

An Analysis of The Second Year Students' Difficulties In Writing Simple Sentence In Present Continuous Tense At SMPN 18 PADANG

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Abstract

The purpose of this research was to describe the second year students' difficulties in writing simple sentences in present continuous tense at SMPN 18 Padang. Descriptive method was used as the design of this research. The population of this research was the second year students at SMPN 18 Padang in 2014/2015 academic year. The number of the population was 185 students. There were 32 students in class VIII 1, 31 students in class VIII 2, 31 students in class VIII 3, 30 students in class VIII 4, 29 students in class VIII 5, and 32 students in class VIII 6. The researcher used cluster random sampling to select the sample and the number of sample was 31 students (class VIII 3). The instrument for collecting the data in this research was writing test in the form of writing sentences. To make the test reliable, the researcher used inter-rater technique. The result of analysis showed the test was reliable. It was supported by the fact that the coefficient of correlation is .95. It was categorized as very high correlation. Then, the test was valid in terms of content validity because it had covered all materials which students had learnt. Generally, the students had difficulties in writing simple sentences in present continuous tense. It was supported by fact that 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense. In detail, 21 students (67.74%) found difficulties in writing affirmative simple sentences in present continuous tense, 22 students (70.97%) found difficulties in writing negative simple sentences in present continuous tense, 21 students (67.74%) found difficulties in writing interrogative simple sentences in present continuous tense. The students still had difficulties to comprehend present continuous tense.

Key words: Difficulties, Simple Sentence, Present Continuous Tense

Introduction

People communicate each other to share their ideas, and to get information. They need language to communicate. According to Jourdan and Tuite (2006:2),

language is our primary tool of thought and perception at the heart as individuals whereby we conduct our social lives. It means the language is important in human life. Because English is used to

communicate as an international language, it includes in education curriculum in Indonesia as the foreign language to learn. English is very important to prepare young generation to face global competition in many fields, such as business, politic, economy, technology, culture, etc in the world.

In Indonesia English has been taught at junior high school up to university level. At junior high school and senior high school, students are taught to write simple sentence and short paragraph. The students also learn four language skills in English. They are listening, speaking, reading and writing. Language skills are very important to be mastered by English learners. It means that English learners is used the four language skills in teaching-learning activity. Therefore, English learners should be motivated not only to master the vocabulary and grammar but also to use and develop them. Studying and mastering English grammar is very necessary for students in

order to produce acceptable English sentences especially in writing.

Writing skills are important role in many contexts of life especially at school. It is because almost every day the students will write ideas to complete their tasks. If we talk about writing, grammar is a very important thing because we cannot write well if we do not master a good grammar. It is necessary for the students to know the strategies in writing sentences in order to produce the sentences well. Most of the students think learning English is a problem.

Based on interview with English teacher at SMPN 18 Padang on February, the second year students' of SMPN 18 Padang had studied present continuous tense. In teaching process in the classroom, the teacher asked the students to write simple sentences using present continuous tense in positive, negative and interrogative form. Many students still didn't not understand present continuous well and they still found difficulties to do exercises.

Based on the fact and explanation above the researcher was interested in conducting a research about an analysis of the second year students' difficulties in writing simple sentence in present continuous tense at SMPN 18 Padang.

General the purpose, the research was to describe the second year students' difficulties in writing simple sentence in present continuous tense at SMPN 18 Padang. Specifically, the purposes of the research below:

1. To know whether or not the second year students of SMPN 18 Padang had difficulties to write positive sentences in present continuous tense.
2. To know whether or not the second year students of SMPN 18 Padang had difficulties to write negative sentences in present continuous tense.
3. To know whether or not the second year students of SMPN 18 Padang had difficulties to write yes/no question in present continuous tense.

The result of research is expected to give contribution between the teacher, the students, and the researcher.

1. To the teachers

It could be expected to have scientific information about their students' difficulties to write simple sentences, so that the teachers can find the strategy in teaching present continuous.

2. To the students

They will know their difficulties in writing simple sentence in present continuous tense. By having known them, they will improve their motivation to learn grammar and writing lesson.

3. To the researcher

This research is useful to increase her knowledge in doing a research and report it for the future.

Research Method

This research used descriptive in design. Gay (1987:189) states that descriptive method involves collecting data in order to answer question concerning the current status of subject of the study. In this case, the writer described the second year students' difficulties in writing simple sentence in present continuous tense at SMPN 18 Padang.

According to Gay (1987:102), population is the group of interest to research, the group to which the researcher would like the result of the study to be generalized. The population of this research was the second year students' at SMPN 18 Padang. Based on interview with students the researcher found that the students had learned present continuous tense but they still found difficulties to understand it. Here is the distribution of the population shown in the Table 1 below.

