

AN ANALYSIS ON SECOND YEAR STUDENTS' ABILITY TO WRITE SIMPLE PRESENT SENTENCES AT SMA N 1 BASO KABUPATEN AGAM

Hanivah Rahman¹ , Fatimah Tanjung² , Yandri²

¹Student of English Department, The Faculty of Teacher Training and Education of Bung Hatta University

E-mail : hanivah_rahman@yahoo.com

²Lecturers of English Department, The Faculty of Teacher Training and Education of Bung Hatta University

Abstract

Based on the interview to the English teacher at SMAN 1 Baso, the students at SMAN 1 Baso had studied simple present tense. The researcher wanted to prove the second year students' ability of SMAN 1 Baso to write simple present sentences. The purpose of this research was to describe the second year students' ability of SMAN 1 Baso Kabupaten Agam to write simple present sentences. The design of this research was descriptive in nature. The population of this research was the second year students of SMAN 1 Baso Kabupaten Agam. The number of members of population was 200 students. The researcher took one class from each department by stratified cluster random sampling. The result of data analyzing the data showed that the ability of second year students of SMAN 1 Baso Kabupaten Agam to write simple present sentence was moderate ability. It could be seen that 84.62% have moderate ability, 10.25% have high ability, and 5.13% have low ability. In detail the percentages of each of form sentence were; 71.79% students have moderate ability to write simple present of affirmative sentence, 41.03% students had moderate ability to write simple present of negative sentence, 64.1% students had moderate ability to writing simple present of yes/ no question sentence, and 69.23%. Finally, based on the findings, it could be concluded that in general students' ability to write simple present sentence was moderate. In line with this conclusion the researcher suggested the English teachers to use strategies and give more exercises to the students in writing writing simple present sentence. The students are suggested to learn more about simple present sentence and do more exercises of writing simple present sentence in order to improve their ability.

words: Analysis, Simple Present Tense, Students' Ability, Write Sentence

Introduction

The students who want to learn English well should master four language skills; listening, speaking, reading, and writing. Writing is an important skill that the students have to master because it is also as a media of communication that can help us to have a good socialization. It can

express people's idea, feeling, and their opinion written language.

Writing is a complex skill that needs writer's ability to use appropriate vocabulary, grammar, and to express idea to be written. Making a good writing, the students should have basic knowledge in grammar or structure, vocabulary, organizing of idea, spelling, and

punctuation. All of them are essential aspects that should be considered in order to be able to write well, (Raimes in Khairawati (2008:1).

Time of present consists of four points, such as: simple present, present continuous, present perfect, and present perfect continuous. Simple present is used to express habitual activities, general statements of fact, and timeless truths. Present continuous tense is a sentence that used to express something that happen now. It can also be used to show that something is not happening now. Present perfect tense is a sentence that used to give the idea that one thing happens before another time or event. Present perfect continuous is a sentence that give the idea that one event is in progress immediately before, up to, until another time or event.

According to Azar (2002:2,13), simple present tense expresses events situations that exist always, usually, habitual; they exist now, have existed in the past, and probably will exist in the future. The simple present says that something was true in past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths. The simple present is used to express habitual or everyday activities.

SMAN 1 Baso has many achievements like football, paskibra, scouts, and etc. Many students at SMAN 1 Baso had received in state of university, the favorite of university. Based on the interview to the English teacher at SMAN 1 Baso on May 3, 2013, the students at SMAN 1 Baso had studied simple present tense. The researcher wanted to prove the second year students' ability of SMAN 1 Baso to write simple present sentences. Related to the statements above, the researcher was interested in doing the research on students' ability to write simple present tense in positive sentence, negative, and question sentences.

The generally, purpose of this study was to describe the ability of the second year students to write simple present sentences. Specifically, the purposes were to describe:

1. To describe the ability of the second year students of SMAN 1 Baso to write affirmative (nominal and verbal) simple present sentences.
2. To describe the ability of the second year students of SMAN1 Baso to write negative (nominal and verbal) simple present sentences.
3. To describe the ability of the second year students of SMAN 1

Baso to write yes/ no question (nominal and verbal) simple present sentences.

4. To describe ability of the second year students of SMAN 1 Baso to write information question (nominal and verbal) simple present sentences.

Research Method

The purpose of this study was to describe the ability of the second year students to write simple present sentences. Relating to this, the researcher used descriptive method. According to Gay (1987: 189) descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of subject of the study.

