

An Analysis of the Second Year Students' Ability to Write Simple Sentences Using Present Progressive Tense at SMPN 2 Rambatan Kabupaten Tanah Datar

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ABSTRACT

The purpose of this research is to describe the second year students' ability to write simple sentences using present progressive tense at SMPN 2 Rambatan Kabupaten Tanah Datar. This research was limited in three sentence forms; students' ability to write affirmative form of simple sentences using present progressive tense, students' ability to write negative form of simple sentences using present progressive tense, and students' ability to write interrogative (yes/no question) form of simple sentences using present progressive tense. The design of this research was descriptive in nature. The population of this research was the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar. The total number of the population was 74 students. There are four classes; VIII.1, VIII.2, VIII.3, and VIII.4. The researcher used cluster random sampling to select the sample. To make the test reliable, the researcher used inter-rater technique by using two scorers. Then, the test was valid in term of content validity. Before did the real test, the researcher gave try out test the students out of the sample. The researcher chose class VIII.1 to do try out test. The total number of sample was 18 students. The researcher got the result 0.99 (High Correlation). It means that the test was reliable. Generally, the result of analyzing data showed that the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write simple sentences using present progressive tense was moderate. It could be seen that 18.75% students have high ability, 62.50% have moderate ability and 18.75% have low ability. In detail the percentages of each of form sentence were; 62.50% have moderate ability to write affirmative sentences in present progressive tense, 93.75% have moderate ability to write negative sentences in present progressive tense, and 68.75% have moderate ability to write yes/no question sentences in present progressive tense.

Key Words: Ability, Simple Sentences, Present Progressive

INTRODUCTION

English is spoken almost all over the world. It is used as international communication and international affairs among countries for example in United Nation Organization. Beside that, English is applied in many aspects of life like books which are written in English. Information about technology often uses English. That is why Indonesian government obliges English that is being taught in every school from junior high school until university. English is taught within the four skills and some language components. The four skills are listening, speaking, reading, and writing. Language components like vocabulary, grammar, and pronunciation are also needed in mastering English.

Grammar is one of the components in language learning. At junior high school, grammar is an important component in learning English. By learning grammar, students can do their exercises well. Based on the syllabus of Junior High school at SMPN 2 Rambatan Kabupaten Tanah Datar, one of the material at junior high school is grammar, especially tenses. As we know, the grammar of language is the way to describe the words that can change their forms. By studying grammar seriously the learner can make the words into sentences,

from the word that does not have meaning into sentences that have meaning. According to Thornbury (1999:1), grammar is a description of the rules that govern how a language's sentences are formed.

Richards (2004:145) says that the people right now understand that grammar is necessary for people and without comprehension in grammar, the development will be constrained. It is evidence that grammar cannot be ignored.

According to Hornby (1975:78), tenses are any of forms of a verb that may be used to show the time of the action or stated expressed by the verb. By learning tenses the learner can write coincides sentences in convenient time.

There are sixteen tenses in English. Among the sixteen tenses, there are some tenses that are often used in our daily activities. One of them is present progressive. Present progressive tense is also called present continuous tense. Beare (1997) says that present continuous is action happening in a period around the present moment in time. It means that present continuous or present progressive talks about what is happening right now.

Based on the researcher's interview with one of the English teachers at Junior High School at SMPN 2 Rambatan

Kabupaten Tanah Datar (Hidayatul Fitri, S.Pd), the students studied about present progressive tense. In fact, the students' ability to write sentence was still not satisfactory. It was identified from the result of their exercises in writing present progressive or present continuous sentences. They got problem to write sentences because they forgot the pattern and they did not know the verb. Besides, they were confused about using to be and verb-ing. If the teacher gave them exercises to write the sentence about present progressive or present continuous,

RESEARCH METHOD

The design of this research was a descriptive in nature. According to Gay (1987: 189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. The purpose of this research was to describe the students' ability to write simple sentences using present progressive tense.

