, or is. Declarative sentences that have a negative meaning are called negative sentences, negative sentence tell us what something doesn't have, can't do, or isn't. Negative sentences tell us something is not true.

Budiyani ( 2013:19) states that one of the patterns of affirmative sentence are :

Subject + v2

Subject + was/were + adverb/noun/adjective

Here are the examples of affirmative sentence :

- Linda bought a T-shirt yesterday.
- Michael was a student last year.
- Yuka studied English two hours ago.

Budiyani ( 2013:26) states that one of the patterns of negative sentence are:

Subject + do/does +not +v1

Subject + to be ( is/am/are) + not + adjective/adverb

Here are the examples of negative sentence :

- He does not play football twice a week.
- Mr. Hamid is not a rich man in town.

- Silvia does not drink a glass of milk every day.
- They do not often go to school at 7 a.m.
- Syarif and Nico are not twins.

## 2. Interrogative Sentence

The purpose of an interrogative sentence is to ask a question. We ask question to get information. Interrogative sentence always ends with a question mark. Budiyan ( 2013:33) states that one of the patterns of interrogative sentence:

Has/have + subject + v3/been+ adjective/adverb

Here are the examples of interrogative sentence :

- Have I watched the film ?
- Has Ibnu made the program ?
- Have we found some materials ?

## 3. Imperative Sentence

The purposes of imperative sentences are to give commands, warnings, suggestions, or advice. Imperative sentences can also be used to make a request. Imperative sentences usually end in a period. However, if the commands is forceful or shouted, it can end with an exclamation mark. Sometimes imperative sentences can be very short or even one word to express a forceful command.

Here are the examples :

- Please sit down. (request)
- Read pages 45-90 for homework. (command)
- You should wear gloves outside. (advice)

- Be quiet! (command)
- Wait! (command/warning)
- Watch out for the dog! (warning)

## 2.3 Tense

### 2.3.1 Kind of Tense

There are 16 tenses in English. They are present tense, simple past tense, present continuous tense, future tense, present perfect tense, past perfect tense, future perfect tense, present perfect continuous tense, past perfect continuous tense, future perfect continuous tense, future continuous tense, past continuous tense, past future, past future continuous tense, past future perfect tense, past future perfect continuous tense ( Krishna ,2011).

#### A. Simple Present

Azar (2002) illustrates that simple present expresses something that was true in the past, is true in the present, and will be true in the future. It expresses general statement of fact, timeless truths, habitual or everyday activities.

The patterns of simple present given by krishna (2011) are :

(+) subject +v1(s/es)+object/complement (verbal)
(+) subject+ (tobe/ is,am,are)+object/complement (nominal)

Azar (2002) gives the example of simple sentence :

- It snows in Alaska.
- Tom watches television every day.

## B. Simple Past Tense

Simple past indicates that an activity or situation began and ended at a particular time in the past (Krishna ,2011). She also says that the pattern of simple past tense is :

(+) s+v2++object/complement
-----------------------------

The examples :

- a) I walked to school yesterday.
- b) I bought a new car three days ago.( Azar ,2002).

## C. Present Continuous Tense

Krishna (2011) says that Present continuous expresses an activity that is in progress at the moment of speaking. She also says that the pattern of present continuous tense is :

(+) subject+ tobe ( is, am, are )+v-ing+object./complement
--

The examples given by (Azar,2002) are as follows:

- a) John is sleeping right now.
- b) The students are sitting at their desk right now.

#### **D. Future Tense**

Future tense is used to tell what “will” happen and what “shall” happen (Azis, 2002).

Krishna (2011) says that the pattern of future tense is :

(+) subject + shall/will +v1 + object/complement.
---

The examples :

- a) It will snow tomorrow
- b) Tom is going to watch television tonight (Azar,2002).

#### **E. The Present Perfect Tense**

The present perfect tense is used to express actions which have already completed or perfected at the time of speaking or writing (Ansell ,2000).

Krishna (2011) draws that the pattern of present perfect tense is :

(+)subject +have/has+v3+object/complement
---

The example :

Tom has already eaten. (*Tom finished eating something before now. The exact time is not important.*) (Azar , 2002).

#### **F. Past Perfect Tense**

The past perfect tense expresses an activity that was completed before another activity or time in the past ( Azar , 2002)..

Krishna (2011) illustrates that the pattern of past perfect tense is :

(+) subject+had+v3+object/complement.

The example :

I *had* already *fallen* asleep before ten o'clock

### **G. Future Perfect Tense**

Azar (2002) draws that the future perfect expresses an activity that will be completed before another time or event in the future.

Krishna (2011) says that the pattern of future perfect tense is :

(+) subject + shall/will + have + v3 + object/complement.

The example : The snow will have stopped by April.

### **H. Present Perfect Continuous**

This tense is used to indicate the duration of an activity that began in the past and continues to the present. Ansell (2000)

The pattern of present perfect continuous tense. (Krishna, 2011)

(+) subject + have/has+been+v-ing+present participle

Azar (2002) gives the example of present perfect continuous:

Tom has been studying for two hours. (*Event in progress : studying. When ? before now, up to now. How long ? for two hours*)

## I. Past Perfect Continuous tense

Azar (2002) states that the past perfect continuous emphasizes the duration of an activity that was in progress before another activity or time in the past.

Krishna (2011) says that the pattern of past perfect continuous tense is :

(+) subject + had + been + v-ing + object/compliment.

The example :

She had been waiting for a bus for twenty minutes when the taxi came. (Budiyani, 2013).

## J. Future Perfect Continuous

The future perfect continuous emphasizes the duration of an activity that will be in progress before another time or event in the future (Ansell, 2000).

The pattern of future perfect continuous tense ( Krishna, 2011).

(+) subject + shall/will + have been + v- ing + object/complement.

The example given by Azar ( 2002) as follow :

Tom will have been studying for two hours. (*Event in progress : studying.*  
*When ? before another event in the future. How long ? for two hours.*)

## K. Future Continuous Tense

Azar (2002) illustrates that the future continuous tense expresses an activity that will be in progress at a time in the future.

Krishna (2011) states that the pattern of future continuous tense is :

(+) subject + shall/will + be + v-ing + object/complement.

Azar (2002) gives the examples of future continuous :

- a) I will be studying Math.
- b) I will be sitting in the class.

#### **L. Past Continuous Tense**

Past continuous tense is used to express actions which will be being done in the past. The pattern of past continuous tense is :

(+) subject + tobe (was,were) +v-ing

Example : I was gardening in the backyard .(Krishna , 2011).

#### **M. Past Future Tense**

Past future tense is used to express the events that will happen in the time would have occurred in the past. She also says that the pattern of past future tense is :

(+) subject + shuold/would + v1 + object/complement.

Example :

- They would help us to do our work next day ( Krishna ,2011).



## **N. Past Future Continuous Tense**

Krishna (2011) says that past future continuous tense is used to express actions which will be being done in the past. She also says that the pattern of past future continuous tense is :

(+) subject + should/would + be + v-ing + object/complement .

Example : We should be visiting Miss Jones tomorrow.

## **O. Past Future Perfect Tense**

Past future perfect tense is used to express a supposition that is not possible because of the condition is certainly not fulfilled. The pattern of past future perfect tense is :

(+) subject + should/would + have +v3 + object/complement.

Example : I would have helped your problem.( Krishna , 2011).

