

AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN WRITING AFFIRMATIVE COMPOUND SENTENCES IN SIMPLE PRESENT TENSE AT SMAN 3 PARIAMAN

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Abstract

The purpose of this research was to describe the third year students' ability at SMAN 3 Pariaman in writing affirmative compound sentences in simple present tense. There are three aspects; first clause, second clause and coordinating conjunctions that should be existed in a sentence in compound sentence. The population of this research was the third year students at SMAN 3 Pariaman. To select the sample the researcher used stratified cluster random sampling technique and the total number of sample was forty five (45) students. The data were collected by asking them to write the compound sentences in simple present tense. The reliability of the test was .99. The result of this study showed that in general the third year students' ability at SMAN 3 Pariaman in writing affirmative compound sentences in simple present tense was moderate. It could be seen that 15.55% students had high ability, 66.67% students had moderate ability, and 17.78% students had low ability. In detail, the percentages of each aspect in writing compound sentences in simple present tense test were 60% students had moderate ability in writing the first clause, 66.67% students had moderate ability in writing the second clause, and 84.44% students had moderate ability in writing coordinating conjunction. Based on the result of the research, English teachers are suggested to give more exercises and motivation to the students. The students are expected to learn more and to do more exercises in writing compound sentences in simple present tense.

Key words: writing, compound sentences, simple present tense.

Introduction

English is a universal language of the world because it can be used to communicate with other countries. English is also important in education because it is a part of curriculum and it is needed for all majors and levels especially in formal education. In learning English, the students should master four language skills. They are listening, speaking, reading and writing. But if we have a problem in grammar, it

will be difficult for us to master the four skills.

Grammar is the way in which words are put together to form proper sentences. It means that grammar has an important role in English. According to Ur (1988:4) grammar may be defined as the way language manipulates and combines words (or bits of word) in order to form longer units of meaning.

Writing is a method of representing a language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech and may also have symbols for such things as punctuation and numerals (<http://www.omniglot.com>). In writing sentences we use symbols and punctuation. In writing compound sentences, for example, we usually use comma before conjunction.

Before writing them they have to know the components of each sentence and the sentence must have good grammar. Learning grammar includes sentence construction and the relationship of word in the sentence. When the students write compound sentence, they should understand how to construct the compound sentences so that they have to master several tenses first.

Based on the researcher's informal interview with the teacher in SMAN 3Pariaman the researcher assumed that the students had problems in writing compound sentences in simple present tense by using coordinating conjunctions. As an example, in writing a contrast sentence we put comma before "but". In fact, some students had problems to put punctuation (,) and use the correct coordinating conjunction in compound sentences.

Based on the explanation above the researcher was interested in doing a research on students' problems to write

compound sentences in simple present tense. The researcher has conducted research at SMAN3 Pariaman because the students there had already studied the compound sentences and simple present tense.

According to www.englishclub.com, a sentence is a set of words that contains a subject and a predicate (verb) and expresses a complete thought, and it begins with a capital letter and ends with punctuation (.,?;!). In teaching writing, the students must know four kinds of sentences. The first is simple sentence that contains a subject and a verb (a single clause). The second is compound sentence that contains two independent clauses joined by coordinator. The third is complex sentence that has an independent clause combined with one or more dependent clauses. And the last is compound-complex sentences that consist of two or more independent clauses and one or more dependent clauses. The students have learned three kinds of them such as, simple sentence, compound sentence, and complex sentence. Simple sentence is seemed not too difficult for students. It is because simple sentence only consists of S+V. On the other hand, compound sentence is a little bit complicated for them because it joins two independent clauses and use coordinating conjunction and each

of them has different function. When the students make a compound sentence with the function to add information which they have to use “and”, but the students use the other coordinating conjunction. So, when they use the wrong coordinating conjunction to join the two independent clauses will get the result the wrong meaning of their sentence.

Based on the explanation above it is clear that, in mastering the formation of compound sentence, the students must pay attention to the use of coordinating conjunctions and tenses, the role of compound sentence, the function of each of the sentences and meaning of the sentence.

Azar (1992:2) states that simple tense comprises three kinds; they are simple present tense, simple future tense and simple past tense. There are some combinations of tenses from those major tenses to make them to be 16 tenses in English. They are; Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Past Future Tense, Past Future Continuous Tense, Past Future Perfect Tense, and Past Future Perfect Continuous Tense.