According to Gay (1987: 101-102), population is the group to which the writer would like the results of the study to be generalizable. The population of this research was the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar. The researcher chose the second

they still had mistake, for example "Mila are dancing". It is not a right sentence. It should be "Mila is dancing". Then, when the students learnt the present progressive tense, they were lazy to do the exercise. They thought that learning present progressive tense was boring.

Based on the description above, the researcher was interested in conducting a research entitled "An Analysis of the Second Year Students' Ability to Write Simple Sentences Using Present Progressive Tense at SMPN 2 Rambatan Kabupaten Tanah Datar".

year students as population because they have learned present progressive tense in the second year at first semester. It means, they should be able to write sentences in present progressive tense. Total number of them was 74 students. They were divided into four classes; VIII.1, VIII.2, VIII.3, and VIII.4.

The researcher used cluster random sampling technique. According to Gay (1987: 110), cluster random sampling is sampling techniques in which the sample is in group and not individual are randomly selected, and all members of selected group have similar characteristics. Then, the sample was selected randomly because all members of the population have the same chance to be the sample.

They have same teacher who has the same syllabus, teaching materials, and time allocated. There were four classes of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar (Table 3.1). To select the sample, the researcher wrote the name of each class with VIII.1, VIII.2, VIII.3, and VIII.4 on the small pieces of paper. After that, the researcher wrote each name of classes on four pieces of paper and put them into the box and shake the box, in which each piece of the paper was given class VIII.1, VIII.2, VIII.3, and VIII.4. The researcher closed her eyes and took one of the paper in the box. So, one of class be the sample.

The instrument for collecting the data in this research was grammar test in the form of writing sentences. The researcher asked the students to write ten affirmative present progressive tense simple sentences, ten negative present progressive tense simple sentences, and also ten interrogative (yes/no question) present progressive tense simple sentences. The students was given 60 minutes to do the test. Before giving the real test, the researcher tried out test the students out of the sample. It was done to find out whether the students understand or not about the instruction of the test and got enough time to do the test or not, then to saw the reliability of the test.

A good test should be valid and reliable. Validity means test will measure what is supposed to be measured. Arikunto (2012:82) states that one of the types of the test validity is content validity. To saw the validity of the test, the researcher used content validity in which the test materials would be constructed based on the curriculum and syllabus. It means that the researcher constructed the test based on the English curriculum and teaching materials at SMPN2 Rambatan Kabupaten Tanah Datar.

According to Gay (1987: 135), reliability is the degree to which a test consistently measures whatever it measures. To find out the reliability of the test, the researcher used inter-rater technique by using two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was Refi Yuana. The researcher chose her because she got A- in writing and grammar subject. Its function was to minimize the subjectivity of scoring the test.

To calculate the coefficient correlation, the researcher used the Pearson Product Moment formula (Arikunto, 2007: 72) 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 correlation between variable x and y

n = the numbers of the students of the students who follow the test

x = score for the first scorer

y = score for the second scorer

Σxy = the total score of cross product xy

Finally, the researcher used the degree of coefficient correlation.

Before doing the real test, the researcher tried out test the to students out of the sample. It was done whether the students understand or not about the instruction of the test and get enough time to do the test or not, then to see the reliability of the test. The researcher tried out test on July 15, 2013 at 10.00 am in class VIII.1. The total members of try out test was 18 students. The researcher gave 60 minutes to do try out test. After calculating the students' score in try out test by using Pearson Product Moment, the researcher got the result 0.99 (High Correlation). It means that the test was reliable.

The data of this research were students' score on writing present progressive tense. To collect the data, the researcher used grammar test in the form of writing sentences. From the corpus, the

researcher analyzed the students' answer by giving scores. To do this, the researcher followed the following steps:

1. The researcher copied the students' answer sheet. The original sheet was for the first scorer and the copied one was for the second scorer.
2. The researcher gave the criteria of giving score to the second scorer.
3. The researcher and the second scorer read the answer sheet one by one.
4. The researcher gave score based on the criteria on the table.