## **P. Past Future Perfect Continuous Tense**

Krishna (2011) says that past future perfect continuous tense is used to express the length of an event as well as actions that would have been going on the past. She also says that the pattern of past future perfect continuous tense is :

(+) subject + should/would + have +been + v-ing + object/complement.

Example : I should have been taking Mandarin class for three months by the end of this week.

## **2.4 Problems in Writing Sentence**

One of the problems in writing sentence is sentence fragment. It is a group of words trying very hard to be a sentence. It is a group of words that has been capitalized and punctuated, but is missing something. It is missing an important part of what it takes to be a true complete sentence. It may be missing a subject or a verb, or it may not be a complete thought. Thus, sentence fragments are only parts of sentences or incomplete sentence (Sari ,2015:38).

Alfaki (2015) says that the students have problem in grammatical problems, mechanical problems, sentence structure problems and problems of diction. He also says that the students also have problems in cognitive problems, the cognitive problems include problem of punctuation, capitalization, spelling, content and organization.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discusses about research design, population and sample, instrumentation, technique of collecting data, and technique of analyzing data.

#### **3.1 Research Design**

The design of this research was descriptive research. Gay (2009 : 275) states that a descriptive study determines and describes the way things are. Furthermore, Gay (2009: 275) states that the descriptive method is useful for investigating a variety of educational problems and issue. In this case, the researcher used descriptive research because the researcher wanted to know the students' problems in writing simple sentence at English Department of Bung Hatta University.

#### **3.2 Population and Sample**

According to Fraenkel and Wallen (in Wang 2009:522), the target population is the larger group from which a sample will be taken. The population of this research was the third year students of English Department of Faculty of Teacher Training and Education of Bung Hatta University Padang. The researcher chose them as the subject in this research because they had studied simple sentence in structure and writing subject and they had already studied tenses. The total number of population was 53 students and their distribution can be seen in table below :

**Table 3.1 :**

**Population Numbers**

No	Class	Population
1	A	28
2	B	25
Total		53

Because the number of population was quite small, the researcher used all population members as sample. It was called total sampling technique. According to Usman and Akbar (in Utami 2016:24) total or census sampling is used if the members of population are small. The researcher used total sampling technique because the population was less than 100 subjects. When the researcher collected data, 10 students were absent. So the total sample was 43 students.

**3.3 Instrumentation**

In this research, the researcher used writing test as the instrument to collect data. In this test, the students were asked to write 24 sentences. The sentences divided into : 6 simple sentences in positive form, 6 simple sentences in negative form, 6 simple sentences in yes/no question form, 6 simple sentences in WHQ form by using different tenses in all sentence. The students gave 30 minutes to do the test.

A good test should be valid and reliable. Validity means the test measures what it is supposed to measures. To show the validity, the researcher used content

validity. According to Arikunto (2012), content validity is one of the type of validity which means that the test is valid if it fixes with the materials that have been given to the students. To fulfill validity of the test, the researcher constructed the test based on the syllabus and teaching material of writing sentence subject.

Reliability means the test consistently measures whatever it measures . To show the reliability of the test, the researcher used inter-rater technique by using two assessors ( Assesor 1 and Assesor 2 ). The first assessor was the researcher and the second assessor was Silviana Fadhilah. The researcher chose her because she got A in writing and grammar subject, and she is a qualified student.

To find out the reliability index of writing test, the researcher used Pearson Product Moment as follow :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where:

$r_{xy}$  = The Coefficient of Correlation Between X and Y Variable

x = The Score Given by First Assesor

y = The Score Given by Second Assesor

n = The Number of Students

$\sum x$  = The Total of X

$\sum y$  = The Total of Y

$$\sum xy = \text{Total Scores of Cross Product } XY$$

After that, the researcher used Sudijono's idea (2015:193) to classify the degree of coefficient correlation of the test as follows :

.90-1.00 : very high

.70-.90 : high

.40-.70 : enough

.20-.40 : low

.00-.20 : very low

According to Sudijono (2015:193), a test that has reliability index : 0.20 or bigger is called reliable. Based on the result of the data analysis, it was found that the coefficient correlation index was 0.96 (very high ).( see Appendix 4)

### **3.4 Technique of Collecting Data**

The researcher collected the data by using writing test through some procedures as follows:

1. The researcher administered the writing test.
2. The researcher gave the instruction to the students.
3. The researcher copied the students' answer sheets. The researcher checked out the original answer sheets and the second assesor checked the copy of answer sheets.
4. The researcher identified the problem as the following procedure :
  - A. The researcher prepared the table of each student's problem

B. The researcher checked the student's answer and fill in the table of each student's problem ( see table 3.2 ) based on the following criteria :

**Affirmative**

- a) It will be a problem if the sentence is not simple sentence.
- b) It will be a problem if there is no sentence.
- c) It will be a problem if there is no subject, verb, object, and possessive agreement .
- d) It will be a problem if there is wrong mechanics (capitalization, punctuation, and spelling).
- e) It will be a problem if the meaning is not logic.

**Negative**

- a) It will be a problem if the sentence is not simple sentence.
- b) It will be a problem if there is no sentence.
- c) It will be a problem if there is no subject, verb, object, and possessive agreement .
- d) It will be a problem if there is wrong mechanics (capitalization, punctuation, spelling).
- e) It will be a problem if the meaning is not logic.

**Yes/no Questions**

- a) It will be a problem if the sentence is not simple sentence.
- b) It will be a problem if there is no sentence.

- c) It will be a problem if there is no subject, verb, object, and possessive agreement .
- d) It will be a problem if there is no aux in the first sentence.
- e) It will be a problem if there is no question mark.
- f) It will be a problem if there is wrong mechanics ( punctuation, capitalization, and spelling ).
- g) It will be a problem if the meaning is not logic.

### **Information Questions**

- a) It will be a problem if the sentence is not simple sentence.
  - b) It will be a problem if there is no sentence.
  - c) It will be a problem if there is no subject, verb, object, and possessive agreement .
  - d) It will be a problem if the chooses of question word is not correct.
  - e) It will be a problem if there is wring mechanics ( punctuation, capitalization, and spelling ).
  - f) It will be a problem if the meaning is not logic.
- C. The researcher counted each student's problems.



**Table 3.2**  
**The Problems of Each Student**

Student's Name :

Sentence	No.	Problem Identified									
		Grammar (Subject, Verb, Object Agreement)		Mechanic						Meaning / Idea	
				Spelling		Capitalizatio n		Punctuatio n			
		A1	A2	A1	A2	A1	A2	A1	A2	A1	A2
Affirmative	1										
	2										
	3										
	4										
	5										
	6										
Negative	1										
	2										
	3										
	4										
	5										
	6										
Yes/no Question	1										
	2										
	3										
	4										
	5										
	6										
Information Question	1										
	2										
	3										
	4										
	5										
	6										
Total											

5. The researcher counted the average number of problem identified by two assessors by using the following formula : (see Appendix 9)

$$: \frac{\text{score of assesor 1} + \text{score of assesor 2}}{2}$$

6. The researcher put the students' problems in a table of students' problems in table below:

**Table 3.3**

**Table of Students' Problems**

No. of students	Problems				
	Grammar (S-V-O Agreement)	Mechanic			Meaning / Idea
		Spelling	Punctuation	Capitalication	
A					
B					
C					
D					
E					
F					
...					
....					
....					
AQ					
Total					

### 3.5 Technique of Analyzing the Data

The data of this research were students' problems in writing simple sentence. To analyze them, the researcher did the following procedures :

1. The researcher counted the total number of each problem.(see Appendix 10 )
2. The researcher counted the percentage of the students' problems by using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where :

P = The Percentage of each Problems

*f* = The Frequency of each Problem

N = The Total Number of Problem

3. The researcher interpreted the result.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter the researcher discuss findings and discussions of the research on the problem faced by the students in writing simple sentence.

