

AN ANALYSIS OF THE SECOND YEAR STUDENTS' DIFFICULTIES IN CHANGING AFFIRMATIVE SENTENCE INTO INTERROGATIVE SENTENCE IN SIMPLE PRESENT TENSE AT SMP NEGERI 3 KOTA SOLOK

Dewi Sartika¹, Lailatul Husna², Yandri²,

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

E-mail: dewisartika2016@yahoo.com

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

Abstract

The purpose of this research was to describe the difficulties faced by the second year students of SMP Negeri 3 Kota Solok to change affirmative sentence into interrogative sentence in simple present tense. The research design was descriptive method. The population of this research was the second year students of SMP Negeri 3 Kota Solok. The population was 155 students; they were separated into six classes. The researcher used cluster random sampling technique to get the representative sample. The total number of sample was 38 students. The instrument was grammar test in the form changing of sentence. The result of the data analysis showed that students had difficulties to change affirmative sentence into interrogative sentence in simple present tense. It was proved that 11 students (28.9%) had difficulties to change affirmative sentences into yes-no question in verbal sentence, 22 students (57.9%) had difficulties to change affirmative sentences into information question in verbal sentence, 4 students (10.5%) had difficulties to change affirmative sentence into yes-no question in nominal sentence and 10 students (26.3%) had difficulties to change affirmative sentence into information question in nominal sentence. Finally, the students are expected to study hard and practice more of grammar exercises. Besides, the researcher also gives suggestion to the teachers to considerate strategies of studying English better. Furthermore, the researcher suggests to the other researcher to find out other aspects in changing of sentence, such as students' ability in changing of sentence in simple present tense.

Key words: difficulties, changing of sentence, grammar.

Introduction

People need to have good relationship and communication each other. People always communicate each other to share their feeling, thought and experience. According to Crystal (2001: 184) language is as the systematic, conventional use of

sounds, signs or written symbols in a human society for communication and self-expression. It means that language is used for communication among the nations.

According to Broughton *et.al* (2003: 6), English is a second language and a foreign language. In a second language

situation, English is the language of the mass media: newspaper, radio and television are largely English' Media. In addition, English is also the language of official institutions and the education. Moreover, English as a foreign language is taught in the school, often widely, but it does not play as essential play in national and social life.

In learning English, it is considered to study the language skills and language components. The four language skills are listening, speaking, reading and writing. Listening and speaking are categorized as receptive skill while reading and writing are categorized as productive skill. The language components involve grammar, vocabulary, pronunciation and etc.

Writing is one of important skill that should be mastered by students (Yavuz-Erkan, 2004:165). Writing skill is a form of what the students think in their mind. Writing is also the tool of students to express ideas, thought, feeling, imagination and even their experiences into written form.

According to Thornbury (1999: 1), grammar is a description of the rules that govern how to language's sentences are formed. By studying grammar, students can combine some words into sentences, from the words that have meaningless into sentences that have meaningful. In English,

there are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Writing sentence is the smallest unit of sharing the ideas, opinion, feeling and experiences in written form. Writing sentence takes some rules that are used to make sentence correctly.

In learning grammar, students study about tenses. There are three forms of basic tenses such as the present tense, past tense, and the future tense. Brown and Pearson (2010: 5) define that we use simple present tense to talk about action we see as long term or permanent. It means that the simple present tense is used to talk the fact and the daily activity. The simple present tense is divided into three forms of sentences, include: affirmative sentence, negative sentence, and interrogative sentence.

Based on the researcher's interview with the English teachers of SMP Negeri 3 Kota Solok, students still cannot write sentence correctly. They had problems in writing sentence in simple present tense specifically to change affirmative sentence into interrogative sentence. According to them, students still have difficulties to differentiate of using every component in each sentence form, such as affirmative, negative, and interrogative sentence form. It can be proved by the students' exercises in

writing simple present tense that are given by the teacher. There are many students who still could not write sentence correctly. Moreover, they said that students still could not do it correctly even they have studied about writing sentence in simple present tense.

Interrogative sentence is divided into two types such as yes-no question and information question. Both yes-no question and information question have different sentence component. Furthermore, there are two kind sentences, that is: nominal sentence and verbal sentence. Writing interrogative sentence in nominal and verbal sentence use different sentence component and it is problem to the students in writing interrogative sentence correctly.

Writing is one of difficult skill to the foreign language learner. For the junior high school students, writing sentence is difficult subject for them. Students are confused to use appropriate component of sentence in writing interrogative sentence. It means that it is still difficult for them.

Sentence can be divided into two major, namely in nominal sentence and verbal sentence form. Yes-no question and information question can be written in nominal sentence and verbal sentence. The components of writing yes-no question and

information question in nominal sentence are different with components of writing yes-no question and information question in verbal sentence. Students have problem in using different components to write interrogative sentence (yes-no question and information question) in nominal and verbal sentence. Moreover, whether or not students have difficult in changing affirmative sentence into yes-no question in verbal sentence, changing affirmative sentence into information question in verbal sentence, changing affirmative sentence into yes-no question in nominal sentence and changing affirmative sentence into information question in nominal sentence.

In general, the purpose of this research was to describe the difficulties faced by second year students of SMP Negeri 3 Kota Solok to change affirmative sentence into interrogative sentence (yes-no question and information question) using simple present. Specifically, the purposes of this research were as follows:

1. To find out whether or not the second year students have difficulties in changing affirmative sentence into yes-no question in verbal sentence using the simple present tense.
2. To find out whether or not the second year students have difficulties in

changing affirmative sentence into information question in verbal sentence using the simple present tense.

3. To find out whether or not the second year students have difficulties in changing affirmative sentence into yes-no question in nominal sentence using the simple present tense.
4. To find out whether or not the second year students have difficulties in changing affirmative sentence into information question in nominal sentence using the simple present tense.

Research Method

The design of this research was descriptive method. Gay (1987: 189) argues that descriptive method involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. She also states that descriptive research reports the way things are. It means that descriptive method does not control subject being studied. It measures what already exist about subject.

According to Gay (1987: 102), the population is the group of interest to the researcher would like the results of the study to be generalized. The population of this research was the second year students of SMP Negeri 3 Kota Solok. The researcher'

reasons for choosing them as the population in this research because they had already studied about the simple present tense and have knowing about it but they still have problem to learn it clearly. Total number of the population was 155 students. They were distributed into six classes include: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, and VIII 6.

Because the total numbers of population is enough large, the researcher took a sample. Sample is a number of individuals selected from a population for a study. According to Gay (1987: 101), sampling is the process of selecting a number of individuals for a study in such way that the individuals represent the larger group from which they are selected. In general, the minimum number of subjects believed to be acceptable for a study depends on the type of research involved. Gay (1987: 114) states that the minimum size of sample for descriptive research is 10% of the population.

In this research to take the sample, the researcher used cluster sampling technique. According to Gay (1987:110) Cluster sampling is sampling in which group, not individual, are selected, and all the members of selected groups have similar characteristics. Moreover, the sample is selected randomly because all members of

the population have the same chance to be the sample. They studied with the same syllabus, teaching materials, and time allocated. There were six classes of the second year students of SMP Negeri 3 Kota Solok.

In selecting the sample, the researcher wrote the name of each class with VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, and VIII 6. Then, the researcher wrote the each name of class to a small piece of paper and put them into the box. After that, the researcher shook the box which each piece of paper is given named class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, and VIII 6. Finally, the researcher took two pieces of the papers in the box randomly become sample. As a result, class VIII 3 and VIII 4 was the sample. From the Table 3.1, the total number of sample is 51 students. In real test time, the researcher got 38 students for both classes it is because 13 students did not come that day because some students were sick and absent. There were 8 students of class VIII 3 and 5 students of class VIII 4 that did not come that day. So, the researcher gave the test to the 18 students from class VIII 3 and 20 students from class VIII 4. The total number of students as the sample was 38 students.

The instrument that the researcher used for collecting the data in this research was grammar test in the form changing of sentence. The researcher asked the students to change affirmative sentence into interrogative sentence (yes-no question and information question) in verbal sentence and nominal sentence using simple present tense.

A standardized for a good test is validity and reliability. Gay (1987: 127-128) argues that validity is the most important quality of any test. Validity is concerned with what a test measures and for whom it is appropriate. In other word, validity is totally indispensable; there is no quality or virtue of a test that can compensate for inadequate validity. Arikunto (2012: 82) states that one of the types of the test validity is content validity. To see the validity of the test, the researcher will use content validity in which the test materials will be constructed based on the curriculum and the syllabus. It means that researcher constructed the test based on the English curriculum and teaching materials at SMP Negeri 3 Kota Solok.

According to Gay (1987: 135), reliability is the degree to which a test consistently measures whatever 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 is the researcher herself and the second scorer is Fitri Mayasari. The researcher chose her because she got good grade in grammar. In addition, using of two scorers is used to minimize the subjectivity of scoring the test.

The researcher used the formula of Pearson Product Moment to calculate the coefficient correlation of the two sets of scores given by the two scorers (Arikunto, 2012: 87), as follow:

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

To find out the difficulties faced by the students to change affirmative sentence into interrogative sentence in verbal and nominal sentence using the simple present tense, the researcher collected the data in grammar test in the form change sentences. From the corpus of the test, the researcher analyzed the students' answer sheet by giving the score based from components of each sentence. For doing these, the researcher did the following steps:

1. The researcher distributed the test and answer sheets to the students
2. The researcher asked the students to change the affirmative sentences into interrogative sentences test for 45 minutes.

3. Then, researcher collected the students' answer sheets.
4. The researcher copied the students' answer sheet. The original one is for the first scorer and the copied one is to the second scorer.
5. The researcher gave the criteria of giving scores to the second scorer.
6. Both researchers gave scores based on the criteria on the table.

Table 3.2

The Criteria of Scoring

| No | Types of sentence | Component | Criteria of each item |
|----|-------------------|-------------------------|--|
| I | Verbal sentence | 1. Yes-no question | Give score 1 when students write the sentence component correctly (auxiliary, subject, and verb) |
| | | 2. Information question | Give score 1 when students write the sentence components correctly (question word, aux, subject, and verb) |
| II | Nominal sentence | 1. Yes-no question | Give score 1 when students |

| | | | |
|--|--|-------------------------|---|
| | | | write the sentence component correctly (be, subject, and compliment) |
| | | 2. Information question | Give score 1 when students write the sentence component correctly (question word, be and subject) |

7. The table of count scoring result

In analyzing the data, the researcher analyzed the students' difficulties by using the following steps:

1. The researcher checked the difficulties faced by the students based on the table checklist.
2. The researcher arranged the total number of students' difficulties of two scorers.

Arrange: $\frac{\text{Scorer 1} + \text{scorer 2}}{2}$

2

3. The researcher used the formula below in counting the difficulties had by every students:

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

P = Percentage of the students difficulties

F = Frequency of students' difficulties

N = Total number items

4. The researcher identified and counted the students who had difficulties if the percentage was above 50% and they had no difficulties if the percentage was less than 50%.
5. The researcher classified the difficulties of the students and counted the percentage of students who had difficulties and had no difficulties by using the formula below (Sudjana, 1989: 129):

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

P = Percentage of the students who had difficulties

F = Frequency of students who had difficulties

N = Total number items

6. Finally, the researcher drew the conclusion.

Findings and Discussions

a. Findings

Based on the result of the data analysis, the researcher found that about 12 students (31.5% of sample members) had difficulties to change affirmative sentence into interrogative sentence using simple

present tense. In specific, there were 11 students (28,9% of sample members) had difficulties to change affirmative sentence into yes-no questions in verbal sentences, 22 students (57.9 % of sample members) had difficulties to change affirmative sentence into information question in verbal sentence, there were 4 students (10.5 % of sample members) had difficulties to change affirmative sentence into yes-no question in nominal sentence and 10 students (26.3 % of sample members) had difficulties to change affirmative sentence into information questions in nominal sentences. In order to be clear, it can be seen on table below:

The Percentage of Students Who Had Difficulties in Changing Affirmative Sentence into Interrogative Sentence Using Simple Present Tense

| No. | Components | Total of Students | Percentage |
|-----|---|-------------------|------------|
| 1. | Yes-no Question in Verbal Sentence | 11 | 28.9% |
| 2. | Information Question in Verbal Sentence | 22 | 57.9% |
| 3. | Yes-no Question in Nominal Sentence | 4 | 10.5% |

| | | | |
|----------------|--|-----------|--------------|
| 4. | Information Question in Nominal Sentence | 10 | 26.3% |
| Average | | 12 | 31.5% |

b. Discussions

1) The Difficulties Faced by the Students in Changing Affirmative Sentences into Yes-no Question in Verbal Sentence

Based on the finding, it was found 28.9 % of sample members (11 of 38 students) had difficulties to change affirmative sentence into yes-no question in verbal sentences. It indicated that the students have no difficulties in changing affirmative sentence into information question in nominal sentence. It was proved that students are difficult to use the appropriate sentence component correctly that are: auxiliary verb, subject and verb in writing yes-no question in verbal sentence.

2) The Difficulties Faced by the Students in Changing Affirmative Sentences into Information Question in Verbal Sentence

Based on the finding, it was found 57.9 % of sample members (22 of 38 students) had difficulties to change

affirmative sentence into information question in verbal sentences. It indicated that the students have difficulties in changing affirmative sentence into information question in nominal sentence. It was proved that students are difficult to use the appropriate sentence components correctly that are: question word, auxiliary, subject and verb in writing information question in verbal sentence.

3) The Difficulties Faced by the Students in Changing Affirmative Sentences into Yes-no Question in Nominal Sentence

Based on the finding, it was found 10.5% of the sample members (4 of 38 students) had difficulties to change affirmative sentence into yes-no question in nominal sentences. It indicated that the students have no difficulties in changing affirmative sentence into information question in nominal sentence. It was proved that students are difficult to use appropriate sentence components correctly, that are: be, subject and compliment in writing yes-no question in nominal sentence.

4) The Difficulties Faced by the Students in Changing Affirmative Sentences

into Information Question in Nominal Sentence

Based on the finding, it was found that 26.3% of the sample members (10 of 38 students) had difficulties to change affirmative sentence into information question in nominal sentences. It indicated that the students have no difficulties in changing affirmative sentence into information question in nominal sentence. It was proved that the students are difficult to use appropriate sentence components correctly, that are: question word, be, and subject in writing interrogative sentence in nominal sentence.

Conclusions

In line with the result of data analysis and discussion in the previous chapter, the researcher drew some conclusions as the following:

1. In general, the second year students of SMP Negeri 3 Kota Solok had no difficulties to change affirmative sentences into interrogative sentences using simple present tense. Furthermore, some of them had difficulties in changing affirmative sentences into yes-no question in verbal sentence, in changing affirmative sentence into

information question in verbal sentence, in changing affirmative sentence into yes-no question in nominal sentence and in changing affirmative sentence into information question in nominal sentence. Among that, the highest difficulties having by the students were changing affirmative sentences into information question in verbal sentence, then changing affirmative sentences into yes-no question in verbal sentence, then changing affirmative sentences into information question in nominal sentence, and the lowest was changing affirmative sentences into yes-no question in nominal sentence.

2. Some second year students of SMP Negeri 3 Kota Solok had difficulties to change affirmative sentences into yes-no question in verbal sentence using the simple present tense. It was proved by the fact that there were 11 of 38 students (about 28.9% of sample members) made mistakes.
3. Most second year students of SMP Negeri 3 Kota Solok had difficulties to change affirmative sentences into information question in verbal sentence using simple present tense. It was proved by the fact that there were about 22 of 38

students (about 57.9% of sample members) made mistakes.

4. Some second year students of SMP Negeri 3 Kota Solok had difficulties to change affirmative sentences into yes-no question in nominal sentence using simple present tense. It was proved by the fact that there were 4 of 38 students (about 10.5% of sample members) made mistakes.
5. Some second year students of SMP Negeri 3 Kota Solok had difficulties to change affirmative sentences into information question in nominal sentence using simple present tense. It was proved by the fact that there were 10 of 38 students (about 26.3% of sample members) made mistakes.

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