Table 1

The population of the second year students in SMPN 18 Padang.

NO	CLAS SES	POPULATION
1.	VIII 1	32
2.	VIII 2	31
3.	VIII 3	31
4.	VIII4	30
5.	VIII 5	29
6.	VIII 6	32
TOTAL		185

Source: English teacher at SMPN 18 PADANG.

Based on Table 3.1 above the population of the research was all of the VIII class students of SMPN 18 Padang. The population was distributed into six classes: VIII1, VIII2, VIII3, VIII4, VIII5, and VIII6. The total number of the population was 185 students.

Gay (1987:101) explains that sampling is the process of selecting a representative number of individuals out of large group. In other words, the individuals selected comprise a sample and the large group was referred to as a population. Gay (1987:110) states that the selection of the sample is conducted through a sampling technique. In this research, the researcher used cluster

random sampling. Cluster random sampling was one of the sampling techniques in which groups, not individual, were randomly selected. The technique was used because of some reasons. First, the students had the same curriculum, syllabus, teaching material, allocation of time and the teacher, the population was distributed in groups or classes and all of population had the same chance to be selected as sample in this research.

In selecting the sample, the researcher prepared six pieces of paper. The researcher wrote the name of each class VIII1, VIII2, VIII3, VIII4, VIII5, and VIII6. Then, the papers were put into the box. The writer shook the box and took randomly VIII 3 which had 31 students to become sample.

Instrumentation

The instrument for collecting the data in this research was writing test in the form of writing sentences. In this research, the researcher asked the students to write ten simple sentences in present continuous tense

of affirmative sentences, ten simple sentences in present continuous tense of negative sentences, and also ten simple sentences in present continuous tense of interrogative sentences. The students were given 60 minutes to do the test. The researcher wanted to know the students' difficulties in writing simple sentences in present continuous tense in positive, negative and interrogative form.

A good test must be valid and reliable. According to Arikunto (2012:82), one of the characteristics of the test validity is content validity. Gay (1987:128) states that a test is valid if it measures what is supposed to be measured. To know the validity of the test, the researcher used content validity in which the test was constructed based on the curriculum syllabus and teaching materials given to the second year students of SMP N 18 Padang.

Reliability is degree of the test that consistently measures whatever to be measured (Gay, 1987:135). To find out the

reliability of the test, the researcher used inter-rater technique. It means that there were two scorers (scorer 1 and scorer 2) to check student's writing. This technique used to minimize the subjectivity in scoring. The researcher was the first scorer and the second scorer was Tiara Chikita Friza because she has good grade in grammar and writing.

Table 2
Item Specification of Test

No	Aspects	Number of sentences
1.	Positive sentence	10 sentences
2.	Negative sentence	10 sentences
3.	Yes/ no question	10 sentences

The researcher found the correlation coefficient of the test by using Pearson Product Moment formula (Arikunto:2012:87) as follows:

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

Where:

r_{xy} = The correlation coefficient between variable x and y

n = The total number of students

x = The score given by first scorer

y = The score given by second scorer

To classify the degree of coefficient correlation of the test, the researcher used the category based on Arikunto's idea (2012:89):

.81-1.00 = Very high correlation

.61-.80 = High correlation

.41-.60 = Enough correlation

.21-.40 = Low correlation

.00-.20 = Very low correlation

As the result of the test, the writer got the degree of coefficient correlation of the test was 95. It means that the degree of coefficient correlation of the test was very high correlation and the test was reliable.

The data of this research were student's scores in writing simple sentences in present continuous tense. The researcher

gathered the data based on the steps

followed:

1. The researcher gave writing test to the students.
2. The researcher explained the instruction
3. of the test to the students.
4. The researcher asked the students to do the test in 60 minutes.
5. The researcher collected the students' answer sheets.
6. The researcher copied the students' answer sheets. The researcher checked out the original answer sheets and the second ones were checked out by the second scorer.
7. The researcher and second scorer gave score based on the criteria below.

