

An Analysis of the First Year Students' Ability to Write Simple Sentences in Present Continuous Tense at English Department of Bung Hatta University

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Abstract

The purpose of this study was to describe the first year students' Ability of Bung Hatta University to write simple sentences. This study was limited in four sentences forms. The design of this research was descriptive research. The population of this study was first year students. The total number of the population were 56 students. There are two classes (A and B). The researcher used cluster random sampling to select the sample and the total of sample were 27 students. To make the test reliable the researcher used inter-rater technique by using two scorers. The result of the test was very high the reliability of the test was 0.98. The test was valid in term of content validity, same syllabus, and same allocation time. Generally, the result of data showed that the ability of the first year students was moderate. It could be seen that 3.45% students have high ability, 86.21% have moderate ability and 10.34% have low ability. In detail the percentages of each of form sentences were; 55.7% students have moderate ability to write positive, 89.66% students have moderate ability to write negative, 44.83% students have moderate ability to write yes/no, 65.51% students have moderate ability to write wh-question form. In line with this conclusion, the lecturers and students are suggested to give more explanation and exercises to the students improve their ability and the students are also suggested to learn and more exercises to improve their ability to write simple sentences

Key words: Writing, Simple Sentences, Present Continuous Tense

Introduction

English is one of the most important language in many aspects of life in the world. If we want to get a job we should be able to speak English because there are many companies having consideration that

all of the employees should be able to communicate in oral and written English forms. There are many tenses in English language: *present perfect tense, past perfect continuous tense, simple past tense, past continuous tense, past perfect tense,*

past perfect continuous tense, future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future perfect tense, and past future perfect continuous tense.

Among those tenses, present continuous tense is not always easy for the students. They still feel confused to write positive form of simple sentences, negative form of simple sentences, yes/no question form of simple sentences and WH-Question form of simple sentences.

Based on the research question , in general the purpose of this study was to describe the ability of the first year students' ability to write simple sentences in present continuous tense at English Department of Bung Hatta University Specially this study has four purposes as follows:

1. To describe the ability of the first year students at English Department of Bung Hatta University to write positive form of simple sentences in present continuous tense
2. To describe the ability of the first year students at English Department of Bung Hatta University to write negative form of simple sentences in present continuous tense
3. To describe the ability of the first year students at English Department of Bung Hatta University to write yes/no question form of simple sentences in present continuous tense
4. To describe the ability of the first year students at English Department of Bung Hatta University to write WH-Question form of simple

sentences in present continuous tense.

Research Method

The type of this research was descriptive. Gay (1987:189) says that descriptive research involves collecting data in order to test the hypothesis or to answer the question concerning the current status of the subject of the study. In this research, the researcher described and analyzed the students' ability to write simple sentences in the population was the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizes (Gay, 1987:102). Population of this research was the first years students of Bung Hatta University . Total number of them was 56 students who are group into two classes. They were A and B class. The researcher took one classe as sample. They are class B

The instrument used to collect the data in this research was writing test in terms. The researcher took the test items from teaching material at Bung Hatta University that to write simple sentences in present continuous tense. The test

consisted of 20 items. The students were given 60 minutes to do the test. This observation was on Mei 2015.

To find out the valid the test, A test is said valid if it is able to measure what it wants to be measured. Newman and Benz (1998: 33), state that validity is defined how well instrument measures what it purports to measure

To find out the reliability of writing test, the researcher used inter rater technique. It means that there are two scorers (scorer 1 and scorer 2) to score the test. Inter rater technique is used to minimize the subjectivity in scoring.

To calculate the coefficient correlation between of the two score the researcher used Pearson Product Moment formula as follows (Arikunto 2012:87).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

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

N= the numbers of the students who followed the test

x= the first score (researcher)

Y= the second score

$\sum xy$ = the total score of cross product of xy.

n = number of students

According to Arikunto's idea (2010:75), the interpretation of the correlation coefficient as follows:

- .81-1.00 = very high
- .61-.80 = high
- .41-.60 = enough
- .21 - .40 = low
- .00 - .20 = very low (no correlation)

Gay (1987:135) adds that a good test has coefficient at least 0,70 or more so the test is reliable. Gay (1987:139) also adds that if the coefficient is very high, it means the test is reliable.

In selecting high, moderate, low score of the test, The researcher used the descriptive technique in analyzing data. There are three steps

1. Calculating the average score of two scores.

To calculate the average score of two scores, the researcher used the formula:

Scores 1 + Scores 2

2

2. Presenting the raw score.
3. Calculating mean (M) and standard deviation (SD).

To calculate mean (M) and standard deviation, the researcher used the following formula, (Arikunto 2010: 264):

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

Where:

- M = Mean
- N = Number of the sample
- $\sum X$ = Total score of the students

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

Where:

- SD = Standard deviation
- $\sum X$ = The total score of the students

$\sum X^2$ = The sum of all the squares, square each score and add up all the squares

$(\sum X)^2$ = The sum of all squares; square of each score and add up the entire sum

N = the number of students

4. Classifying the students' ability into high, moderate, and low ability.

The researcher used the criteria below:

High ability $> M + 1SD$

Moderate ability Between $(M - 1SD)$ and $(M + 1SD)$

Low ability $< M - 1SD$

5. Calculating the percentage of the students who have high, moderate and low ability. The researcher following formula:

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

Where:

P= The percentage of the students who had high, moderate, or low

R= The sum of the students who had high, moderate, or low ability.

T= The sum of total students.