#### **4.1 Findings**

The purpose of this research was to describe the third year students' problems in writing simple sentence in affirmative, negative, yes/no question and information question form. Based on the purposes above, the researcher presents and discusses the finding and discussions as follows :

##### **4.1.1 Students' Problems in Writing Simple Sentence**

Based on the result of data analysis, there were four kinds of problem that the students faced in writing simple sentence. They were the students' problems in writing affirmative form of simple sentence (22.89%), negative form of simple sentence (25.11%), yes/ no question form of simple sentence (17.87%), information question form of simple sentence (34.13%). (see Appendix 10) . In order to be clear see below:

**Table 4.1**  
**Students' Problems in Writing Simple Sentence**

No	Problems	Total	Percentage
1	Students' problems in writing affirmative form of simple sentence	200.5	22.89%
2	Students' problems in writing negative form of simple sentence	220	25.11%
3	Students' problems in writing yes/no question form of simple sentence	156.5	17.87%
4	Students' problems in writing information question form of simple sentence	<b>299</b>	<b>34.13%</b>
Total		876	100%

The table above shows that the most problems that the students faced in writing simple sentence was problem in writing information question form of simple sentence (34.13%).

#### **4.1.2 Students' Problems in Writing Affirmative Form Simple Sentence**

Based on the result of data analysis, there were three problems that the students faced in writing affirmative form of simple sentence. The first problems were problem in grammar (20.20%), the second problems were problem in mechanic (75.56%) it covers capitalization (37.65%), punctuation (28.18%), spelling (9.73%) and the last problems were problem in meaning/idea ( 4.24%). (see Appendix 5) In order to be clear see Table below:

**Table 4.2**  
**Students' Problems in Writing Affirmative Form of Simple Sentence**

No	Problems	Total		Percentage	
1	Problem in grammar .	<b>40.5</b>		<b>20.20%</b>	
2	Problem in mechanic. <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Spelling</li> </ul>	56.5	<b>151.5</b>	28.18%	<b>75.56%</b>
		75.5		37.65%	
		19.5		9.73%	
3	Problem in meaning/idea .	<b>8.5</b>		<b>4.24%</b>	
Total		<b>200.5</b>		<b>100%</b>	

The table above shows that the most problems that the students faced in writing affirmative form of simple sentence was problem in mechanic (75.56%) especially in capitalization (37.65%).

#### **4.1.3 Students' Problems in Writing Negative Form of Simple Sentence**

Based on the result of data analysis, there were three problems that the students faced in writing negative form of simple sentence. The first problems were problem in grammar (27.95), the second problems were problem in mechanic (65.46%) it covers punctuation (20.91%), capitalization (31.14%), spelling

(13.41%) and the third problems were problem in meaning/idea (6.59%) . ( see Appendix 6) In order to be clear see Table below:

**Table 4.3**  
**Students' Problems in Writing Negative Form of Simple Sentence**

No	Problems	Total		Percentage	
1	Problem in grammar .	<b>61.5</b>		<b>27.95%</b>	
2	Problem in mechanic.	<b>144</b>		<b>65.46%</b>	
	• Punctuation	46		20.91%	
	• Capitalization	68.5		31.14%	
	• Spelling	29.5		13.41%	
3	Problem in meaning/idea .	<b>14.5</b>		<b>6.59%</b>	
<b>Total</b>		<b>220</b>		<b>100%</b>	

The table above shows that the most problems that the students faced in writing negative form of simple sentence was problem in mechanic (65.46%) especially in capitalization (31.14%).

#### **4.1.4 Students' Problem in Writing Yes/No Question Form of Simple Sentence**

Based on the result of data analysis, there were three problems that the students faced in writing yes/no question form of simple sentence. The first problems were problem in grammar (22.68%), the second problems were problem in mechanic (67.09%) it covers punctuation (3.83%), capitalization (49.20%),

spelling (14.06%), and the last problems were problem in meaning/idea (10.23%).

(See Appendix 7). In order to be clear see Table below:

**Table 4.4**  
**Students' Problems in Writing Yes/no Question Form of Simple Sentence**

No	Problems	Total		Percentage	
1	Problem in grammar .	<b>35.5</b>		<b>22.68%</b>	
2	Problem in mechanic.	<b>105</b>		<b>67.09%</b>	
	• Punctuation	6		3.83%	
	• Capitalization	77		49.20%	
	• Spelling	22		14.06%	
3	Problem in meaning/idea .	<b>16</b>		<b>10.23%</b>	
<b>Total</b>		<b>156.5</b>		<b>100%</b>	

The table above shows that the most problems that the students faced in writing yes/no question form of simple sentence was problem in mechanic (67.09%) especially in capitalization (49.20%).

#### **4.1.5 Students' Problems in Writing Information Question form of Simple Sentence.**

Based on the result of data analysis, there were three problems that the students faced had in writing information question form of simple sentence. The first problems were problem in grammar (25.42%), the second problems were



problem in mechanic (65.36%) it covers punctuation (7.36%), capitalization (49.66%), spelling (8.36%), and the third problems were problem in meaning/idea (9.20%). ( see Appendix 8). In order to be clear see Table below:

**Table 4.5**  
**Students' Problems in Writing Information Question Form of Simple Sentence**

No	Problems	Total		Percentage	
1	Problem in grammar .	<b>76</b>		<b>25.42%</b>	
2	Problem in mechanic. <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Spelling</li> </ul>	22	<b>195.5</b>	7.36%	<b>65.36%</b>
		148.5		49.66%	
		25		8.36%	
3	Problem in meaning/idea .	<b>27.5</b>		<b>9.20%</b>	
<b>Total</b>		<b>299</b>		<b>100%</b>	

The table above shows that the most problems that the students faced in writing information question form of simple sentence was problem in mechanic (65.36%) especially in capitalization (49.66%).

## 4.2 Discussions

In this part the researcher presents the discussion about the finding to the students' problems in writing simple sentence.

### 4.2.1 Students' Problems in Writing Simple Sentence

Based on the result of findings, the researcher found that the most problem that the students faced in writing simple sentence was problem in writing information question 299 (34.13%). The second was the problem in writing negative form of simple sentence 220 (25.11%). The third was the problem in writing affirmative form of simple sentence 200.5 (22.89%). The last was the problem in writing yes/no question form of simple sentence 156.5 (17.87%).

In writing information question form, the students had three problems. The problem were problem in grammar (25.42%), problem in mechanic (65.36%) it covers punctuation (7.36%), capitalization (49.66%), spelling (8.36%), and problem in meaning/idea (9.20%). The most problem was problem in mechanic, especially in capitalization. Here are the examples of students problems in writing information question :

#### Students Writing

- What Is she doIng ?( student AP)
- who has all correct Answer ?( student AE)
- when will you graduate ?( student AF)

#### Correct answer

- What is she doing ?

- Who has all correct answer ?
- When will you graduate ?

The examples above shows that the students had problem in using capital letter. Kellaher (2001:8) states that writers have used capital letters for a variety of purposes. They are used to start a sentence, to start proper nouns, to begin and close a friendly letter, for the personal pronoun “I”, for many acronyms, abbreviations, and official titles.