Table 3

Scoring Criteria for Affirmative Statement

No.	Indicators	Score
1.	The students wrote the subject, be (<i>am, is are</i>), and verb- ing correctly.	1,5
2.	The students wrote correct mechanic (<i>punctuation, spelling, and capitalization</i>) in the sentence.	1,5
3.	The students wrote correct meaning in the sentence.	1
Total score for each correct sentence		4

Table 4

Scoring Criteria for Negative Statement

No.	Indicators	Score
1.	The students wrote the subject, be (<i>am, is are</i>), and verb- ing correctly.	1,5
2.	The students used (<i>not</i>)form correctly.	1
3.	The students wrote correct mechanic (<i>punctuation, spelling, and capitalization</i>) in the sentence.	1,5
4.	The students wrote correct meaning in the sentence.	1
Total score for each correct sentence		5

Table 5

Scoring Criteria for Yes/ no Question

No.	Indicators	Score
1.	The students wrote the subject, be (<i>am, is are</i>), and verb- ing correctly.	1,5
2.	The students put be (<i>am, is are</i>), the subject, and verb- ing correctly.	1
3.	The students wrote correct mechanic (<i>punctuation, spelling, and capitalization</i>) in the sentence.	1,5
4.	The students wrote correct meaning in the sentence.	1
Total score for each correct sentence		5

To analyze the data, the researcher

followed the next procedures:

1. The researcher presented the raw score and then the writer counted the average score of two scores by using formula:

$$\frac{\text{score from scorer I} + \text{score from scorer II}}{2}$$

2. The researcher calculated Mean (M) and standard deviation (SD).

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

Where:

M = Mean

$\sum x$ = The total number of score

N = Number of students

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

Where:

SD = Standard Deviation

N = Number of students

$\sum x^2$ = The sum of squares

$\sum x$ = The total score

$(\sum x)^2$ = The square of the sum

3. The researcher classified the students' score based on the criteria below (Arikunto:2012:299) :

Having no difficulties $\geq M + 0.5 SD$

Having difficulties $< M + 0.5 SD$

4. The researcher calculated the percentages of the students who had difficulties and who had no difficulties. The following formula used :

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

Where:

P = percentage of the students' who had/ had no difficulties

F= frequency of students who had/ had no difficulties

N = the number of the students

5. After getting the result of analyzing the data by using the formula above, the researcher described the second year students' difficulties in writing simple sentence in present continuous tense at SMPN 18 Padang.

FINDINGS AND DISCUSSION

A. Findings

Students' Difficulties in Writing Simple Sentences in Present Continuous Tense

Based on the indicator stated in the previous part, the students were said to have difficulties when more than 50% students had difficulties. Generally, the students had difficulties in writing simple sentences in present continuous tense. It was supported by fact that 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense. In detail 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense of affirmative sentences, 22 students (70.97%) found difficulties in writing simple sentences in present continuous tense in the form of negative sentences, 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense in the form of yes/no questions.

Students' Difficulties in Writing Affirmative Sentences in Present Continuous Tense

The students had difficulties in writing affirmative sentences in present continuous tense. It was supported by the fact 21 students (67.74%) found difficulties and 10 students (32.26%) didn't get difficulties to do the exercises in writing affirmative sentences in present continuous tense.

Students' Difficulties in Writing Negative Sentences in Present Continuous Tense

The students had difficulties in writing negative sentences in present continuous tense. It was supported by the fact, 22 students (70.97%) found difficulties and 9 students (29.03%) didn't get difficulties to do the exercises in writing negative sentences in present continuous tense.

Students' Difficulties in Writing Yes/ no Questions in Present Continuous Tense

The students had difficulties in writing yes/ no questions sentences in present continuous tense. It was supported by the fact, 21 students (67.74%) found difficulties and 10 students (32.26%) didn't get difficulties to do the exercises in writing yes/no questions in present continuous tense.

B. Discussions

Students' Difficulties in Writing Simple SentenceS in Present Continuous Tense

Based on finding, the writer found that the students had difficulties in writing simple sentences in present continuous tense in the form of affirmative 21 students (67.74%), in the form of negative 22 students (70.97%) and in the form of in yes/ no question 21 students (67.74%).

Students' Difficulties in Writing Affirmative SentenceS in Present Continuous Tense

Based on data analysis, the writer found that the students had difficulties in writing simple sentences in the form of affirmative sentence. Based on the criteria in

chapter III, the students were said to have difficulties in writing simple sentences in the form of affirmative sentences if the students used wrong subject, be (*am, is, are*) and verb-ing, incorrect mechanic (*punctuation, spelling, and capitalization*), and incorrect meaning in the sentence. For examples:

Students wrote : She **comeing** From **ing**

The correct one : She is **coming** from English now(.)

Students wrote : You are **eat**

The correct one : You are **eating** now(.)

Students wrote : You are **MOVEING** in **the bioskop**

The correct one : You are **moving a television** now(.)

From the example above, the writer found that the students had difficulties to change verb to be verb-ing. Then, they didn't put "fullstop" at the end of sentence and wrong capitalization. Next, they had wrong meaning. It showed that the students still had difficulties to understand present continuous tense. According to Nelson

(2001:9), a sentence is any sequence of words which begins with capital letter and ends with a full stop (period), a question mark or an exclamation mark. Because a good sentence began with capital letter and ends with a full stop.

Students' Difficulties in Writing Negative Sentences in Present Continuous Tense

Based on the criteria in chapter III, the students said to have difficulties in writing simple sentences in the form of negative sentences if the students used wrong subject, be (*am, is, are*) and verb-ing, they didn't use negative form correctly, they wrote incorrect mechanic (*punctuation, spelling, and capitalization*), and they wrote incorrect meaning in the sentence. For examples:

Students wrote : **we not Play Now**

The correct one: **We are not playing now**
(.)

Students wrote : **Is you is Not MOVIENG**
now

The correct one: You **are** not **moving** now
(.)

Students wrote : **It not** eating now

The correct one: **I am** not eating now (.)

From the example above, the writer found that the students had difficulties to change verb to be verb-ing. Then, they didn't put "fullstop" at the end of sentence and wrong capitalization. They had wrong meaning. Then, they didn't use negative form correctly. It showed that the students still had difficulties to understand present continuous tense. According to, Oshima and Hogue (1991:155) a sentence is a group of words that you use to communicate your ideas. It is complete; it can stand alone. A sentence is a group of words that contains a subject, a predicate and has meaning. If we did not use them, we could not make a sentence. Eastwood (1994:24) also states that in general we use negative sentence to inform someone that what they might think or expect is not so. A negative sentence states that something is not true or incorrect.

Students' Difficulties in Writing Yes/ no Questions in Present Continuous Tense

Based on the criteria in chapter III, the students said to have difficulties in writing simple sentences in the form of yes/ no questions if the students used wrong subject, be (*am, is, are*) and verb-ing, they didn't put be (*am, is, are*), the subject, and verb-ing correctly, they wrote incorrect possible answer for yes/ no question, they wrote incorrect mechanic (*punctuation, spelling, and capitalization*), and they wrote incorrect meaning in the sentence. For examples:

Students wrote : **do** you watching tv **Now**

The correct one : **Are** you watching tv **now?**

Students wrote : **are** you moving **in the bioskop now?**

The correct one : **Are** you watching in the bioskop now?

Students wrote : **They are meting** now?

The correct one: **Are** they meeting **now?**

From the example above, the writer found that the students had difficulties to change verb to be verb-ing. Then, they didn't put "question mark" at the end of sentence and wrong capitalization. Next, they had wrong meaning. It showed that the students still found difficulties to understand present continuous tense. Eastwood (1994:32) states that we use a question to ask for information and also for requests, suggestions, offers. Interrogative sentence is a type of sentence which usually ask a question and use question mark (?).

CONCLUSIONS AND SUGGESTIONS

There are two points in this chapter. They are conclusions and suggestions.

A. Conclusions

1. The students were said to have difficulties when more than 50% students had difficulties. Generally, the students had difficulties in writing simple sentences in present continuous tense. It was supported by fact that 21 students

(67.74%) found difficulties in writing simple sentences in present continuous tense. In detail 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense of affirmative sentences, 22 students (70.97%) found difficulties in writing simple sentences in present continuous tense in the form of negative sentences, and 21 students (67.74%) found difficulties in writing simple sentences in present continuous tense in the form of yes/ no questions. The students still had difficulties to comprehend present continuous tense.

2. The students had difficulties in writing affirmative sentences in present continuous tense because more than 50% students had difficulties. It was supported by the fact 21 students (67.74%) found difficulties and only 10 students (32.26%) didn't get difficulties in writing simple sentences in present continuous tense of affirmative sentences.

3. The students had difficulties in writing negative sentences in present continuous tense because more than 50% students had difficulties. It was supported by the fact 22 students (70.97%) found difficulties and only 9 students (29.03%) didn't get difficulties in writing simple sentences in present continuous tense of negative sentences.

4. The students had difficulties in writing Yes/ no questions in present continuous tense because more than 50% students had difficulties. It was supported by the fact 21 students (67.74%) found difficulties and only 10 students (32.26%) didn't get difficulties in writing simple sentences in present continuous tense of yes/ no questions.

B.Suggestion

Based on conclusion above, the writer would like to give several suggestion to the teacher and students.

1. To the Teacher

The students had difficulties in writing simple sentences in present continuous tense in the form of affirmative, negative, and yes/ no question. The teacher should give more explanation about grammar especially in present continuous tense and using mechanic (*punctuation, spelling, and capitalization*) to make a good sentence.

2. To the Students

The students were expected to pay attention to the teachers' explanation about appropriate vocabulary, grammar, and mechanics in writing simple sentences in present continuous tense. The researchers also suggested the students to do more exercises to write simple sentences in present continuous tense.

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