

# AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN USING NOMINAL AND VERBAL SENTENCES IN SIMPLE PAST TENSE: A STUDY ON JUNIOR HIGH SCHOOL 2 AT PUTRI HIJAU BENGKULU UTARA

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## Abstract

**This research was aimed at describing the second year students' ability in using nominal and verbal sentences in the simple past tense at SMPN 2 Putri Hijau Bengkulu Utara. The design of this research was descriptive in nature. The population of this research was the second year students at SMPN 2 Putri Hijau Bengkulu Utara. The sample was the students in VIII A class and the number of sample was 30 students. To take the data, the writer used grammar test in the form multiple choices. The coefficient correlation was .85. Generally, the writer got mean 16.96 and standard deviation 2.64. The result of data analysis showed that the students had moderate ability in using nominal (positive, negative, interrogative) and verbal (positive, negative, interrogative) sentences in simple past tense. In fact 3 students (10%) had high ability, 22 students (73.3%) had moderate ability and 5 students (16.7%) had low ability. Based on the result of this research, the writer wants to give suggestion to the teachers, students, readers, and next writers. Teachers are expected to give more explanation to review the material about nominal and verbal sentences in simple past tense. The teachers also should consider their strategies or method in teaching. The students are suggested to study more about nominal and verbal sentences and do more exercises to differentiate between nominal and verbal sentences. Finally, the readers and next writers are suggested to do other researchers related to students' problem or other aspects of English instruction.**

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

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## A. Introduction

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. Besides that, they are not interested in learning. In fact, most of the students in junior high school have problems in using nominal and verbal sentences. So, the students need to pay attention to some aspects of grammar.

As a matter of fact, in English grammar, there are sixteen tenses that we

need to know and study. They are Simple Present Tense, Past Tense, Present Continuous Tense, Past Continuous Tense, Present Future Tense, Past Future Tense, Present Perfect Tense, Past Perfect Tense, Present Perfect Continuous Tense, Past Perfect Continuous Tense, Future Continuous Tense, Past Future Continuous Tense, Future Perfect Tense, Past Future Perfect Tense, Future Perfect Continuous Tense, and Past Future Perfect Tense (Hariyono, 2002:192). But students in the second year at Junior High School at Putri Hijau, Bengkulu Utara only study some tenses like simple present tense, past tense, present continuous tense, past continuous tense, present future tense, and present perfect tense.

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 Indonesia 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 using nominal and verbal sentences in Simple Past Tense. They often make mistakes, especially in using “to be” and “verb” in writing sentence in Simple Past Tense. It means that if they want to use nominal and

verbal sentences in the Simple Past Tense, so they have to know what nominal and verbal in Simple Past Tense are. Nominal sentence is a sentence whose predicate is not verb but *to be*. Then, verbal sentence is a sentence whose predicate is verb and not *to be* (Riyanto, 2012:1-58)

According to Azzar (1992:18), Simple Past Tense is used to talk about activities or situations that began and ended in the past. Simple Past Tense uses adverb of time, such as: yesterday, last month, last year, an hour ago, in 1991, the day before yesterday, etc.

## **B. Research Method**

This research was descriptive in nature. Gay (1987: 189) says that 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 year students at SMPN 2 Putri Hijau Bengkulu Utara. The total population members was 88 students. For more information, the distribution of the population members was shown in Table 3.1 below.

**Table 3.1**  
**The Population of the Second Year**  
**Students of SMPN 2 Putri Hijau**  
**Bengkulu Utara**

Class	Students
VIII A	30
VIII B	28
VIII C	30
Total	88

**Source :** English Teacher at Putri Hijau  
 Bengkulu Utara

The writer used the cluster random sampling technique. Cluster random sampling was used because the students were taught with the same teaching materials and curriculum. To select the sample the writer wrote the names of classes on a small pieces of paper, and then put them into box. After that, the writer mixed them up and took out one piece of paper from the box. One class chosen by writer was the sample of this research. The selected class was VIII A. The number of the students in class VIII A was 30 students.

The instrument used to collect the data is grammar test in the form multiple choice test. The test consisted of 40 items for try out and 30 items for real test. The writer gave 45 minutes for students to do the try out test and 35 minutes for students

to do the real test. Before giving the test, the writer did try out test in the class out of sample. Try out test was done to find out the reliability of test and to analyze item difficulties and item discrimination. To see the reliability of the test, the writer used split-half method. The writer calculated the correlation coefficient between the odd and even test items by using Pearson Product Moment Formula.