To analyze the data, the researcher used the procedures as follow:

1. Calculating the average score of two scorers.

To calculate the average score of two scorers, the researcher used the formula:

$$\frac{\text{Scorer 1} + \text{Scorer 2}}{2}$$

2. Presenting the raw score.
3. Calculating mean (M) and Standard Deviation (SD).

To calculate mean and standard deviation, the researcher used the following formula:

$$M = \frac{\Sigma x}{N}$$
$$SD = \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

Where:

M = Mean

SD = Standard Deviation

$\sum x$ = the total score of the student

$\sum x^2$ = the sum of all the squares; square of each score and add up the entire sum

N = Number of the students

4. Classifying the students' ability into high, moderate and low ability by using the following categories (Arikunto, 2007: 264):

$>M + 1 SD$ = High Ability

$M - 1 SD \rightarrow M + 1 SD$ = Moderate Ability

$<M - 1 SD$ = Low Ability

5. Calculating the percentage of the students who get high, moderate, and low ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = Percentage of the students who get each score.

R = The sum of the students who get high, moderate, and low.

T = The sum of the students.

6. Finally, the researcher got the conclusion based on the percentage

of the students who got good, moderate, and low ability.

FINDINGS AND DISCUSSIONS

Findings

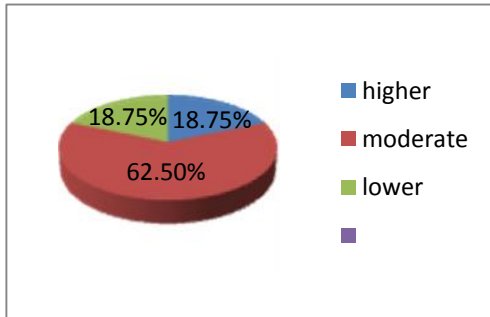
The purposes of this research are to know and to describe the students' ability to write simple sentences using present progressive tense. Therefore, the researcher presents the findings of the research as follow:

Students' Ability to Write Simple Sentences Using Present Progressive Tense

The researcher found the highest score of the students to write simple sentences using present progressive tense was 137.8 and the lowest score was 98.82. Then, the researcher calculated the Mean and Standard Deviation. The result of Mean was 118.31 and Standard Deviation was 19.49. The result showed that 3 students (18.75 %) had high ability, 10 students (62.50 %) had moderate ability and 3 students (18.75 %) had low ability (see appendix 13). It means that the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write simple sentences using present progressive tense was moderate. It can be seen on the following diagram 4.1:

Diagram 4.1:

The Percentage of Students' Ability to Write Simple Sentences Using Present Progressive Tense



Students' Ability to Write Affirmative Form of Simple Sentences Using Present Progressive Tense

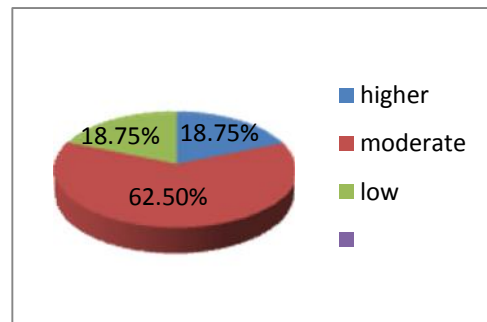
This part presents the students' ability to write affirmative form of simple sentences using present progressive tense. The maximum possible score for this component was 50. The results showed that the highest score was 48.5 and the lowest score was 37.5. After that, the researcher counted Mean and Standard Deviation.