#### **4.2.2 Students’ Problems in Writing Affirmative Form of Simple Sentence**

Based on the result of findings, the most problems that the students faced in writing affirmative form of simple sentence was problem in mechanic (75.56%), especially in capitalization (37.65%). Here are the examples of students’ problems in writing affirmative form of simple sentence :

Students writing

- He Is a student ( problem in capitalization ) ( student S )
- My father Is a good person. (problem in capitalization) ( Student G )
- we play football every Sunday ( problem in capitalization) (Student S )

The sentence above showed that the students had problems in using capital letter. In the first sentence the student wrote “is” by using capital “i”. In the second sentence the student wrote “is” by using capital “i”. In the last sentence the student didn’t write the first word by using capital.

Correct answer

- He is a student.
- My father is a good person.
- We play football every Sunday.

#### **4.2.3 Students' Problems in Writing Negative Form of Simple Sentence**

Based on the result of findings, the most problems that the students faced in writing negative form of simple sentence was problem in mechanic (65.46%), especially in capitalization (31.14%). Here are the examples of students' problems in writing negative form of simple sentences:

Students writing

- we didnt go to the campus Yesterday. ( student A)
- zaza hasn't been in Padang since August. ( Student c)
- you will not be a teacher ( student K )

The sentences above showed that the students had problem in using capital letters. In all of the sentences above, the students didn't write the first word by using capital letter.

Correct answer

- We didn't go to campus yesterday.
- Zaza hasn't been in Padang since August.
- You will not be a teacher.

#### **4.2.4 Students' Problem in Writing Yes/No Question Form of Simple Sentence**

Based on the result of findings, the most problems that the students faced in writing yes/no question form of simple sentence was problem in mechanic (67.09%), especially in capitalization (49.20%). Here are the examples of students' problems in writing yes/no question form of simple sentence :

Students writing

- Do You find difficult word ? (students AE)
- Does jerry go to market everyday ? ( student AF)

The sentences above showed that the students had problem in using capital letters. The first sentence the students wrote "you" by using capital "y". The second sentence the students didn't write "Jerry" by using capital "j".

Correct answer

- Do you find difficult word ?
- Does Jerry go to the market everyday ?

#### **4.2.5 Students' Problem in Writing information Question Form of Simple Sentence**

Based on the result of findings, the most problems that the students faced in writing information question was problem in mechanic (65.36%), especially in capitalization (49.66%). Here are the examples of students' problems in writing information question form of simple sentence:

### Students writing

- why is she painting a flower ? ( student AI )
- what are you doing ?( student AN )

The sentences above showed that the students had problem in using capital letters. The students didn't write the firts word by suing capital letter.

### Correct answer

- Why is she painting a flower ?
- What are you doing ?

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents several conclusions and suggestions about the third year students' problems in writing simple sentence.

#### 5.1 Conclusions

Based on the result of data analysis, the resercher concluded that :

1. Generally, the students had problem in writing simple sentence in affirmative, negative, yes/no question, and information question. The most problems that the students faced in writing simple sentence was problem in writing information question. It was proved by the fact that (34.13%) had problem in writing information question.
2. In writing information question form of simple sentence , the students had problem in grammar, mechanic (capitalization, punctuation, spelling) and meaning/idea. Among those problems, most of students had problem in capitalization. It was supported by the fact that (49.66%) had problem in capitalization.

## **5.2 suggestions**

Based on the conclusion above, the researcher would like to give several suggestions to the students, lecturers, researcher and the next researcher.

### **For the Students**

Since the most problems faced by the students in writing simple sentence in writing information question, so it is suggested to the students to improve their ability in writing information questions by doing more exercises in writing information question. They are also suggested to improve their ability in using capital letters because the most problems that the students faced in writing simple sentence was problem in capital letters.

### **For the Lecturers**

The lecturers are suggested to pay attention and give more exercises to students problems in writing information question. They are also suggested to pay attention to the students' capital letters, because it problems are mostly found in students' writing simple sentence.

### **For Further Researchers**

Futher researchers are expected to find out and analysis the factors which cause the students' problems in writing simple sentence.



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**Appendix 1 : Research Instrument**

**WRITING TEST**

**TIME : 30 MINUTES**

Name : \_\_\_\_\_

NPM : \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

**Direction :**

- **Write simple sentences in affirmative, negative, yes/no question, and information question !**
- **Do not use similar words in all sentences !**
- **Use every tense that you have learnt !**

**Affirmative sentence**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Negative sentence**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Yes/No Question sentence**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Information Question sentence**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Appendix 2 : Problem Identify by Assesor 1**

Students	PROBLEMS																				T
	Affirmative					Negative					Yes/no Question					Information Question					
	G	Mechanic			M	G	Mechanic			M	G	Mechanics			M	G	Information Question			M	
		S	P	C			S	P	C			S	P	C			S	P	C		
A	-	-	1	4	-	-	-	4	4	-	-	-	1	4	-	2	-	-	6	-	26
B	-	-	-	1	-	-	-	-	1	-	-	-	-	2	-	-	-	-	3	-	7
C	-	-	1	-	-	-	-	1	1	-	-	-	-	3	-	-	-	-	5	-	11
D	1	-	6	4	-	-	1	1	-	-	-	1	-	1	-	-	-	-	6	-	21
E	1	-	-	-	-	1	-	-	1	-	2	-	-	-	-	-	-	-	5	-	10
F	1	-	3	2	-	4	-	-	3	1	-	-	-	1	-	2	1	-	2	-	20
G	2	1	-	3	-	1	-	2	-	1	3	-	-	-	-	6	6	6	6	6	43
H	-	-	-	1	-	1	1	1	2	1	-	-	-	1	-	2	-	-	3	-	13
I	1	6	1	-	-	2	3	-	1	-	-	5	-	-	-	1	2	-	-	-	22
J	-	3	2	1	1	4	4	1	-	-	1	2	-	1	-	2	1	-	-	-	23
K	-	-	1	2	-	-	-	-	1	-	-	-	-	-	-	3	-	-	-	-	7
L	-	-	-	-	-	-	-	1	2	-	-	-	-	2	-	6	2	-	-	-	13
M	-	-	-	1	-	-	-	-	2	-	-	-	-	1	-	-	-	-	6	-	10
N	-	1	6	2	-	-	2	6	3	-	-	1	-	2	-	-	-	-	6	-	29
O	2	1	-	1	-	5	2	-	4	1	-	-	-	4	1	4	-	1	2	-	28
P	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	2
Q	1	1	2	1	1	2	1	1	2	1	2	1	1	1	1	1	-	-	2	1	23
R	-	-	-	2	-	1	2	-	3	-	1	2	-	3	1	1	-	-	5	-	21
S	-	-	5	2	-	1	3	2	4	1	-	2	-	1	-	1	-	-	3	-	25
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	2
U	-	-	1	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-	3	1	8
V	3	-	3	3	-	3	2	-	-	-	2	2	-	2	1	6	6	6	6	6	51