Population of this research was the second year students of SMAN 1 Baso. The researcher chose second year students because they had studied simple present tense before. They were classified into 8 classes that included XI IPA₁, XI IPA₂, XI IPA₃, XI IPS₁, XI IPS₂, XI IPS₃, XI IPS₄, XI IPS₅ and they consist of 200 students.

the researcher found the number of population was so large. In using sample, the reseacher used stratified cluster random sampling. Stratified sampling was used because the population was in two strata (IPA and IPS). Cluster

sampling was used because the population at each strata was distributed in groups or classes. To choose the sample, the researcher chose the group randomly because the members of each class at both strata were homogeneous in terms of time allocated for teaching, teaching material and syllabus.

Gay (1987:101) states that the minimum sample of a research is 10% of the population. So, it means that more than 10% is better, To select one class from each strata, the researcher followed the following procedures. The researcher wrote the name of classes on small pieces of paper and gave a code for each class and put into two boxes accordingly. Then, the researcher chose one piece of paper from IPA box and one piece of paper from IPS box. The selected classes were class XI IPA 3 consisting of 20 students and XI IPS 5 consisting of 27 students. The selected classes were the sample of this study consisting of 47 students, but 8 students did not come to school. So, the sample of this study was 39 students.

The instrument that used to collect the data in this research was grammar test in form of writing simple present sentence test in 45 minutes. The researcher tried out the test to the students out of sample before giving the real test. It was done to let us know whether the students

understood the instruction or not, and to see whether the time allocation was enough or not.

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 interrater method by using two scorers. It means that there were two scorers (scorer 1 and scorer 2). To find out the coefficient correlation, the researcher used Pearson Product Moment Formula by Arikunto (2010: 81) :

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

Gay (1987:139) states that if the coefficient is high, it mean the test is reliable. Actually, to prove the test was reliable, the researcher did try out, the researcher found that the test that degree of coefficient correlation of the test was 0.67.

In analyzing the data, the researcher followed these steps:

1. Presenting the raw data and then researcher calculates students grade by using the following formula. The following formula is used to count the students raw score.

$$\text{students' score} = \frac{\text{scorer I} + \text{scorer II}}{2}$$

2. The researcher calculated the mean (M) and standars devition (SD) (Arikunto, 2012:299)

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

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

Where:

M = mean

n = number of sample

$\sum x$ = Total score of the students

SD = standard deviation

3. The researcher classified the student's ability into high, moderate, and low ability by using the following categories (Arikunto, 2012:299)

> M + 1 SD = high

(M- SD) → (M + SD) = moderate

< M – SD = low

4. The researcher calculatied the precentage of the students who get high, moderate, and low ability by using the following formula: (Arikunto, 2012:298)

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

Where:

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

Findings and Discussions

a. Findings

The purpose of this research was to describe the ability of the second year students to write simple present sentences specifically simple present of affirmative sentence, simple present of negative sentence, simple present of yes/no question, and simple present of information question.

Students' Ability of SMAN 1 Baso Kabupaten Agam to Write Simple Present Sentences

Based on the criteria of scoring, the highest possible score for all of components was 100 and the lowest possible score was 0. After the researcher analyzed the data, she found that the highest score of the students to write simple present sentences was 91 and the lowest score was 30. The researcher presented the students' raw score. The researcher got Mean 57.35 and Standard Deviation was 18.69. After the researcher classified the ability of student into high, moderate, and low. The result showed that 4 students (10.25%) had high ability, 33 students (84.62%) had moderate ability, and 2 students (5.13%) had low ability.

Students' Ability of SMA N 1 Baso Kabupaten Agam to Write Affirmative Simple Present Sentences

Based on the criteria of scoring, the highest possible score for all of components was 25 and the lowest possible score was 0. After the researcher analyzed the data, she found that the highest score of the students to write simple present of affirmative sentences was 25 and the lowest score was 4. The researcher presented the students' raw score. The researcher got Mean 15.78 and Standard Deviation was 4.68 (see appendix 13). After the researcher classified the ability of student into high, moderate, and low. The result showed that 6 students (15.38%) had high ability, 28 students (71.79%) had moderate ability, and 5 students (12.82%) had low ability.

