

**AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY TO WRITE
SENTENCES IN SIMPLE PRESENT TENSE AT SMP 15 PADANG**

THESIS



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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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Padang, January 2017

The researcher

ABSTRACT

Andhika, Mulya. 2017. An Analysis of the Second Grade Students' Ability to Write Simple Sentences in Simple Present Tense at SMP 15 Padang.

Advisors: 1. Dr. Lely Refnita, M.Pd

2. Drs. Khairul Harha, M.Sc

The purpose of this research was to find out the second grade students' ability to write simple sentences in simple present tense at SMP 15 Padang. In this research, the population was the second grade students of SMP15 Padang. The number of the population members was 188 students. They were clasified into six classes, VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and the size of the sample was 63 students (class VIII 4 and VIII 6). The writer used cluster random sampling technique to get representative sample. The instrumentation used to get the data was writing test in the form of writing sentences. To make the test reliable, the researcher used inter-rater technique. The result of analysis showed that the test reliable. It was supported by the fact that the coefficient correlation was 0.96 (see Appendix 2). Then, the test had content validity because it had covered all materials which students had learnt.

Generally, the students' ability in writing simple sentences in simple present tense was low. It was supported by fact that 38 students (60%) had low ability (see Appendix 4). In detail, 37 students (59%) had low ability to write affirmative verbal sentences in simple present tense (see Appendix 5), 33 students (52%) had low ability to write negative verbal sentences in simple present tense (see Appendix 6) and 27 students (43%) had low ability to write yes/no question verbal sentences in simple present tense(see Appendix 7).

By having known the students' ability to write simple sentences in simple present tense, the researcher gave suggestions to teachers, the students and further researcher. The teachers are suggested to give motivation to the students to be more active in the class and do more exercises to write sentences in verbal sentences. The students are suggested to study harder and learn more about simple present tense. Then, further researchers are expected to find out the students' ability in writing nominal sentences in simple present tense.

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CHAPTER I

INTRODUCTION

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

1.1 The Background of the Problem

People communicate each other to share their ideas and to get information. They need language to communicate. According to Kramsch (1998:3), language is the principal means whereby we conduct our social lives. Language functions as a means of communication by at least two persons.

Indonesian government includes English in education curriculum in Indonesia because English is very important to prepare young generation to face global competition in many fields, such as business, politic, economy, technology, culture, etc in the world.

In Indonesia, English language has been taught from junior high school up to university level. The students learn four language skills in English. They are listening, speaking, reading and writing. Language skills are very important to be mastered by English learners. Writing is an important skill that student should master because it is also as media of communication that can help us to have good socialization. By writing, people can express their idea, feeling, and opinion through written language. If we talk about writing, we also talk about one of English components. It is grammar. Grammar is one of English components which students should master because we cannot write well if we do not master a grammar of the language. Every language has grammar. Thornbury

(2002:1) says that grammar is a description of the rules that govern how the sentence of language is formed. It means grammar that guides us to form a sentence.

Based on researcher observation when he did practice teaching at SMPN 15 Padang, the second grade students at SMPN 15 Padang studied Simple Present Tense in writing verbal sentences in descriptive text. Based on interview to the students at SMPN 15 Padang, students were not able to differentiate between the usages of the word do and does in negative and interrogative sentence. When students wrote affirmative sentence in verbal sentence, they also made mistakes, such as omitting 's/es' for the verb if the subject is the third singular person in their sentences.

Related to the fact and explanation above the researcher conducted a research about "second grade students' ability in writing simple sentences in simple present tense at SMPN 15 Padang.

1.2 Identification of the problem

Writing skill is very important to improve our skill in learning English. It is essential for students to learn writing skill. Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences.

Writing is very important because through writing students can express their ideas in written form. Ideas for writing hardly ever burst into a writer's mind in complete form. On more case, ideas are discovered and then must be explored, analyzed and developed (Muschala, 2011:5). A sentence should be meaningful, so the idea that the writer tells can be understood by the reader easily. The correct structure will make sentences have a clear meaning.

According to Kosur in Scudder (2010:1), there are four types of sentence: simple sentence, compound sentence, complex sentence and compound-complex sentence. First,

simple sentence is a sentence that has one independent clause. Second, compound sentence is a sentence that has two or more independent clause. Third, complex sentence is a sentence that contains independent clause and one or more dependent clause. Fourth, compound-complex sentence is combination of two or more independent clauses and one or more dependent clauses.

In writing sentences there are some aspects that should be considered. They are as follows: First, subject is the person or thing the sentence is “about”. Second, predicate consists of the verb and any other elements of the sentence apart from the subject. Third, object is the person or thing affected by the action described in the verb. Fourth, complement is the word that completes the predicate.

Most students whose first language is Indonesian often find some difficulties in learning grammar because every language has different rules and patterns. In English, for example; it is found that there are several tenses, but in Indonesian there is no tense. Tense is verb form that shows the time of the action: the present, past, and future.

When we write about expressing daily habits or usual activities, we use the simple present tense form. Veleika and Buitkiené (2003:77) state that present tense locates at the same time as the present moment. It can be said that simple present tense is kind of tense that expresses the habitual or repeated activity. Usually the verb form which is used in simple present tense is base form. Simple present tense has two auxiliaries ‘do’ and ‘does’. ‘Do’ is used for the first singular person, second singular person and plural subjects ‘Does’ is used for third singular subjects. The difference of the use is located in the subject. If the subject is plural such as *James and Dean, we, they*, the form of verb which must be used is base form. In addition for the singular person such as I and second singular person such as you, also use *base form*. In contrast with the third singular

subjects such as *she*, *he* and *it*, the verbs must be added with *s/es*. In fact, the students are still lack of ability in writing verbal sentences in Simple Present Tense. They often make mistakes, especially by ommiting *s/es* after the third singular person subject in writing sentences in Simple Present Tense.

1.3 Limitation of the Problem

Based on the identification above, the researcher limited his study in writing skill especially writing simple sentence in simple present tense at SMPN 15 Padang. The researcher limited the sentence of simple present tense in affirmative, negative and yes/no questions in verbal sentence.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the general problem of this research as follows: ‘How is the second year students’ ability to write simple sentence in simple present tense at SMPN 15 Padang?’”

1.5 Research Questions

Based on the formulation of the problem above, there were three research questions to be answered:

1. How is the second year students’ ability to write affirmative sentence in simple present tense in verbal sentence at SMPN 15 Padang?
2. How is the second year students’ ability to write negative sentence in simple present tense in verbal sentence at SMPN 15 Padang?
3. How is the second year students’ ability to write yes/no questions sentence in simple present tense in verbal sentence at SMPN 15 Padang.

1.6 Purpose of the Study

The purpose of this study was to find out the second year students' ability to write simple sentence in simple present tense. Specifically, the purposes of the research were as follows:

1. To find out the ability of the second year students to write simple sentence in simple present tense in affirmative sentence in verbal sentence at SMPN 15 Padang.
2. To find out the ability of the second year students to write simple sentence in simple present tense in Yes/No questions sentence in verbal sentence at SMPN 15 Padang.
3. To find out the ability of the second year students to write simple sentence in simple present tense in Yes/No questions sentence in verbal sentence at SMPN 15 Padang.

1.7 Significance of the Study

This study is expected to be able to give contribution to the teacher, the students, and the researcher. For the teacher, it could be expected to have scientific information about their students' ability to write simple sentences in simple present tense, so that the teachers can find the strategy in teaching simple present tense. For the students, they will know their ability in writing simple sentence in simple present tense. By having known it, they will improve their motivation to learn grammar and writing lesson. And for the researcher, this research will be useful to increase his knowledge in doing a research and report it for the future.

1.8 The Definition of the key Terms

To avoid misunderstanding and misinterpretation in this research, the researcher provided their definition as the follow:

1. Ability is capacity, talent or power to do something physically or mentally.
2. Writing is the way used to express ideas or opinions.
3. Sentence is a group of words, it has subject and verb (predicate) and has meaning.
4. Simple sentence is a sentence with only one independent clause and it consists of one subject, one predicate or one subject, two predicate.
5. Simple present tense is a tense that describes habits, routines or events that happen regularly, and also express opinions or make general statements of fact.
6. Verbal sentence is a sentence used verb and do not use *to be* as the predicate.
7. Affirmative sentence is a sentence that has a positive meaning.
8. Negative sentence is a sentence that lacks a positive meaning.
9. Yes/No questions sentence is a sentence that expects an answer of “yes” or “no”.