W	-	-	-	2	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	4
X	1	-	-	4	-	-	-	-	1	1	-	-	-	-	-	-	-	2	-	9
Y	2	1	-	1	2	2	-	-	2	-	1	-	-	2	1	1	-	-	-	15
Z	2	-	2	4	-	2	-	-	5	-	-	-	-	6	-	1	-	-	4	26
AA	1	-	3	1	-	1	1	4	2	1	-	-	-	-	-	-	-	5	-	19
AB	1	-	-	1	-	1	-	-	1	-	3	-	-	2	-	-	-	1	-	10
AC	2	1	-	4	-	2	-	4	-	-	3	-	-	2	-	2	-	6	-	26
AD	2	-	-	4	-	4	-	-	3	-	3	2	-	5	1	4	-	6	-	34
AE	2	1	-	6	-	6	1	3	5	1	3	-	-	5	-	4	-	6	-	43
AF	-	-	1	3	-	-	-	2	2	-	-	-	-	2	-	1	-	6	-	17
AG	4	-	4	1	-	4	-	1	-	-	1	-	-	3	-	4	-	6	-	28
AH	2	2	2	2	2	1	1	1	2	2	1	1	1	1	1	1	1	1	1	27
AI	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	6	-	10
AJ	-	-	-	2	-	-	-	1	2	-	-	-	-	1	-	-	-	5	-	11
AK	1	-	-	-	-	1	1	2	1	1	1	-	-	-	-	-	-	5	-	13
AL	2	-	-	-	-	2	-	-	-	-	-	-	-	5	6	2	1	1	1	26
AM	4	3	3	3	3	4	2	3	2	2	1	1	1	5	1	4	4	6	6	63
AN	1	-	-	-	-	3	-	-	1	-	3	-	-	-	-	4	-	6	-	18
AO	2	1	6	1	-	2	2	2	4	-	2	2	-	4	-	2	-	1	-	31
AP	-	-	4	5	-	1	-	4	6	-	1	1	1	6	1	1	-	5	-	36
AQ	-	-	-	1	-	-	-	-	2	-	-	-	-	1	-	1	-	1	-	6

**Appendix 3 : Problem Identify by Assesor 2**

Students	PROBLEMS																				T
	Affirmative					Negative					Yes/no Question					Information Question					
	G	Mechanic			M	G	Mechanic			M	G	Mechanics			M	G	Mechanic			M	
		S	P	C			S	P	C			S	P	C			S	P	C		
A	-	-	1	4	-	-	-	4	3	-	-	-	1	2	-	2	-	-	3	-	20
B	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	1	6	-	9
C	-	-	1	2	-	-	-	1	1	-	-	-	-	3	-	-	-	-	5	-	13
D	1	-	5	4	-	1	1	1	-	-	-	1	-	1	-	-	-	-	-	-	15
E	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	5	-	8
F	1	-	3	1	-	4	-	-	3	1	-	-	-	-	-	2	1	-	2	-	18
G	2	1	-	-	-	1	-	2	-	1	3	-	-	-	-	6	6	6	6	6	40
H	-	-	-	2	-	1	1	1	1	1	-	-	-	-	-	2	-	-	2	-	11
I	1	6	1	-	-	2	6	-	1	-	-	5	-	-	-	1	1	-	6	-	30
J	-	2	1	-	-	4	4	-	-	1	1	1	-	1	-	4	1	-	2	-	22
K	-	-	1	1	-	-	-	-	1	-	-	-	-	-	-	3	-	-	-	-	6
L	-	-	-	-	-	-	-	1	2	-	-	-	-	1	1	6	3	-	1	-	15
M	-	-	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-	2	-	5
N	-	1	6	2	-	2	1	6	2	-	-	1	-	1	-	-	-	-	4	-	26
O	2	1	-	3	-	5	2	-	5	1	-	-	-	4	1	4	-	-	4	-	32
P	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	2
Q	2	1	2	2	1	2	1	1	2	1	2	2	1	3	1	1	-	-	4	1	30
R	-	-	-	2	-	1	2	-	3	-	2	2	-	1	1	1	-	-	6	-	21
S	-	-	5	3	-	1	3	2	3	1	-	1	-	1	-	1	-	-	1	-	22
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	2
U	-	-	1	-	1	-	-	-	-	1	-	-	-	-	1	2	-	-	2	1	9
V	3	-	3	4	-	3	2	-	1	-	1	2	-	3	1	6	6	6	6	6	53



W	-	-	-	5	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	7
X	1	-	-	4	-	-	-	-	-	-	-	-	-	2	-	-	-	-	4	-	11
Y	3	-	-	1	-	2	-	-	1	-	2	-	-	3	1	2	1	-	4	-	20
Z	2	-	2	3	-	2	-	-	6	-	-	-	-	6	-	1	-	-	6	-	28
AA	1	-	3	1	-	1	1	4	2	1	-	-	-	-	-	-	-	-	5	-	19
AB	1	-	-	1	-	-	-	-	-	-	3	-	-	2	-	-	-	-	1	-	8
AC	2	-	2	3	-	3	-	3	-	-	3	-	-	1	-	4	-	-	5	-	26
AD	2	-	-	4	-	3	-	-	3	-	3	1	-	5	-	3	-	-	6	-	30
AE	2	-	-	6	-	6	1	3	4	1	3	-	2	4		4	-	-	5	-	41
AF	-	-	1	2	-	-	-	2	-		-	-	-	1	-	1	-	-	6	1	14
AG	3	-	4	3	-	4	-	2	-	-	1	-	-	2	-	4	-	-	6	-	29
AH	2	2	2	2	2	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	27
AI	-	-	-	-	-	1	-	-	-	-	-	-	-	3	-	2	-	-	6	-	12
AJ	-	-	-	2	-	-	-	-	3		-	-	-	1	-	-	-	-	5	-	11
AK	1	-	-	-	-	1	1	2	1	1	1	-	-	-	-	-	-	-	5	-	13
AL	2	-	-	-	-	2	-	-	-	-	-	-	-	5	6	2	2	1	1	6	27
AM	4	3	3	4	3	4	2	3	2	2	1	1	1	5	1	4	4	6	6	5	64
AN	-	-	-	-	-	2		-	1	-	3	-	-	1	-	4	-	-	5	-	16
AO	1	-	5	1	-	2	1	2	1	-	3	2	-	1	-	2	-	-	1	-	22
AP	-	-	4	2	-	-	-	4	1	-	3	1	1	5	1	1	-	-	4	-	27
AQ	-	-	-	1	-	-	-	-	1	-	-	-	-	1	-	1	-	-	-	-	4

**Appendix 4: The Reliability Index of The Writing Test**

Students	Scorer 1 (X)	Scorer 2 (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
A	26	20	676	400	520
B	7	9	49	81	63
C	11	13	121	169	143
D	21	15	441	225	315
E	10	8	100	64	80
F	20	18	400	324	360
G	43	40	1849	1600	1720
H	13	11	169	121	143
I	22	30	484	900	660
J	23	22	529	484	506
K	7	6	49	36	42
L	13	15	169	225	195
M	10	5	100	25	50
N	29	26	841	676	754
O	28	32	784	1024	896
P	2	2	4	4	4
Q	23	30	529	900	690
R	21	21	441	441	441
S	25	22	625	484	550
T	2	2	4	4	4
U	8	9	64	81	72
V	51	53	2601	2809	2703
W	4	7	16	49	28
X	9	11	81	121	99
Y	15	20	225	400	300
Z	26	28	676	784	728
AA	19	19	361	361	361
AB	10	8	100	64	80
AC	26	26	676	676	676
AD	34	30	1156	900	1020
AE	43	41	1849	1681	1763
AF	17	14	289	196	238
AG	28	29	784	841	812
AH	27	27	729	729	729
AI	10	12	100	144	120
AJ	11	11	121	121	121
AK	13	13	169	169	169
AL	26	27	676	729	702
AM	63	64	3969	4096	4032
AN	18	16	324	256	288
AO	31	22	961	484	682