6. Finally, get the conclusion based on the percentage of the students who got good, moderat, and low ability..

Based on the result of the data analysis, it was found that the was moderate, The result of data showed that. The result of Mean was 86.21 and Standard Deviation was 9.58 (see Appendix 10). The result showed that 1 Student (3.45 %) had high ability, 25 students (86.21%) had moderate ability and 3 students (10.34%) had low ability (see Appendix 11) to write simple sentences in present continuous tense.

the students' ability to write positive sentences in present continuous tense. And the researcher calculated Mean and Standar Deviation. The result of Mean was 22.43 and Standar Deviation was 1.60 (see Appendix 13). The result of this calculation showed that 8 students (27.59%) had high ability, 16 students (55.17%) had moderate ability, 5 students (17.24%) had low ability (see Appendix 14) it means that in general the ability of the first year students of Bung Hatta University to write positive form of Simple Sentences was moderate.

And the researcher calculated Mean and Standar Deviation. The result of Mean was 20.75 and Standard

Findings and Discussion

Deviation was 4.28 (see appendix.16). The result of this calculation showed that 0 student (0%) had high ability, 26 students (89.66%) had moderate ability, and 3 students (10.34%) had low ability (see Appendix 17) it means that in general the ability of the first year students of Bung Hatta University to write Negative form of simple Sentences in was Moderate ability.

The result of Mean was 22.78 and Standar Deviation was 2.16 (see Appendix 19). The result of this calculation showed that 9 students (31.03%) had high ability. 13 Students (44.83%) had moderate ability (see Appendix 20) . From the calculation of this result, it could be seen that the ability of the first year students of Bung Hatta University to write yes/ no question form of simple sentences was moderate.

And the researcher calculated Mean and Standar Deviation. The result of Mean was 20.10 and Standard Deviation was 3.43 (see Appendix 22). The result of this calculation showed that 6 students (20.69%) had high ability, 19 students (65.51%) had moderate ability, and 4 students

(13.80%) had low ability (see Appendix 23). From this result, it could be seen that was ability of the first year of Bung Hatta University to write WH- Question form of simple sentence was moderate ability.

Discussion

Based on the result of the study, in general, the students' ability to write simple sentences in present continuous tense was moderate since 25 students (86.12%) from 29 students had moderate ability. their percentages: for writing positive form of simple sentences in present continuous tense, 55.17%, For writing negative form of simple sentences, 89.66%, For writing Yes/ No Question form of simple sentences, 44.83, and then For W-H Question form of simple sentences in present continuous tense 65.51%.

The findings above showed that the students' ability in writing simple sentences in present

continuous tense was moderate. It means that the students did not still understand how to write simple sentences in present continuous tense

Based on the result of study, it was found that students' ability to write positive form of simple sentences in present continuous tense was moderate since there were 16 students (55.17%) from 29 students had moderate ability. some of the students were still confused to use V-ing in simple sentence

Based on the result of study, it was found that students' ability to write negative form of simple sentences in present continuous tense was moderate. since there were 26 students (89.66%) from 29 students who having moderate ability. the researcher found some of students did not put "tobe" or "not" in simple sentences.

Based on the result of study, it was found that students' ability to write yes/no form of simple sentences in present continuous tense was moderate. since there were 13 students (44,83%) from 29 students who having moderate ability. the researcher found some of the students did not use the correct tobe and subject for the yes no question form.

Based on the result of study, it was found that students' ability to write wh- question form of simple sentences in present coontinuous tense was moderate. since there were 19 students (65.51%) from 29 students who having moderate ability.it means that the students some mistakes how to write wh-question form of simple sentences in present continuous tense.

Conclusions and Suggestions

After interpreting the result of data analysis, it can be concluded as follows:

1. The ability of first year students of Bung Hatta University to write positive form of simple sentences in present continuous tense was moderate since there were 16 students (55.17%) from 29 students had moderate ability.
2. The ability of first year students of Bung Hatta University to write negative form of simple sentences in present continuous tense was moderate since there were 26 students (89.66) from 29 students had moderate ability.
3. The ability of first year students of Bung Hatta University was moderate since yes/no question form of simple sentences in present continuous tense (13 students

(44.83%) from 29 students had moderate ability.

4. The ability of first year students of Bung Hatta University was moderate since W-H Question form of simple sentences in present continuous tense 19 students (65.51%) from 29 students had high ability.

Suggestions

Based on the conclusions as already discussed previously, the researcher would like to propose several suggestions to the teacher, students, and further researcher:

1. For English Lecturer since the students' ability to write simple sentences was moderate, the teacher should give more exercise in changing sentences to use v-ing in writing simple sentences in present continuous tense. After that the teacher

should suggest the students to find present continuous tense sentences in some media, example: magazine, etc. And then the lecturer should give more explanation about adverb of time and the usage of auxiliary verb based on subject; the third singular person(she, he, it, mother) = is and plural person (I, You, Brother and sister= are for getting beter.

2. For the students, they are also suggested to learn more about present continuous tense and how to use mechanics in writing sentences and they are also suggested to pay attention to use subject, to be for singular and plural person, and verb-ing. Students can make the sentence based on their activity happening or speaking in writing present continuous tense in simple

sentences to improve their ability.

3. For the further researcher, the researcher suggests to find out the difficulties of the students to write present continuous tense in simple sentences.

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The researcher hopes this thesis will be useful for all people. She is certain that there is weakness in this thesis so that the researcher expects the reader for giving criticism and suggestion in order that this thesis will be better. Any mistake found in this thesis remains the researcher's.

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