Students' Ability of SMA N 1 Baso Kabupaten Agam to Write Simple Present of Negative Sentences

Based on the criteria of scoring, the highest possible score for all of components was 25 and the lowest possible score was 0. After the researcher analyzed the data, she found that the highest score of the students to write simple present of negative sentences was 23.5 and the lowest score was 3.5. The researcher presented the students' raw

score. The researcher got Mean 14.56 and Standard Deviation was 4.4. After the researcher classified the ability of student into high, moderate, and low. The result showed that 13 students (33.33%) had high ability, 16 students (41.03%) had moderate ability, and 10 students (25.64%) had low ability

Students' Ability of SMA N 1 Baso Kabupaten Agam to Write Yes/ No Question Simple Present Sentences

Based on the criteria of scoring, the highest possible score for all of components was 25 and the lowest possible score was 0. After the researcher analyzed the data, she found that the highest score of the students to write simple present yes/ no question sentences was 23.25 and the lowest score was 8. The researcher presented the students' raw score. The researcher got Mean 16.62 and Standard Deviation was 4.43. After the researcher classified the ability of student into high, moderate, and low (see appendix 20). The result showed that 9 students (23.08%) had high ability, 25 students (64.1%) had moderate ability, and 5 students (12.82%) had low ability.

Students' Ability of SMA N 1 Baso Kabupaten Agam to Write Information Question Simple Present Sentences

Based on the criteria of scoring, the highest possible score for all of components was 25 and the lowest possible score was 0. After the researcher analyzed the data, she found that the highest score of the students to write simple present of information question sentences was 21.5 and the lowest score was 0. The researcher presented the students' raw score. The researcher got Mean 12.31 and Standard Deviation was 5.26. After the researcher classified the ability of student into high, moderate, and low. The result showed that 7 students (17.49%) had high ability, 27 students (69.23%) had moderate ability, and 5 students (12.82%) had low ability

b. Discussions

Based on the result of research, in general, the students' ability to write simple present sentences was moderate. Data also exhibited that their ability to write affirmative sentence, negative sentence, yes/ no question sentence, and information question were moderate. There were 71.79% for writing simple present of affirmative sentence, 41.03% for writing simple present of negative sentence, 64.1% for writing simple present of yes/ no question sentence, and 69.23% for writing information question sentence.

Students' Ability to Write Affirmative Simple Present Sentences

Based on the finding, the students' ability to write simple present of affirmative sentence was moderate (71.79%). Based on the students answer sheet some student don't add 's/es' if the subject she, he, and name of person, some students put 's/es' on plural subject, and some of students use verb-ing after the subject. Many students forget to put the punctuation mark in the sentence.

For example:

- She reading English book now.
The correct sentence is; He reads english book now.
- I goes to the market every morning.
The correct sentence is; I go to the market every morning.

Students' Ability to Write Negative Simple Present Sentences

Based on the finding, the students' ability to write simple present of negative sentence was moderate (41.03%). Based on the students answer sheet in writing simple present of negative sentence, some students put do on singular subject and put does in plural subject. It means, the students were some students were confused to differentiate do and does for each subject. Some students do not put

'not' after tobe(is, am, are) and after do/ does.

For example:

- Windi do not come to meeting this morning.
The correct sentence is; Windi does not come to meeting this morning.
- I am not have the three sheep in the stable.
The correct sentence is; I do not have the three sheep in the stable.

Students' Ability to Write Yes/ No Question Simple Present Sentences

Based on the finding, the students' ability to write simple present of yes/ no question sentence was moderate (64.1%). Based on the students answer sheet to write simple present of yes/ no question sentence, some students put tobe(is, am,are) in verbal sentence and put do/ does in nominal sentence. It meant, the students were still confused to differentiate nominal and verbal sentence.

For example:

- Are you study everyday?
The correct sentence is; Do you study everyday?
- Is you at home everynight?
The correct sentence is; Are you at home everynight?

Students' Ability to Write Information Question Simple Present Sentences

Based on the finding, the students' ability to write simple present of information question was moderate (69.23%). Based on the students answer sheet in writing simple present of information question sentence. Some students did not understand how to differentiate nominal and verbal sentence, how to used 'is, am, are' for each subject, and how to used 'do and does' for each subject.

For example:

- How old brother you?

The correct sentence is; How old is your brother?

- What hobby you?

The correct sentence is; What is your hobby?

- When you go to school?

The correct sentence is; When do you go to school?

Discussions

Based on the result of research, in general, the students' ability to write simple present sentences was moderate. Data also exhibited that their ability to write affirmative sentence, negative sentence, yes/ no question sentence, and information question. It was indicated the the majority of the students had moderate

ability; there were 71.79% for writing simple present of affirmative sentence, 41.03% for writing simple present of negative sentence, 64.1% for writing simple present of yes/ no question sentence, and 69.23% for writing information question sentence.

Students' Ability to Write Affirmative Simple Present Sentences

Based on the finding, the students' ability to write simple present of affirmative sentence was moderate (71.79%). Based on the students answer sheet some student don't add 's/es' if the subject she, he, and name of person, some students put 's/es' on plural subject, and some of students use verb-ing after the subject. Many students forget to put the punctuation mark in the sentence.

For example:

- She reading English book now.

The correct sentence is; He reads english book now.

- I goes to the market every morning.

The correct sentence is; I go to the market every morning.

Students' Ability to Write Negative Simple Present Sentences

Based on the finding, the students' ability to write simple present of negative sentence was moderate (41.03%). Based on the students answer sheet in writing

simple present of negative sentence, some students put do on singular subject and put does in plural subject. It means, the students were some students were confused to differentiate do and does for each subject. Some students do not put 'not' after tobe(is, am, are) and after do/ does.

For example:

- Windi do not come to meeting this morning.

The correct sentence is; Windi does not come to meeting this morning.

- I am not have the three sheep in the stable.

The correct sentence is; I do not have the three sheep in the stable.

Students' Ability to Write Yes/ No Question Simple Present Sentences

Based on the finding, the students' ability to write simple present of yes/ no question sentence was moderate (64.1%). Based on the students answer sheet to write simple present of yes/ no question sentence, some students put tobe(is, am,are) in verbal sentence and put do/ does in nominal sentence. It meant, the students

were still confused to differentiate nominal and verbal sentence.

For example:

- Are you study everyday?

The correct sentence is; Do you study everyday?

- Is you at home everynight?

The correct sentence is; Are you at home everynight?

Students' Ability to Write Information Question Simple Present Sentences

Based on the finding, the students' ability to write simple present of information question was moderate (69.23%). Based on the students answer sheet in writing simple present of information question sentence. Some students did not understand how to differentiate nominal and verbal sentence, how to used 'is, am, are' for each subject, and how to used 'do and does' for each subject.

For example:

- How old brother you?

The correct sentence is; How old is your brother?

- What hobby you?

The correct sentence is; What is your hobby?

- When you go to school?

The correct sentence is; When do you go to school?

Conclusions

Based on the result of data analysis, the researcher conclude that generally, the students' ability on second year of SMAN 1 Baso Kabupaten Agam to write simple present sentence was moderate. It could be seen there were 4 students (10.25%) having high ability to write simple present sentences, 33 students (84,62%) having moderate ability to write simple present sentences, and 2 students (5,13%) having low ability to write simple present sentences. Specifically their abilities are follow:

1. The students' ability on second year of SMAN 1 Baso Kabupaten Agam to write simple present of affirmative sentences was moderate. It could be seen in result that 28 students from 39 students had moderate ability.
2. The students' ability on second year of SMAN 1 Baso Kabupaten Agam to write simple present of negative sentences was moderate. It could be seen in result that 16 students from 39 students had moderate ability.
3. The students' ability on second year of SMAN 1 Baso Kabupaten Agam to write simple present of yes/ no question sentences was moderate. It

could be seen in result that 25 students from 39 students had moderate ability.

4. The students' ability on second year of SMAN 1 Baso Kabupaten Agam to write simple present of information question sentences was moderate. It could be seen in result that 27 students from 39 students had moderate ability.

BIBLIOGRAPHY

- Arikunto, S. 2010. *Dasar – Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Arikunto, S. 2012. *Dasar – Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Azar, B. S. 2002. *Understanding and Using English Grammar*. New Jersey: Prentice Hall. Inc
- Gay, L. R. 1987. *Educational Reserch: competencies for Analysis and Application*. New York: Merrill Publishing Company
- Khairawati. 2008. *A Study on the Second Year Students' Ability to Write Sentences Using Present Perfect Tense: A Case Study at SMA N 1 Linggo Sari Baganti Pesisir Selatan*. Unpublished Thesis. Padang: Universitas Bung Hatta.