The result of Mean was 44.406 and Standard Deviation was 3.45 (see appendix 14). The result showed that 3 students (18.75%) had high ability, 10 students (62.50%) had moderate ability and 3 students (18.75%) had low ability (see appendix 16). It means that the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write affirmative form of simple sentences using

present progressive tense was moderate. It can be seen on the following diagram 4.2:

Diagram 4.2:

The Percentage of Students' Ability to Write Affirmative Form of Simple Sentences Using Present Progressive Tense



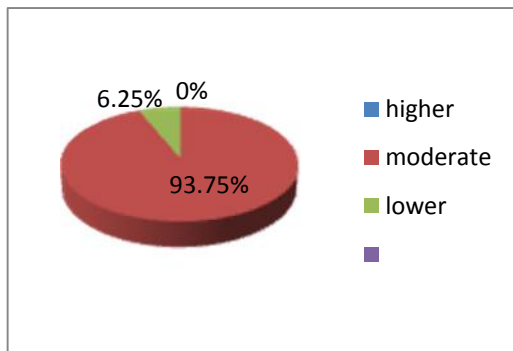
Students' Ability to Write Negative Form of Simple Sentences Using Present Progressive Tense

The maximum score for this component was 50. The result showed that the highest score was 48.5 and the lowest score was 25.5. The researcher calculated Mean and Standard Deviation. The result of Mean was 42.406 and Standard Deviation was 9.02 (see appendix 18). The result of calculation showed that 0 student (0%) had high ability, 15 students (93.75%) had moderate ability, and 1 student (6.25%) had low ability (see appendix 19). It means that in general the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write negative form of simple sentences using present progressive tense

was moderate. It can be seen on the following diagram 4.3:

Diagram 4.3:

The Percentage of Students Ability to Write Negative Form of Simple Sentences Using Present Progressive Tense



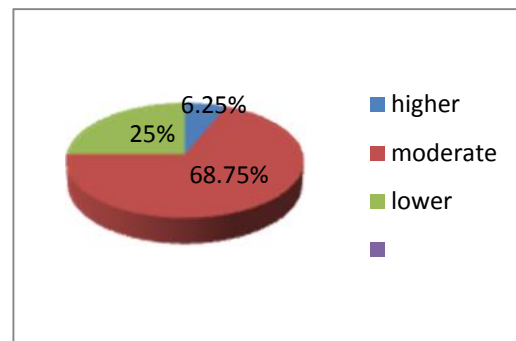
Students' Ability to Write Interrogative (yes/no question) Form of Simple Sentences Using Progressive Tense

The maximum score for this component was 50. The result showed that the highest score was 48 and the lowest score was 0. After that, the researcher counted the Mean and Standard Deviation. The result of Mean was 31.53 and Standard Deviation 16.46 (see appendix 21). The result of this calculation showed that there was 1 student (6.25%) had high ability, 11 students (68.75%) had moderate ability, and 4 students (25%) had low ability (see appendix 22). From the calculation of this result, it could be seen that the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah

Datar to write interrogative (yes/no question) form of simple sentences using present progressive tense was moderate. It can be seen on the following diagram 4.4:

Diagram 4.4:

The Percentage of Students' Ability to Write Interrogative (yes/no question) Form of Simple Sentences Using Present Progressive Tense



Discussions

Students' Ability to Write Simple Sentences Using Present Progressive Tense

Based on the result of the research in general, the students' ability to write simple sentences using present progressive tense was moderate. There were 10 students (62.50%) from 16 students who having moderate ability. It means that the students still did not understand how to write simple sentences using present progressive tense. Based on the students' answer sheet, there were students used incorrect subject for "singular and plural subject". They made grammatical error

and they did not use the correct verb-ing after using to be.

For examples:

- Refi are sleeping bed.
The correct one is “Refi is sleeping on bed”
- They not are calling my teacher.
The correct one is “They are not calling my teacher”
- Are Anisa and Budi typeing together?
The correct one is “Are Anisa and Budi typing together?”

Students’ Ability to Write Affirmative Form of Simple Sentences Using Present Progressive Tense

Based on the result of research, it was found that the students’ ability to write affirmative form of simple sentences using present progressive tense was moderate. There were 10 students (62.50%) from 16 students who having moderate ability. It means that the students still had problem to write affirmative form simple sentences using present progressive tense. Based on the students’ answer sheet, some of the students are still confused about using to be, verb-ing in sentences and they did not use adverb of time.

