

**AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY
IN WRITING VERBAL AND NOMINAL SENTENCES IN SIMPLE PRESENT
TENSE AT SMPN 3 PALEMBAYAN**

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Abstract

This research was aimed at describing the second grade students' ability in writing verbal and nominal sentences in simple present tense at SMPN 3 Palembang. The design of this research was descriptive in nature. The population of this research was the second year students at SMPN 3 Palembang. The sample was the students in VIII 2 and VIII 3, and the number of sample was 50 students. To take the data, the writer used grammar test in the form writing sentence test. The coefficient correlation was 0.93. Generally, the writer got mean 41.94 and standard deviation 5.58. The result of data analysis showed that the students had moderate ability in writing nominal (positive, negative, interrogative) and verbal (positive, negative, interrogative) sentences in simple present tense. In fact 11 students (22 %) had high ability, 34 students (68%) had moderate ability and 5 students (10%) had low ability. Based on the result of this research, the writer wants to give suggestion to the teachers, students, and next writers. The researcher suggests the teacher, for students who get the higher score to defend their score and more practice in writing nominal and verbal sentences, for the students' who get moderate ability, the researcher suggest to increase their score in writing and differentiate between nominal and verbal sentences, and then for students' who gets low ability, the teacher should give motivation to more active in the class, and do more exercise in differentiate nominal and verbal sentences. For students, The students should identified between the usage of nominal and verbal sentences in simple present tense, and then do more exercises to differentiate the writing about nominal and verbal sentences in simple present tense. For the readers or next researchers, the researcher suggest to find out the students' problem in writing about nominal (positive, negative, interrogative) and verbal (positive, negative and interrogative) sentences in simple present tense.

Key words: Analysis, Nominal Sentences, Verbal Sentences, Students' Ability.

INTRODUCTION

English is very important because it is international language use to communicate with people from the other countries in the world. There are four skills that we need for complete communication. When we learn English, we usually learn

to listen first, then to speak, then to read, and finally to write.

Grammar, as one of the aspects or components in English seems difficult for the students who study English as a foreign language or a second language. Furthermore, they tend to be passive or lazy learners during the teaching learning

process in the classroom because they do not understand. Beside that, they are not interested in learning. In fact, most of the students have problems in writing nominal and verbal sentences. So, the students need to pay attention to some aspects of grammar.

However, 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. In fact, the students are still lack of ability in writing nominal and verbal sentences in Simple Present Tense. They often make mistakes, aspecially in using “to be” and “verb in writing sentences in Simple Present Tense. When we write about expresses daily habits or usual activities, we use the simple present tense form. According to Azzar (1989: 2). The simple present express event or situations that *exist alwasy, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future.

RESEARCH METHOD

This research belongs to descriptive research. Gay (1987: 189) says that the descriptive research involves collecting data in order to test hypotheses

or to answer questions concerning the current status of the subject of the study. The population of this research was the second grade students’ at SMP N 3 Palembang. Academic year 2016/2017. The members of population was 128 students. The population can be seen in the following table.

Table 3.1 The Population of the Research

Class	Students
VIII.1	27
VIII.2	26
VIII.3	24
VIII.4	25
VII.5	26
Total	128

The researcher used cluster random sampling as sampling technique because the characteristics of sample homogeneous; in term of similar syllabus, the same materials, and the same allocation time. To chose the sample, the researcher wrote five pieces of paper with the name of each class. She mixed the paper and put them into box. Then the reseacher shook the box and asked her friend to took out two pieces to be the sample of this research. The selected class VIII.2 and VIII.3. The number of the students in class VIII.2 and VIII.3 was 50 students. The instrument which is used to collect the data in this research was

grammar test. The test was constructed in the form in writing sentence test. The students should do the test in 45 minutes. To know the reliability of the test, the researcher used inter-rater technique by using two scorers (scorer 1 and scorer 2).To find out the correlation research, the researcher used the Pearson Product Moment Formula. The formula is as follows (Arikunto 2012:87):

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

Where:

r_{xy} = the correlation coefficient variable x and y variable

N = the numbers of the students

$\sum x$ = the score from the first scorer

$\sum y$ = the score from the second scorer

$\sum xy$ = the score of cross product xy

In analysing the data, the researcher used descriptive analysis technique. The procedures of analysing the data are as follows:

a. The researcher presented the raw scores of each student from two scorers, then count the average score of two scorers by using the following formula:

$$\text{Students' score} = \frac{\text{Scorer I} + \text{Scorer II}}{2}$$

b. The researcher calculated mean (M) and Standard Deviation (SD), by using the following formulas (Arikunto, 2008: 264)

$$M = \frac{\sum x}{n} \quad \text{and} \quad SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where :

M = Mean

SD = Standard Deviation

$\sum x$ = Sum of all scores

$\sum x^2$ = The total x

N = Number of students

c. After calculating M and SD, the researcher classified the students' ability into criteria below:

>M + 1 SD = High

(M - 1SD) → (M + 1SD) = Moderate

< M - 1SD = Low

d. And then, the researcher calculated the percentage of them by using:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of the students score

F = The sum of the students who get high, moderate, or low ability.

N = The sum of the students.

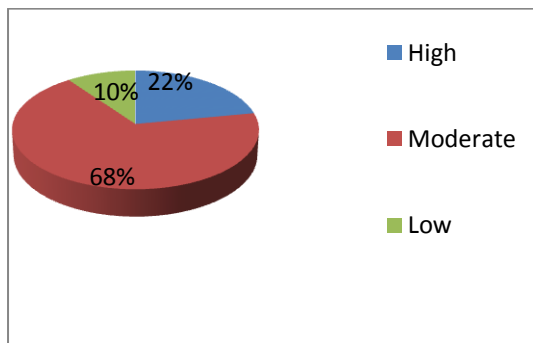
FINDINGS AND DISCUSSION

The result of data analysis showed that the students had moderate ability in writing nominal and verbal sentences in simple present tense. In factfound 11 students (22%) had high ability,34 students (68%) had moderete ability and

5 students (10 %) had low ability. It can be seen clearly in the diagram 4.1 below:

Diagram 4.1

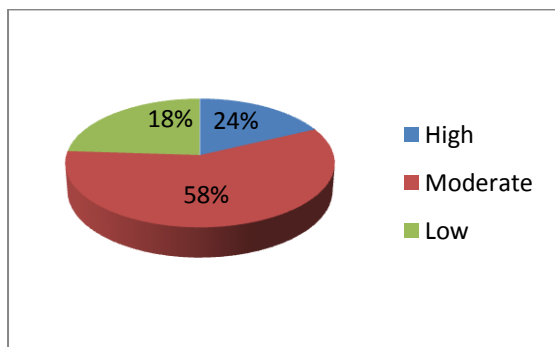
The Percentage of Students Who Got High, Moderate and Low Ability in Writing Nominal and Verbal Sentences in Simple Present Tense



Based on the data analysis also showed 9 students (18%) had high ability, 29 students (58%) had moderate ability and 12 students (24%) had low ability. It can be seen clearly in the diagram 4.2 below:

Diagram 4.2

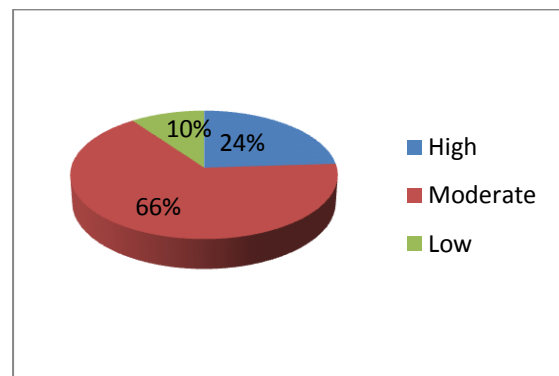
The Percentage of Students Who Got High, Moderate and Low Ability in Writing Positive Nominal Sentences in Simple Present Tense



Based on the data analysis also showed found 12 students (24%) had high ability, 33 students (66%) had moderate ability and 5 students (10%) had low ability. It can be seen clearly in the diagram 4.3 below:

Diagram 4.3

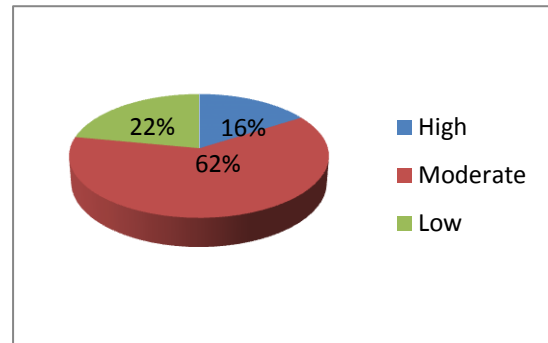
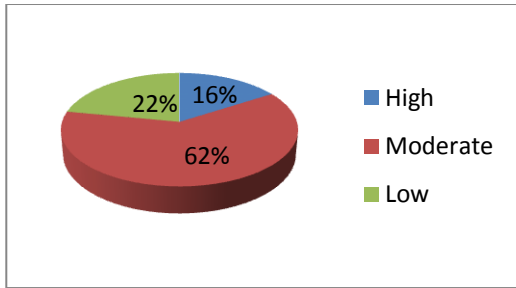
The Percentage of Students Who Got High, Moderate and Low Ability in Writing Negative Nominal Sentences in Simple Present Tense



Based on the data analysis also showed 8 students (16%) had high ability, 31 students (62%) had moderate ability and 11 students (22%) had low ability. It can be seen clearly in the diagram 4.4 below:

Diagram 4.4

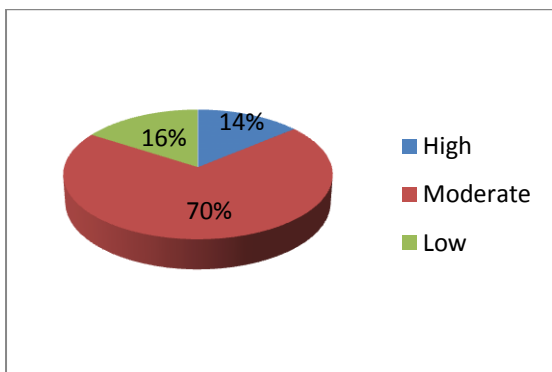
The Percentage of Students Who Got High, Moderate and Low Ability in Writing interrogative Nominal Sentences in Simple Present Tense



Based on the data analysis also showed 7 students (14%) had high ability, 35 students (70%) had moderate ability and 8 students (16%) had low ability. It can be seen clearly in the diagram 4.5 below:

Diagram 4.5

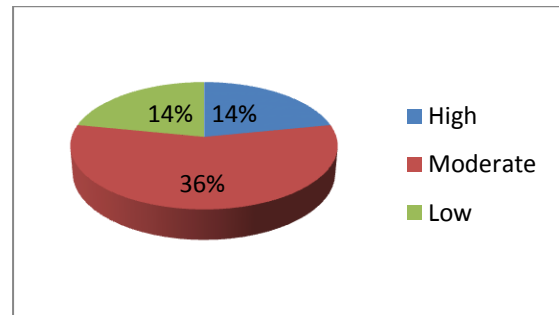
The Percentage of Students Who Got High, Moderate and Low Ability in Writing Positive Verbal Sentences in Simple Present Tense



Based on the data analysis also showed found 7 students (14 %) had high ability, 36 students (72 %) had moderate ability and 7 students (14%) had low ability. It can be seen clearly in the diagram 4.5 below:

Diagram 4.6

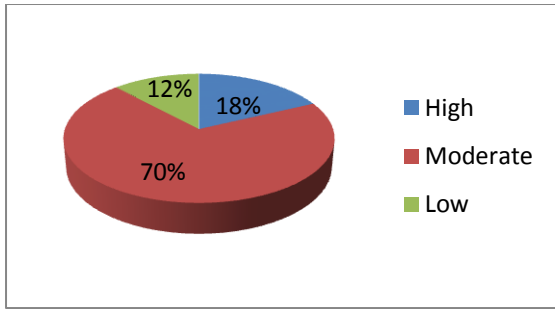
The Percentage of Students Who Got High, Moderate and Low Ability in Writing negative Verbal Sentences in Simple Present Tense



Based on the data analysis also showed found 6 students (12%) had high ability, 35 students (70%) had moderate ability and 9 students (18%) had low ability. It can be seen clearly in the diagram 4.5 below:

Diagram 4.7

The Percentage of Students Who Got High, Moderate and Low Ability in Writing Interrogative verbal Sentences in Simple Present Tense



DISCUSSION

After the researcher analyzed the data, the researcher found 34 students (68 %) had moderate ability. It means that the students still had problem in comparing between writing nominal and verbal sentences in simple present tense. So, they cannot differentiate between the usage of nominal and verbal sentences in simple present tense.

Based on the data analysis 29 students (58%) in writing positive nominal sentences in simple present tense was moderate. Here is the example:

- Students answer
-I am a study now. (it isn't nominal)
- The correct answer
- I am a student.

Based on the data analysis also showed 33 students (66%) in writing positive nominal sentences in simple present tense was moderate. Here is the example:

- Student answer
-You they not play football. (it isn't nominal)
- The correct answer

- They are not in the yard.

Based on the data analysis also showed 31 students (62%) in writing positive nominal sentences in simple present tense was moderate. . Here is the example:

- Students answer
-Are they drink coffe? (it isn't nominal)
- The correct answer
-Are you hungry?

Based on the data analysis also showed 35 students (70%) in writing positive nominal sentences in simple present tense was moderate. Here is the example:

- Students answer
-He is drive a car. (It is not verbal)
- The correct answer
- He drive a car.

Based on the data analysis also showed 34 students (68%) in writing positive nominal sentences in simple present tense was moderate. Here is the example:

- Student answer
-I do not handsome and intelligent.(It is not verbal)
- The correct answer
-I do not study every Sunday.

Based on the data analysis also showed 35 students (70%) in writing positive nominal sentences in simple

present tense was moderate. Here is the example:

- Student answer

-Does she hungry? (It is not verbal)

- The correct answer

-Does she watch TV every nigh?

CONCLUSIONS

Based on the result of the data analysis it can be concluded that in general, the ability of the second grade students' at SMPN 3 Palembang in writing nominal and verbal sentences in simple present tense was moderate. It means that some students were still confused in differentiating between nominal (positive, negative, interrogative) and verbal (positive, negative, interrogative) sentences in simple present tense between nominal and verbal sentences.

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