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

Where: r =The correlation coefficient between variable x and y

x =The odd number test

y =The even number test

N =The total number of students

$\Sigma xy$  =The total scores of cross product xy

Furthermore, to determine the total reliability of the test, the result was analyzed by using Spearman Brown formula.

$$r_{total \ test} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :  $r_{\text{total test}}$  = The reliability coefficient for the total test

$r_{xy}$  = The correlation coefficient of the two halves of the test

From the result of try out, the writer found that the degree of correlation coefficient of the try out was .75 and the reliability coefficient for total test was .85.

In selecting good items of the test, the writer analyzed the item difficulties and item discrimination of the test. The writer chose the items that have item difficulties = .30 – .70 to find a good test item for the real test and item discrimination = .40 – .70 as test items to be included in the instrument in order to find a good test item for the real test. From the range of item difficulties and discrimination above, the writer got 18 items as good item. The writer also got 12 items were revised and the writer got 10 items (4, 6, 18, 19, 20, 27, 30, 31, 33, 39) were discarded.

To give score to the students' test, the writer used some steps. Firstly, the writer identified the students' answer sheet one by one. After that, the writer gave score for each item. The students gave 1 for correct answer, then 0 for wrong

answer. Finally, the writer counted the score of all items. The highest score was 27 and the lowest score was 15. In analyzing the data, the writer used the procedure as follow :

1. Presenting the raw scores of each sample.
2. Calculating the mean by using the formula. ( Arikunto, 2012: 301).

$$M = \frac{\sum X}{N}$$

3. Calculating the standard deviation by using the formula. ( Arikunto, 2012: 305).

$$SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2}$$

Where:

$M$  = Mean

$\sum X$  = Sum of the all scores

$\sum X^2$  = The total X

$N$  = Number of the student

$SD$  = Standard Deviation

4. Classsifying the students' ability into high, moderate, and low by using the

following criteria. ( Arikunto. 2012: 301- 313).

High ability  $= > M + SD$

Moderate ability = between  $M - SD$  and  $M + SD$

Low ability =  $< M - SD$

5. Finding the percentage of students who got high, moderate, and low ability by using below:

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

Where :

P = Percentage of the students score.

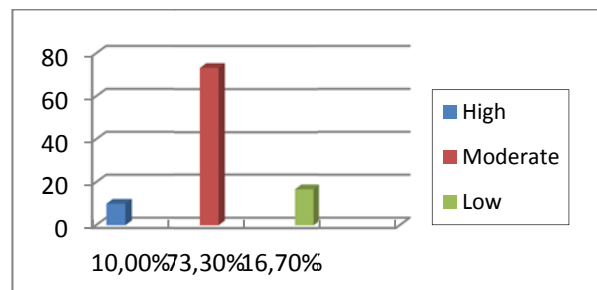
R = The sum of the students who got high, moderate, and low ability.

T = The sum of the students.

### C. Findings and Discussion

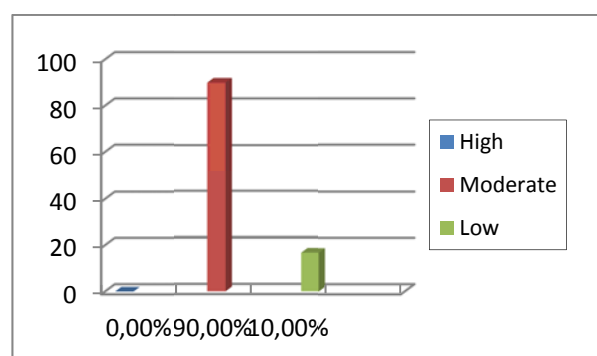
The result of data analysis showed that the students had moderate ability in using nominal and verbal sentences in simple past tense. In fact 3 out of 30 students (10%) had high ability, 22 out of 30 students (73.3%) had moderate ability and 5 out of 30 students (16.7%) had low ability. In order to be clear, see the Diagram 4.1 below:

**Diagram 4.1 Students' Ability in Using Nominal and Verbal Sentences in Simple Past Tense**



The result of data analysis also showed 0 students (0%) had high ability, 27 students (90%) had moderate ability, and 3 students (10%) had low ability in using nominal positive. It can be seen clearly in the Diagram 4.2 below:

**Diagram 4.2 Students' Ability in Using Nominal Positive Sentences in Simple Past Tense**



The data analysis showed 12 students (40%) had high ability, 15 students (50%) had moderate ability, and 3 students (10%) had low ability in using nominal negative. The writer presented the findings above in the Diagram 4.3 below: