

# AN ANALYSIS ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP NEGERI 13 PADANG TO WRITE SIMPLE SENTENCE WITH SIMPLE PRESENT TENSE BY USING PICTURES

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## ABSTRACT

The purpose of this research was to describe the ability of the second year students of SMPN 13 Padang to write simple sentence with simple present tense by using pictures. This research was limited to three simple sentence forms ; positive simple sentence, negative simple sentence, and interrogative simple sentence (yes/no question). The design of the research was descriptive. The population of this research was the second year students of SMPN 13 Padang. The total number of population was 243. The researcher took the sample by using cluster random sampling technique. The number of sample was 58 students. The data were collected by giving writing test. To know the reliability of the test, the researcher used inter-rater method by using two scorers. The result of reliability of the degree of coefficient correlation was 0,98 and it was categorized in very high correlation. In general, there were 9 students (15,52%) who had high ability, 40 students (68,96%) who had moderate ability, and 9 students (15,52%) who had low ability. In positive simple sentence, there were 9 students (15,52%) who had high ability, 44 students (75,86%) who had moderate ability, and 5 students (8,62%) who had low ability. In negative simple sentence, there were 0% students who had high ability, 49 students (84,48%) who had moderate ability, and 9 students (15,52%) who had low ability. In interrogative simple sentence, there were 5 students (8,62%) who had high ability, 45 students (77,59%) who had moderate ability, and 8 students (13,79%) who had low ability. Based on the findings, it could be concluded that the ability of the second year students of SMP N 13 Padang to write simple sentence with simple present tense by using pictures was moderate. Consequently, it is suggested to English teachers to give more comprehensive explanation and exercises in order that the students' ability to write simple sentence with simple present tense by using pictures can be improved.

**Key words:** Writing, Simple Sentence, Simple Present Tense, Pictures.

## I. Introduction

Writing is one of the language skills that should be mastered by students besides speaking, listening, reading. Among the four skills, writing is the most

difficult one. Brown and Abeywickrama (2010 : 259) says that writing is the most complicated and difficult skill because the students have to master rules such as the choice of words or vocabulary, spelling,

grammar, and punctuation. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas.

According to Harman (1950 : 201), a sentence is an independent group of words which expresses a complete thought. Every sentence must contain a subject (expressed or implied) and a predicate. A simple sentence has one subject – verb pair. The subject tells *who* or *what* does something. The verb tells the action (read, write, work) or condition. It means sentence consists of a subject and verb that are combined to become statement or question. In written the writer should pay attention for capital letter, conjunction and punctuation.

Teaching writing simple sentence in simple present tense by using pictures is one of the techniques for improving the writing skill of students learning English as a foreign language. Pictures can be useful for language teaching which can help the teacher to make language learning activity more enjoyable or fun and efficient.

Based on informal interview the researcher did in April 2014 toward Mrs. Jusmawati, M. Pd, an English teacher at SMPN 13 Padang, it was found that some students got difficulties in writing sentences including writing simple sentence in simple present tense (verbs are added with suffix –s/es or not). When the students wrote positive simple sentences in verbal sentence with the subject of third singular person, they did not add –s/es ending to the verbs. When they wrote negative simple sentences, they had difficulties to differentiate the use of *do not* or *does not*. For interrogative simple sentences, they still got difficulties to differentiate the use of *do* or *does* for subject third singular person.

Based on the facts above, the researcher is interested in doing a research on titled “An Analysis on the Ability of the Second Year Students of SMPN 13 Padang to Write Simple Sentence with Simple Present Tense by Using Pictures”.

Sentence is a grammatically complete series of words consisting of at least one subject and one predicate. According to

Oshima and Hogue (2007 : 11), there are four kinds of sentence : simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Simple present tense describes habits, routines or events that happen regularly, and also expresses opinions or makes general statements of fact. Simple present tense is important as the basic rule for the students to make and use sentences to communicate in daily life. Simple present tense can be written in positive, negative, and interrogative sentence. There are two form of simple present tense. First, simple present tense use predicate be “ is, am, are”. Second, simple present tense use predicate verb. In this research, the reseacher studied about simple present tense use predicate verb.

There are two types of picture (pictorial and non pictorial picture). The teacher can use interesting picture to motivate students in learning English. By using pictures, the students are more easy to remember new vocabularies and can write sentences in simple present tense. Using this media is to make them

enjoyable, easy and memorable about the material especially in writing skills.

Based on the identification of the problem, the researcher limited her study to write simple sentence with Simple Present Tense. The researcher use picture (pictorial), because it can make students easy and enjoyable to write sentences in Simple Present Tense. The researcher limited the form of verbal simple sentences into positive sentences, negative sentences, and interrogative sentences. In interrogative sentence, the students just have to write simple sentence in the form of yes / no question.

Further, it focussed on arranging the idea, grammar, and mechanic. The researcher limited this research to the second year students at SMPN 13 Padang.

Generally , the purpose of the research is to describe students' ability to write simple sentence with Simple Present Tense by using picture. Specifically, the purposes of this research are as follows :

1. To describe the second year students' ability to write positive simple sentence with

Simple Present Tense by using pictures.

2. To describe the second year students' ability to write negative simple sentence with Simple Present Tense by using pictures.
3. To describe the second year students' ability to write interrogative simple sentence with Simple Present Tense by using pictures.

## **II. Research Design**

In this research, the researcher used descriptive research design. Gay (1987 : 189) says that the descriptive research involves collecting data in order to test hypothesis or answer question concerning the current status of study. In this case, the researcher conducted this research to describe the students' ability to write simple sentence with Simple Present Tense by using pictures.

In this research, the target of population was the second year students at SMPN 13 Padang. The researcher choose them because they have studied about Simple Present Tense. The number of population members is 243 students and they are distributed into eight classes.

Due to the large amount of the members of the population, the researcher used sample in conducting this study. It means that she just studied a group of the population. Therefore, two of the eight classes became the sample for this research. According to Gay (1987 : 101), sampling is the process of selecting a number of individuals which represent the larger group from which they were selected. In descriptive research, sample should be at least 10 % of the big population. It means more than 10 % is received. So, the researcher took 25 % of the population and the researcher got 58 students as the sample of this research.

The researcher used cluster random sampling technique to select the sample because the population was distributed in groups or classes and they are homogeneous; they have similar syllabus, the same materials, the same time allocation, and the same qualification of teachers.

In this research, the researcher used writing test. This test was aimed to describe how is the ability of the second year students of SMPN 13 Padang to write simple

sentence with simple present tense by using pictures. In the test, the students are asked to write one sentence for one picture. It consisted of 30 items. The students was given direction before they did their test. It took 60 minutes to do the test.

Table Specification of Instrument

No	Simple Sentence	Total of each items
1.	Positive	10
2.	Negative	10
3.	Interrogative (Yes-No questions)	10
<b>Total of all items</b>		30

A good test should be valid and reliable. A test is valid if it measures what is supposed to be measured (Gay , 1987 : 128). According to Arikunto (2012: 80), one of the types of test validity is content validity. It means that this test is conducted based on the curriculum and syllabus used at SMPN 13 Padang.

Reliability is the degree to which a test consistently measures whatever it measures (Gay, 1987 :135). To find out the reliability of the test, the researcher used inter-

rater method. It means there are two scorers.

To analyze the coefficient correlation of two sets of score, the researcher used Pearson Product Moment Formula (Arikunto, 2012 : 87). Finally the writer used the degree of coefficient correlation based on Arikunto's idea (2012: 89).

The result of data analysis showed that the coefficient correlation of this test was 0,98. It was categorized as very high degree correlation. Based on Arikunto's idea, it means that the test was reliable.

The data of this research were students' score in writing simple sentence with simple present tense by using pictures. The researcher analyzed each students' sentences and gave scores by following steps : the researcher gave direction to the students to do the test clearly, the researcher distributed test to the students, the researcher collected the students' answer sheet, the researcher copied the students' answer sheet, the original one was for the first scorer and the other one was for the second scorer. the first and the second scorer read the students' answer sheet one by one.

The two scorers gave score to the students' answer based on the criteria.

To analyze the data, the researcher used the following procedures : the researcher presented the raw score, and calculated the average of each students score, the researcher calculated Mean (M), the researcher calculated Standar Deviation, the researcher classified the students' ability into high, moderate, and low categories, and the researcher calculated the percentage of the students who had high, moderate, and low ability.

### **III. Findings**

#### **(1) Students' Ability to Write Simple Sentence with Simple Present Tense**

##### **by Using Pictures**

The maximum possible score to write simple sentence with simple present tense by using picture based on Heaton's criteria was 210. The lowest possible score was 0. After the reseacher analyzed the data, she found that the highest score that was achieved was 209 and lowest one was 163. She also found that the mean of the students' score to write simple sentence with simple present tense by using pictures was 187,405,

and standard deviation was 11,937. The result of the data analysis found that there were 9 students (15,52%) who had high ability, 40 students (68,96%) who had moderate ability, 9 students (15,52%) who had low ability.

#### **(2) Students' Ability to Write Positive Simple Sentence with Simple Present Tense by Using Pictures**

The result of the test showed that the highest score was 69 and the lowest score was 46. After calculating the mean and standard deviation , it was found that the mean was 61,75 and standard deviation was 4,67. The result of the data analysis found that there were 9 students (15,52%) who had high ability, 44 students (75,86%) who had moderate ability, 5 students (8,62%) who had low ability.

#### **(3) Students' Ability to Write Negative Simple Sentence with Simple Present Tense by Using Pictures**

The result of the showed that the highest score was 70 and the lowest score was 46. After calculating the mean and standard

deviation , it was found that the mean was 62,75 and standard deviation was 6,155. The result of the data analysis found that there was no students (0%) who had high ability, 49 students (84,48%) who had moderate ability, 9 students (15,52%) who had low ability.

#### **(4) Students' Ability to Write Interrogative Simple Sentence with Simple Present Tense by Using Pictures**

The result of the test showed that the highest score was 70 and the lowest score was 45. After calculating the mean and standard deviation , it was found that the mean was 62,9 and standard deviation was 6,34. The result of the data analysis found that there were 5 students (8,62%) who had high ability, 45 students (77,59%) who had moderate ability, 8 students (13,79%) who had low ability.

### **IV. Discussions**

#### **(1) Students' Ability to Write Positive Simple Sentence with Simple Present Tense by Using Pictures**

As already discussed previously, it was found that the students' ability to write positive

simple sentence with simple present tense by using pictures was moderate. It can be seen that there were 44 students (75,86%) from 58 students had moderate ability. It was indicated that some students still did not understand what the positive simple sentence is. In fact, some students still had error in using suffix –s or –es verb if the subjects are the third singular person. In addition, a few of students forgot to use capital letters at the beginning of the sentence and use the punctuation mark at the end of the sentence.

#### **(2) Students' Ability to Write Negative Simple Sentence with Simple Present Tense by Using Pictures**

Based on the result of this research, it was found that the students' ability to write negative simple sentence with simple present tense by using pictures was moderate. It can be seen that there were 49 students (84,48%) from 58 students had moderate ability. It was indicated that some students still did not understand what the negative simple sentence is. In fact, some students still confused to differentiate the use of do or does for each subject.

### **(3) Students' Ability to Write Interrogative Simple Sentence with Simple Present Tense by Using Pictures**

Based on the result of this research, it was found that the students' ability to write interrogative simple sentence with simple present tense by using pictures was moderate. It can be seen that there were 45 students (77,59%) from 58 students had moderate ability. It was indicated that some students still did not understand what the interrogative simple sentence is. In fact, some students still had errors in writing the correct interrogative simple sentence and confused to differentiate the use of do or does for each subject in verbal sentence.

### **V. Conclusions**

Based on the reserach findings, the researcher concluded that generally, the abilty of the second year students of SMPN 13 Padang to write simple sentence with simple present tense by using pictures was moderate. This conclusion was proved by the fact that had moderate ability to write simple sentence with simple present tense by using pictures.

In more specific, it could be concluded as follows :

1. The ability of the second year students of SMPN 13 Padang to write positive simple sentence with simple present tense was moderate. It was proved by the fact that 44 students (75,86%) from 58 had moderate ability.
2. The ability of the second year students of SMPN 13 Padang to write negative simple sentence with simple present tense was moderate. It was proved by the fact that 49 students (84,48%) from 58 had moderate ability.
3. The ability of the second year students of SMPN 13 Padang to write interrogative simple sentence with simple present tense was moderate. It was proved by the fact that 45 students (77,59%) from 58 had moderate ability.

### **VI. Suggestions**

Based on the conclusions of the research, the researcher would like to propose some suggestions :

1. English teachers should give more comprehensive explanation and exercises about writing simple



sentence in the form of positive, negative, and interrogative with simple present tense by using pictures.

2. Students must learn much about and do writing simple sentence exercises with simple present tense by using pictures.
3. Further researchers are suggested to study other relevant aspects dealing with writing simple sentence with simple present tense by using pictures.

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