For examples:

- Darul is comeing to the house.

The correct one is “Darul is coming to my house”.

- They is moveing the bed now.
The correct one is “They are moving the bed now”.
- Erik is singging on the restaurant now.
The correct one is “Erik is singing in the restaurant now”.

Students’ Ability to Write Negative Form of Simple Sentences Using Present Progressive Tense

Based on the result of research, it was found that the students’ ability to write negative form of simple sentences using present progressive tense was moderate. There were 15 students (93.75%) from 16 students who having moderate ability. It means that most of students were still confused to write negative form of simple sentences using present progressive tense on the students answer sheet, the researcher found some of students did not put “to be” or “not” in sentence. Beside that, they had grammatical error.

For examples:

- Ratih and Putri swimming together.
The correct one is “Ratih and Putri are not swimming together”.
- He not is buying bed.

The correct one is “He is not buying bed”.

Students’ Ability to Write Interrogative (yes/no question) Form of Simple Sentences Using Present Progressive Tense

Based on the result of research, it was found that the students’ ability to write interrogative (yes/no question) form of simple sentences using present progressive tense was moderate. There were 11 students (68.75%) from 16 students who having moderate ability. It means that the students did not understand well how to write interrogative (yes/no question) form of simple sentences using present progressive tense. Based on the students answer sheet, the researcher found some of the students did not use the correct to be and subject for the interrogative (yes/no question) form sentences, they also did not use the correct verb-ing did not use question mark.

For examples:

- Is Andi and you working in the bank now?

The correct one is “Are Andi and you working in the bank now?”.

- Are Dian and Aldo studying in the classroom.

The correct one is “Are Dian and Aldo studying in the classroom?”.

- Is he cutting paper?

The correct one is “Is he cutting paper?”.

- Is they tipeing my proposal.

The correct one is “Are they typing my proposal?”.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In general, it can be concluded that the ability of the second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write simple sentences using present progressive tense was moderate. This conclusion was indicated by the fact most students (62.50%) who had moderate ability to write simple sentences using present progressive tense. Specifically their abilities are as follow:

1. The ability of second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write affirmative form of simple sentences using present progressive tense was moderate. There were 10 students (62.50%) from 16 students had moderate ability.
2. The ability of second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write negative form of simple sentences using present progressive tense was moderate. There were 15 students (93.75%) from 16 students had moderate ability.

3. The ability of second year students of SMPN 2 Rambatan Kabupaten Tanah Datar to write interrogative (yes/no question) form of simple sentences using present progressive tense was moderate. There were 11 students (68.75%) from 16 students had moderate ability.

Suggestions

Based on the conclusions above, the researcher gives suggestions to teachers, students, and further researcher as follows:

1. For English teachers, since the students' ability to write simple sentences using present progressive tense was moderate, the teachers should give more explanations about present progressive tense and the teacher also asks students to remind the using of the correct subject, tobe and verb-ing that will be used to write positive form in the present progressive tense. Then, the teacher asks students to remind the using of the correct subject, tobe, not, and verb-ing that will be used to write negative form in the present progressive tense. After that, the teacher also asks students to remind the using of the correct tobe, subject, and verb-ing that will be used to write interrogative (yes/no question) form in the present

progressive tense. The last, the teachers give exercises to make sentences based on the students' activity happening or their own sentences.

2. For the students, they are suggested to learn more about present progressive tense and how to use mechanics in writing sentences and they are also suggested to pay attention to use subject, tobe for singular and plural person, and verb-ing. Students can make the sentence based on their activity happening or speaking in writing present progressive tense in simple sentences to improve their ability.
3. For the further researcher, the researcher suggests to find out the difficulties of the students to write present progressive tense in simple sentences.

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