According to Hewing (1999: 2), we use the simple present tense to describe things that are always true and to talk about habit or repeated action. Hewing (1999:2) adds that simple present tense has two forms, it is simple present of *be* and simple present of *verb* (affirmative sentence, negative sentence and interrogative sentence). For examples; you are a teacher (affirmative sentence), you are not a teacher (negative sentence), are you a teacher? (Interrogative sentence).

In simple present tense, when the subject is I, you, we, or they, use the simple form of the verb; for examples, I write a letter for my mom or we make a cake every day. If the subject is she, he, or it, add –s or –es to the simple form of the verb; for examples, she buys a new car or Jeremi lives in Jakarta. In fact, the students still do not know when the verb + s/es and do not +s/es. As an example, he repairs a car, but students wrote he repair a car.

The general purpose of this study is to describe the student’s ability in writing compound sentence in simple present tense. Specifically, the purposes of the study are as follows:

1. To find out the students’ ability to write affirmative compound sentence in simple present tense in affirmative form.
2. To find out the students’ ability to write the first clause in affirmative compound

sentence in simple present tense in affirmative form.

3. To find out the students' ability to write the second clause in affirmative compound sentence in simple present tense in affirmative form.
4. To find out the students' ability to write coordinating conjunction in affirmative compound sentence in simple present tense in affirmative form.

Research Method

This research is a descriptive research. It was designed to discuss the students' ability to write affirmative compound sentence in simple present tense. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This research was designed to describe and analysed the third year students' ability in writing affirmative compound sentence at SMAN 3 Pariaman.

Gay (1987:102) states that population is a group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. The population of this research was the third year students of SMAN 3 Pariaman. The total number of population was 308 students who were divided into two majors; exact science class and social science class.

Because the number of population was quite large, the researcher took the sample of students for her research. Sampling is the process of selecting a number of individuals representing the large group from which they were selected (Gay, 1987:101).

In this research, the researcher used stratified cluster random sampling. Gay (1987:107) states that the stratified cluster random sampling is the process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion that they exist in population. The researcher used stratified cluster random sampling because the students were divided into two strata; exact science class and social science class.

Gay (1987:101) states that minimum sample of the descriptive research is 10% of the population. It means that more than 10% is better. In selecting the sample, the researcher wrote the name of each class from the exact science and social classes on small pieces of paper and put them into two different boxes. The researcher mixed them and took out one piece of each box.

The chosen classes were XII.MIA 1 and XII.IIS 2. Total number of students from these two classes was 66 students, but the sample that were participate in this

research were 45 students, because there were 4 students from XII.MIA 1 and 17 students from XII.IIS 2 did not attend the class.

The instrument of this research was writing test. The researcher asked the students to write affirmative compound sentences in simple present tense and combine the sentences using coordinating conjunction, so the sentences were compound sentence. The researcher took the test items from English book and internet. The test consisted of 20 items. The researcher allocated 45 minutes for the students to do test.

A good test should be valid and reliable. A valid test measures exactly what it proposes to measure, does not measure irrelevant (Brown, 2010:30). For the validity of a test, the researcher used the content validity. It is supported by Gay (1987:129) who says that content validity is the degree to which a test measures an intended content area. To have a valid test, the researcher used a test based on material which was stated in syllabus.

Gay (1987:135) states that reliability is the degree to which a test consistently measures whatever it measures. Reliability is expressed numerically, usually as a coefficient; a high coefficient indicates high reliability. In the

case of making a reliable test, the researcher used inter-rater technique because the researcher wanted to minimize the subjectivity in scoring. It means that, there were two scorers (the researcher and Rani Astuti). The researcher chose her as the second scorer because both the researcher and second scorer have an equal capability in writing subject.

To calculate the coefficient of the correlation and to find out the reliability, the researcher used the Pearson Product Moment Formula in Arikunto (2012:87) as follow:

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

The degree of reliability, the researcher used degree of coefficient correlation based on Arikunto's idea (2012:75) as follow:

.81 – 1.0 = very high correlation

.61 -- .80 = high correlation

.41 -- .60 = moderate correlation

.21 -- .40 = low correlation

.0 -- .40 = very low correlation

The detail of the test that had been held by the researcher can be drawn in the following paragraphs. The test had been

prepared by the researcher since the seminar. The test consisted of twenty items. Each item had five maximum points. The maximum point that student can get if she/he had all correct answer is 100 points. The answer sheets then were corrected by the researchers. All scorers then were calculated in order to find the coefficient correlation of the test. From the calculation, $r_{xy} = .99$ that could be categorized into high correlation.

Finding

4.1.1 The Students' Ability in Writing Affirmative Compound Sentences in Simple Present Tense

Based on the result of the data analysis, it was found the highest score was 95.5 and the lowest score was 21. The researcher had calculated mean and standard deviation. The results were 62.73 for mean and 18.10 for standard deviation. The result of the data analysis also showed 7 students (15.55%) had high ability, 30 students (66.67%) had moderate ability and 8 students (17.78%) had low ability.

4.1.2 The Students' Ability in Writing the First Clause in Affirmative Compound Sentences in Simple Present Tense

Based on the result of the data analysis, it was found that the highest score was 39 and the lowest score was 9. Then the

researcher has counted mean and standard deviation. The results were 24.04 for mean and 7.99 for standard deviation. The result of the data analysis also showed 8 students (17.78%) had high ability, 27 students (60%) had moderate ability, and 10 students (22.22%) had low

4.1.3 The Students' Ability in Writing the Second Clause in Affirmative Compound Sentences in Simple Present Tense

Based on the result data analysis, it was found that the highest score was 37 and the lowest score was 5. The researcher was counted mean and standard deviation. The results were 21.44 for mean and 7.28 for standard deviation. The result of the data analysis showed 6 students (13.33%) had high ability, 30 students (66.67%) had moderate ability, and 9 students (20%) had low ability.

4.1.4 The Students' Ability in Writing Coordinating Conjunction in Affirmative Compound Sentences in Simple Present Tense

Based on the result of the data analysis, it was found that the highest score was 20 and the lowest score was 7. The researcher has calculated mean and standard deviation. The results were 17.43 for mean and 3.78 for standard deviation. The result of the data analysis also showed

0 students (0%) had high ability, 38 students (84.44%) had moderate ability and 7 students (15.55%) had low ability.

Discussion

4.2.1 The Students' Ability in Writing the First Clause in Affirmative Compound Sentences in Simple Present Tense

After doing this study, the researcher found students ability in writing the first clause in compound sentence in simple present tense. It was proven by the data that 8 students (17.78%) had high ability, 27 students (60%) had moderate ability, and 10 students (22.22%) had low ability, so the students' ability in writing the first clause was moderate.

4.2.2 Students Ability in Writing the Second Clause in Affirmative Compound Sentences in Simple Present Tense

The next finding in this study was the students' ability in writing the second clause in compound sentences in simple present tense. It was indicated by the data that 6 students (13.33%) had high ability, 30 students (66.67%) had moderate ability and 9 students (20%) had low ability, so the students' ability in writing the second clause was moderate. In writing the second clause, students did not understand how to

make good sentences after conjunction, especially in conjunction "for and so".

4.2.3 Students' Ability in Writing Coordinating Conjunction in Affirmative Compound Sentences in Simple Present Tense

The next finding was the students' ability in writing coordinating conjunction in compound sentences in simple present tense. It was indicated by the data that 0 students (0%) had high ability, 38 students (84.44%) had moderate ability and 7 students (15.55%) had low ability, so the students' ability in writing coordinating conjunction in compound sentence was moderate. In writing coordinating conjunction in compound sentence in simple present tense the students did not understand about the meaning of conjunction, especially conjunction "for and so".

Conclusions

After having the discussion in previous chapter, the researcher drew some conclusion as follows:

1. In general, the students' ability of the third year students at SMAN 3 Pariaman to write compound sentence was moderate. It was indicated by the data that 30 students (66.67%) had moderate ability in writing

compound sentences in simple present tense.

2. The students' ability in writing the first clause in compound sentences in simple present tense was moderate. It was also indicated by the data that 27 students (60%) had moderate ability.
3. The students' ability in writing the second clause in compound sentences in simple present tense was moderate. It was proved by the data that 30 students (66.67%) had moderate ability.
2. The students' ability in writing coordinating conjunction was moderate. It was proved by the data that 38 students (84.44%) had moderate ability.

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