AP	36	27	1296	729	972
AQ	6	4	36	16	24
$\Sigma$	887	865	25623	24623	24855
$\Sigma^2$	786769	748225			

$$n = 43$$

$$\Sigma x = 887$$

$$\Sigma y = 865$$

$$\Sigma xy = 24855$$

$$\Sigma x^2 = 25623$$

$$\Sigma y^2 = 24623$$

$$(\Sigma x)^2 = 786769$$

$$(\Sigma y)^2 = 748225$$

$$r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x)^2\}\{n \Sigma y^2 - (\Sigma y)^2\}}}$$

$$= \frac{43 (24855) - (887)(865)}{\sqrt{\{(43)(25623) - (786769)\}\{(43)(24623) - (748225)\}}}$$

$$= \frac{1068765 - 767255}{\sqrt{\{1101789 - 786769\}\{1058789 - 748225\}}}$$

$$= \frac{301510}{\sqrt{\{315020\}\{310564\}}}$$

$$= \frac{301510}{(315020)(310564)}$$

$$= \frac{301510}{312.784}$$

=0,96 (The Correlation is high)

**Appendix 5 : Average Number of Problems in writing affirmative sentence Identified by Assesor 1 and Assesor 2**

Students	Problems														
	Grammar			Spelling			Punctuation			Capitalization			Meaning		
	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av
A	-	-	-	-	-	-	1	1	1	4	4	4	-	-	-
B	-	-	-	-	-	-	-	-	-	1	-	0,5	-	-	-
C	-	-	-	-	-	-	1	1	1	-	2	1	-	-	-
D	1	1	1	-	-	-	6	5	5,5	4	4	4	-	-	-
E	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
F	1	1	1	-	-	-	3	3	3	2	1	1,5	-	-	-
G	2	2	2	1	1	1	-	-	-	3	-	1,5	-	-	-
H	-	-	-	-	-	-	-	-	-	1	2	1,5	-	-	-
I	1	1	1	6	6	6	1	1	1	-	-	-	-	-	-
J	-	-	-	3	2	2,5	2	1	1,5	1	-	0,5	1	-	0,5
K	-	-	-	-	-	-	1	1	1	2	1	1,5	-	-	-
L	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
N	-	-	-	1	1	1	6	6	6	2	2	2	-	-	-
O	2	2	2	1	1	1	-	-	-	1	3	2	-	-	-
P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q	1	2	1,5	1	1	1	2	2	2	1	2	1,5	1	1	1
R	-	-	-	-	-	-	-	-	-	2	2	2	-	-	-
S	-	-	-	-	-	-	5	5	5	2	3	2,5	-	-	-
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U	-	-	-	-	-	-	1	1	1	-	-	-	1	1	1
V	3	3	3	-	-	-	3	3	3	3	4	3,5	-	-	-
W	-	-	-	-	-	-	-	-	-	2	5	3,5	-	-	-
X	1	1	1	-	-	-	-	-	-	4	4	4	-	-	-
Y	2	3	2,5	1	-	0,5	-	-	-	1	1	1	2	-	1
Z	2	2	2	-	-	-	2	2	2	4	3	3,5	-	-	-
AA	1	1	1	-	-	-	3	3	3	1	1	1	-	-	-
AB	1	1	1	-	-	-	-	-	-	1	1	1	-	-	-
AC	2	2	2	1	-	0,5	-	2	1	4	3	3,5	-	-	-
AD	2	2	2	-	-	-	-	-	-	4	4	4	-	-	-
AE	2	2	2	1	-	0,5	-	-	-	6	6	6	-	-	-
AF	-	-	-	-	-	-	1	1	1	3	2	2,5	-	-	-
AG	4	3	3,5	-	-	-	4	4	4	1	3	2	-	-	-
AH	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
AI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AJ	-	-	-	-	-	-	-	-	-	2	2	2	-	-	-
AK	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
AL	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-
AM	4	4	4	3	3	3	3	3	3	3	4	3,5	3	3	3
AN	1	-	0,5	-	-	-	-	-	-	-	-	-	-	-	-

AO	2	1	1,5	1	-	0,5	6	5	5,5	1	1	1	-	-	-
AP	-	-	-	-	-	-	4	4	4	5	2	3,5	-	-	-
AQ	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
Total	41	40	40,5	22	17	19,5	57	56	56,5	75	76	75,5	10	7	8,5
Total	200,5														
%	20.20%			9.73%			28.18%			37.65 %			4.24%		

Explanation :

A1 : Assesor 1

A2 : Assesor 2

Av : Average

**Appendix 6: Average Number of Problems in writing negative sentence Identified by Assesor 1 and Assesor 2**

Students	Problems														
	Grammar			Spelling			Punctuation			Capitalization			Meaning		
	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av
A	-	-	-	-	-	-	4	4	4	4	3	3,5	-	-	-
B	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
C	-	-	-	-	-	-	1	1	1	1	1	1	-	-	-
D	-	1	0,5	1	1	1	1	1	1	-	-	-	-	-	-
E	1	1	1	-	-	-	-	-	-	1	-	0,5	-	-	-
F	4	4	4	-	-	-	-	-	-	3	3	3	1	1	1
G	1	1	1	-	-	-	2	2	2	-	-	-	1	1	1
H	1	1	1	1	1	1	1	1	1	2	1	1,5	1	1	1
I	2	2	2	3	6	4,5	-	-	-	1	1	1	-	-	-
J	4	4	4	4	4	4	1	-	0,5	-	-	-	-	1	0,5
K	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
L	-	-	-	-	-	-	1	1	1	2	2	2	-	-	-
M	-	-	-	-	-	-	-	-	-	2	1	1,5	-	-	-
N	-	2	1	2	1	1,5	6	6	6	3	2	2,5	-	-	-
O	5	5	5	2	2	2	-	-	-	4	5	4,5	1	1	1
P	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
Q	2	2	2	1	1	1	1	1	1	2	2	2	1	1	1
R	1	1	1	2	2	2	-	-	-	3	3	3	-	-	-
S	1	1	1	3	3	3	2	2	2	4	3	3,5	1	1	1
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1
V	3	3	3	2	2	2	-	-	-	-	1	0,5	-	-	-
W	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
X	-	-	-	-	-	-	-	-	-	1	-	0,5	1	-	0,5
Y	2	2	2	-	-	-	-	-	-	2	1	1,5	-	-	-
Z	2	2	2	-	-	-	-	-	-	5	6	5,5	-	-	-
AA	1	1	1	1	1	1	4	4	4	2	2	2	1	1	1
AB	1	-	0,5	-	-	-	-	-	-	1	-	0,5	-	-	-
AC	2	3	2,5	-	-	-	4	3	3,5	-	-	-	-	-	-
AD	4	3	3,5	-	-	-	-	-	-	3	3	3	-	-	-
AE	6	6	6	1	1	1	3	3	3	5	4	4,5	1	1	1
AF	-	-	-	-	-	-	2	2	2	2	-	1	-	-	-
AG	4	4	4	-	-	-	1	2	1,5	-	-	-	-	-	-
AH	1	1	1	1	1	1	1	1	1	2	2	2	2	1	1,5
AI	-	1	0,5	-	-	-	-	-	-	-	-	-	-	-	-
AJ	-	-	-	-	-	-	1	-	0,5	2	3	2,5	-	-	-
AK	1	1	1	1	1	1	2	2	2	1	1	1	1	1	1
AL	2	2	2	-	-	-	-	-	-	-	-	-	-	-	-
AM	4	4	4	2	2	2	3	3	3	2	2	2	2	2	2

AN	3	2	2,5	-	-	-	-	-	-	1	1	1	-	-	-
AO	2	2	2	2	1	1,5	2	2	2	4	1	2,5	-	-	-
AP	1	-	0,5	-	-	-	4	4	4	6	1	3,5	-	-	-
AQ	-	-	-	-	-	-	-	-	-	2	1	1,5	-	-	-
Total	61	62	61,5	29	30	29,5	47	45	46	77	60	68,5	15	14	14,5
Total	220														
%	27.95%			13.41%			20.91%			31.14%			6.59%		

Explanation :

A1 : Assesor 1

A2: Assesor 2

Av : Average



**Appendix 7: Average Number of Problems in writing yes/no Question  
Identified by Assesor 1 and Assesor 2**

Students	Problems														
	Grammar			Spelling			Punctuation			Capitalization			Meaning		
	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av
A	-	-	-	-	-	-	1	1	1	4	2	3	-	-	-
B	-	-	-	-	-	-	-	-	-	2	1	1,5	-	-	-
C	-	-	-	-	-	-	-	-	-	3	3	3	-	-	-
D	-	-	-	1	1	1	-	-	-	1	1	1	-	-	-
E	2	1	1,5	-	-	-	-	-	-	-	-	-	-	-	-
F	-	-	-	-	-	-	-	-	-	1	-	0,5	-	-	-
G	3	3	3	-	-	-	-	-	-	-	-	-	-	-	-
H	-	-	-	-	-	-	-	-	-	1	-	0,5	-	-	-
I	-	-	-	5	5	5	-	-	-	-	-	-	-	-	-
J	1	1	1	2	1	1,5	-	-	-	1	1	1	-	-	-
K	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
L	-	-	-	-	-	-	-	-	-	2	1	1,5	-	1	0,5
M	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
N	-	-	-	1	1	1	-	-	-	2	1	1,5	-	-	-
O	-	-	-	-	-	-	-	-	-	4	4	4	1	1	1
P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q	2	2	2	1	2	1,5	1	1	1	1	3	2	1	1	1
R	1	2	1,5	2	2	2	-	-	-	3	1	2	1	1	1
S	-	-	-	2	1	1,5	-	-	-	1	1	1	-	-	-
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1
V	2	1	1,5	2	2	2	-	-	-	2	3	2,5	1	1	1
W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-
Y	1	2	1,5	-	-	-	-	-	-	2	3	2,5	1	1	1
Z	-	-	-	-	-	-	-	-	-	6	6	6	-	-	-
AA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AB	3	3	3	-	-	-	-	-	-	2	2	2	-	-	-
AC	3	3	3	-	-	-	-	-	-	2	1	1,5	-	-	-
AD	3	3	3	2	1	1,5	-	-	-	5	5	5	1	-	0,5
AE	3	3	3	-	-	-	-	2	1	5	4	4,5	-	-	-
AF	-	-	-	-	-	-	-	-	-	2	1	1,5	-	-	-
AG	1	1	1	-	-	-	-	-	-	3	2	2,5	-	-	-
AH	1	1	1	1	1	1	1	1	1	1	2	1,5	1	1	1
AI	-	-	-	-	-	-	-	-	-	2	3	2,5	-	-	-
AJ	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
AK	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
AL	-	-	-	-	-	-	-	-	-	5	5	5	6	6	6
AM	1	1	1	1	1	1	1	1	1	5	5	5	1	1	1
AN	3	3	3	-	-	-	-	-	-	-	1	0,5	-	-	-

AO	2	3	2,5	2	2	2	-	-	-	4	1	2,5	-	-	-
AP	1	3	2	1	1	1	1	1	1	6	5	5,5	1	1	1
AQ	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
Total	34	37	35,5	23	21	22	5	7	6	81	73	77	16	16	16
	156,5														
%	22.68%			14.06%			3.83%			49.20%			10.23%		

Explanation :

A1 : Assesor 1

A2: Assesor 2

Av : Average

**Appendix 8: Average Number of Problems in writing Information Question Identified  
by Assesor 1 and Assesor 2**

Students	Problems														
	Grammar			Spelling			Punctuation			Capitalization			Meaning		
	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av	A1	A2	Av
A	2	2	2	-	-	-	-	-	-	6	3	4,5	-	-	-
B	-	-	-	-	-	-	-	1	0,5	3	6	4,5	-	-	-
C	-	-	-	-	-	-	-	-	-	5	5	5	-	-	-
D	-	-	-	-	-	-	-	-	-	6	-	3	-	-	-
E	-	-	-	-	-	-	-	-	-	5	5	5	-	-	-
F	2	2	2	1	1	1	-	-	-	2	2	2	-	-	-
G	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
H	2	2	2	-	-	-	-	-	-	3	2	2,5	-	-	-
I	1	1	1	2	1	1,5	-	-	-	-	6	3	-	-	-
J	2	4	3	1	1	1	-	-	-	-	2	1	-	-	-
K	3	3	3	-	-	-	-	-	-	-	-	-	-	-	-
L	6	6	6	2	3	2,5	-	-	-	-	1	0,5	-	-	-
M	-	-	-	-	-	-	-	-	-	6	2	4	-	-	-
N	-	-	-	-	-	-	-	-	-	6	4	5	-	-	-
O	4	4	4	-	-	-	1	-	0,5	2	4	3	-	-	-
P	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Q	1	1	1	-	-	-	-	-	-	2	4	3	1	1	1
R	1	1	1	-	-	-	-	-	-	5	6	5,5	-	-	-
S	1	1	1	-	-	-	-	-	-	3	1	2	-	-	-
T	1	1	1	-	-	-	-	-	-	-	-	-	1	1	1
U	-	2	1	-	-	-	-	-	-	3	2	2,5	1	1	1
V	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
W	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-
X	-	-	-	-	-	-	-	-	-	2	4	3	-	-	-
Y	1	2	1,5	-	1	0,5	-	-	-	-	4	2	-	-	-
Z	1	1	1	-	-	-	-	-	-	4	6	5	-	-	-
AA	-	-	-	-	-	-	-	-	-	5	5	5	-	-	-
AB	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-
AC	2	4	3	-	-	-	-	-	-	6	5	5,5	-	-	-
AD	4	3	3,5	-	-	-	-	-	-	6	6	6	-	-	-
AE	4	4	4	-	-	-	-	-	-	6	5	5,5	-	-	-
AF	1	1	1	-	-	-	-	-	-	6	6	6	-	1	0,5
AG	4	4	4	-	-	-	-	-	-	6	6	6	-	-	-
AH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
AI	2	2	2	-	-	-	-	-	-	6	6	6	-	-	-
AJ	-	-	-	-	-	-	-	-	-	5	5	5	-	-	-
AK	-	-	-	-	-	-	-	-	-	5	5	5	-	-	-
AL	2	2	2	1	2	1,5	1	1	1	1	1	1	6	6	6
AM	4	4	4	4	4	4	6	6	6	6	6	6	5	5	5
AN	4	4	4	-	-	-	-	-	-	6	5	5,5	-	-	-

AO	2	2	2	-	-	-	-	-	-	1	1	1	-	-	-
AP	1	1	1	-	-	-	-	-	-	5	4	4,5	-	-	-
AQ	1	1	1	-	-	-	-	-	-	1	-	0,5	-	-	-
Total	73	79	76	24	26	25	22	22	22	14 8	14 9	14 8,5	27	28	27, 5
Total	299														
%	25.42%			8.36%			7.36%			49.66%			9.20%		

Explanation :

A1: Assesor 1

A2: Assesor 2

Av: Average

**Appendix 9 : Average Numbers of Problems Identified by Assesor 1 and Assesor 2**

No	Aspect	Number of Problems Identified by Assesor 1	Number of Problems Identified by Assesor 2	Average	%
1. Affirmative Sentence	Grammar	41	40	40.5	20.20%
	Spelling	22	17	19.5	9.73%
	Punctuation	57	56	56.5	28.18%
	Capitalization	75	76	75.5	37.65%
	Meaning/ Idea	10	7	8.5	4.24%
Total	200.5				100%
2. Negative Sentence	Grammar	61	62	61.5	27.95%
	Spelling	29	30	29.5	13.41%
	Punctuation	47	45	46	20.91%
	Capitalization	77	60	68.5	31.14%
	Meaning/ Idea	15	14	14.5	6.59%
Total	220				100%
3. Yes/no Question	Grammar	34	37	35.5	22.68%
	Spelling	23	21	22	14.06%
	Punctuation	5	7	6	3.83%
	Capitalization	81	73	77	49.20%
	Meaning/ Idea	16	16	16	10.23%
Total	156.5				100%
4. Information Question	Grammar	73	79	76	25.42%
	Spelling	24	26	25	8.36%
	Punctuation	22	22	22	7.36%
	Capitalization	148	149	148.5	49.66%
	Meaning/ Idea	27	28	27.5	9.20%
Total	299				100%

### Appendix 10: Problem in Writing Simple Sentence

Stu dent s	PROBLEMS																			
	Affirmative					Negative					Yes/no Question					Information Question				
	G	Mechanic			M	G	Mechanic			M	G	Mechanics			M	G	Information Question			M
		S	P	C			S	P	C			S	P	C			S	P	C	
A	-	-	1	4	-	-	-	4	3,5	-	-	-	1	3	-	2	-	-	4,5	-
B	-	-	-	0,5	-	-	-	-	1	-	-	-	-	1,5	-	-	-	0,5	4,5	-
C	-	-	1	1	-	-	-	1	1	-	-	-	-	3	-	-	-	-	5	-
D	1	-	5,5	4	-	0,5	1	1	-	-	-	1	-	1	-	-	-	-	3	-
E	1	-	-	-	-	1	-	-	0,5	-	1,5	-	-	-	-	-	-	-	5	-
F	1	-	3	1,5	-	4	-	-	3	1	-	-	-	0,5	-	2	1	-	2	-
G	2	1	-	1,5	-	1	-	2	-	1	3	-	-	-	-	6	6	6	6	6
H	-	-	-	1,5	-	1	1	1	1,5	1	-	-	-	0,5	-	2	-	-	2,5	-
I	1	6	1	-	-	2	4,5	-	1	-	-	5	-	-	-	1	1,5	-	3	-
J	-	2,5	1,5	0,5	0,5	4	4	0,5	-	0,5	1	1,5	-	1	-	3	1	-	1	-
K	-	-	1	1,5	-	-	-	-	1	-	-	-	-	-	-	3	-	-	-	-
L	-	-	-	-	-	-	-	1	2	-	-	-	-	1,5	0,5	6	2,5	-	0,5	-
M	-	-	-	1	-	-	-	-	1,5	-	-	-	-	1	-	-	-	-	4	-
N	-	1	6	2	-	1	1,5	6	2,5	-	-	1	-	1,5	-	-	-	-	5	-
O	2	1	-	2	-	5	2	-	4,5	1	-	-	-	4	1	4	-	0,5	3	-
P	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-
Q	1,5	1	2	1,5	1	2	1	1	2	1	2	1,5	1	2	1	1	-	-	3	1
R	-	-	-	2	-	1	2	-	3	-	1,5	2	-	2	1	1	-	-	5,5	-
S	-	-	5	2,5	-	1	3	2	3,5	1	-	1,5	-	1	-	1	-	-	2	-
T	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
U	-	-	1	-	1	-	-	-	-	1	-	-	-	-	1	1	-	-	2,5	1
V	3	-	3	3,5	-	3	2	-	0,5	-	1,5	2	-	2,5	1	6	6	6	6	6
W	-	-	-	3,5	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-
X	1	-	-	4	-	-	-	-	0,5	0,5	-	-	-	1	-	-	-	-	3	-
Y	2,5	0,5	-	1	1	2	-	-	1,5	-	1,5	-	-	2,5	1	1,5	0,5	-	2	-
Z	2	-	2	3,5	-	2	-	-	5,5	-	-	-	-	6	-	1	-	-	5	-

AA	1	-	3	1	-	1	1	4	2	1	-	-	-	-	-	-	-	-	5	-
AB	1	-	-	1	-	0,5	-	-	0,5	-	3	-	-	2	-	-	-	-	1	-
AC	2	0,5	1	3,5	-	2,5	-	3,5	-	-	3	-	-	1,5	-	3	-	-	5,5	-
AD	2	-	-	4	-	3,5	-	-	3	-	3	1,5	-	5	0,5	3,5	-	-	6	-
AE	2	0,5	-	6	-	6	1	3	4,5	1	3	-	1	4,5	-	4	-	-	5,5	-
AF	-	-	1	2,5	-	-	-	2	1	-	-	-	-	1,5	-	1	-	-	6	0,5
AG	3,5	-	4	2	-	4	-	1,5	-	-	1	-	-	2,5	-	4	-	-	6	-
AH	2	2	2	2	2	1	1	1	2	1,5	1	1	1	1,5	1	1	1	1	1	1
AI	-	-	-	-	-	0,5	-	-	-	-	-	-	-	2,5	-	2	-	-	6	-
AJ	-	-	-	2	-	-	-	0,5	2,5	-	-	-	-	1	-	-	-	-	5	-
AK	1	-	-	-	-	1	1	2	1	1	1	-	-	-	-	-	-	-	5	-
AL	2	-	-	-	-	2	-	-	-	-	-	-	-	5	6	2	1,5	1	1	6
AM	4	3	3	3,5	3	4	2	3	2	2	1	1	1	5	1	4	4	6	6	5
AN	0,5	-	-	-	-	2,5	-	-	1	-	3	-	-	0,5	-	4	-	-	5,5	-
AO	1,5	0,5	5,5	1	-	2	1,5	2	2,5	-	2,5	2	-	2,5	-	2	-	-	1	-
AP	-	-	4	3,5	-	0,5	-	4	3,5	-	2	1	1	5,5	1	1	-	-	4,5	-
AQ	-	-	-	1	-	-	-	-	1,5	-	-	-	-	1	-	1	-	-	0,5	-
T	40.5	19.5	56.5	75.5	8.5	61.5	29.5	46	68.5	14.5	35.5	22	6	77	16	76	25	22	148.5	27.5
	200.5					200					156.5					299				
P	20.2 0%	9.73 %	28.1 8%	37.6 5%	4.2 4%	27.9 5%	13.4 1%	20.9 1%	31.1 4%	6.59 %	22.6 8%	14. 06 %	3.8 3%	49.2 0%	10.2 3%	25.4 2%	8.36 %	7.3 6%	49.6 6%	9.20 %