# PROBLEMS FACED BY THE STUDENTS IN CONSTRUCTING GRAMMATICALLY CORRECT ENGLISH SENTENCES AT THE SECOND GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL 2 (MAN 2) SUNGAI PENUH ACADEMIC YEAR OF 2017/2018.

**THESIS**



**By:**

**NISVYA SUCI AGUSTINA**
**NIM: 08. 738. 13**

**ENGLISH DEPARTEMENT TARBIYAH AND TEACEHER TRAINING**

**FACULTY STATE ISLAMIC INSTITUTE OF KERINCI**

**1439 H / 2018 M**

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**THESIS**

**Submitted as a partial fulfillment of the requirrements
for the degree of bachelor of education in english teaching**

**By:**

**NISVYA SUCI AGUSTINA**
**NIM: 08. 738. 13**

**ENGLISH DEPARTEMENT TARBIYAH AND TEACEHER TRAINING**

**FACULTY STATE ISLAMIC INSTITUTE OF KERINCI**

**1439 H / 2018 M**

RODI HARTONO, M.Pd
ARIDEM VINTONI, M.Pd
**LECTURES OF STAIN KERINCI**

Sungai Penuh, January, 2018

To:
Rector of IAIN Kerinci
At-

Sungai Penuh

**OFFICIAL NOTE**

*Assalaamu'alaikum Warahmatullaahi Wabaarakatuh*

After reading and improving necessary, this we state that thesis of :

Name      : **NISVYA SUCI AGUSTINA**

NIM      : **08 738 13**

Title      : **Problems Faced By The students in Writing English Sentences with Grammatically Correct at The Second Grade Students of Islamic Senior High School 2 (MAN 2) Sungai Penuh Academic Year of 2017/2018**

Has been able progressed to be examined to fullfill the tasks and requirement to achieve Undergraduate Degree (S1) in English Department Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Kerinci. So, by this we progress the thesis can be accepted well.

Thus, thanks and may it will be usefull for religius, Island, and National importance.

*Wassalaamu'alaikum Warahmatullaahi Wabaarakatuh.*

ADVISOR I

**RODI HARTONO, M.Pd**
NIP. 19730122 200003 1 002

ADVISOR II

**ARIDEM VINTONI, M.Pd**
NIP. 19790925 200912 1 003
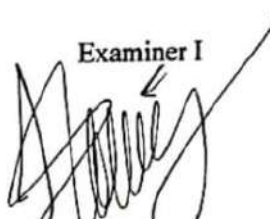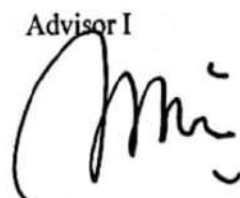
## APPROVAL AND ACCEPTANCE

This thesis which entitled **"Problem Faced by The Students in Constructing Grammatically Correct English Sentences at The Second Grade Students of Islamic Senior High School 2 (MAN 2) Sungai Penuh Academic year 2017/2018"** by NISVYA SUCI AGUSTINA register number **08.738.13** has been examined in the Viva Voice held by Faculty of Tarbiyah and Teacher Training of IAIN Kerinci on February 27, 2018, the thesis is submitted in partial fulfillment of requirements for graduate degree in English Teaching.

Sungai Penuh,    March 2013

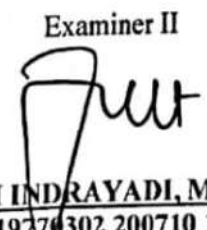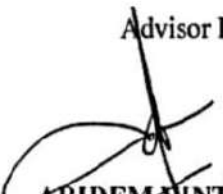**STATE ISLAMIC INSTITUTE OF KERINCI**
**THE VIVA VOICE**

**SUHAIMI, S.Pd, M.Pd**
**NIP. 19690607 200312 1 002**

Examiner I

**Dr. DAIRABI KAMIL, M.Ed**
**NIP. 19740314 199903 1 005**

Examiner II

**TONI INDRAYADI, M.Pd**
**NIP. 19770302 200710 1 001**

Advisor I

**RODI HARTONO, M.Pd**
**NIP. 19730122 200003 1 002**

Advisor II

**ARIDEM VINTONI, SS, M.Pd**
**NIP. 19790925 200912 1 003**

iv

# CERTIFICATE OF ORIGINALITY

I hereby declare that the thesis entitled "**Problems Faced By The students in Writing English Sentences with Grammatically Correct at The Second Grade Students of Islamic Senior High School 2 (MAN 2) Sungai Penuh Academic Year of 2017/2018**" is my own work and to the best of my knowledge and belief. It contains no materials previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom I have worked at IAIN Kerinci or elsewhere, is fully acknowledged.

I also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project's design and conception or in style, presentation and linguistic is acknowledged.

Sungai Penuh,    January 2018

**NISVYA SUCI AGUSTINA**
NIM. 08 738 13

# DEDICATION AND MOTTO

**DEDICATION**
*I dedicated this thesis for,*

*My beloved parents, Agus Supriyanto and Sa'adah*

*My beloved brothers and sisters*

*For their support, motivation and suggestion*

*And prays for my success in the future*

*Thank you for always be there for me*

*Who always motivated, give me inspiration and spirit to finish this thesis*

*Thank you to all my friends, my families that give pray and supports*

*May all your sacrifice will be blessed by the almighty God, Allah Subhanahu wa ta'ala. Aamiin..*

**MOTTO**

تَبٰرَكَ الَّذِيْ بِيَدِهِ الْمُلْكُۖ وَهُوَ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ ١

الَّذِيْ خَلَقَ الْمَوْتَ وَالْحَيٰوةَ لِيَبْلُوَكُمْ اَيُّكُمْ اَحْسَنُ عَمَلًاۗ وَهُوَ الْعَزِيْزُ الْغَفُوْرُ ٢

*Meaning:*

*Blessed is He in whose hand is dominion, and He is over all things competent-*

*[He] who created death and life to test you [as to] which of you is best in deed - and He is the Exalted in Might, the Forgiving – ((Q.S Al Mulk 67:1-2)[1]*

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[1] Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, (Jakarta: Yayasan Penyelenggara Dan Penerjemah/Pentafsiran Al-Qur'an, 1971), p.564.

**ABSTRACT**

**NISVYA SUCI AGUSTINA, 2018, Problems Faced By The Students In Constructing Grammatically Correct English Sentences At The Second Grade Students Of Islamic Senior High School 2 (Man 2) Sungai Penuh Academic Year Of 2017/2018.**

**ADVISORS** **: 1. RODI HARTONO, M.Pd**
**2. ARIDEM VINTONI, M.Pd**

Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone. Sentences provide us with the framework for the clear written expression of our ideas. Sentences always begin with a capital letter and end with a full stop, exclamation or question mark.

The purpose of this research is to find out the problem faced by the students in constructing grammatically correct English sentences at the second grade students of MAN 2 Sungai Penuh academic year 2017/2018 and the possible solutions from the students and teacher to solve the problems. The design of this research is qualitative research in a descriptive form.

This research was done by the researcher at MAN 2 Sungai Penuh Academic Year 2017/2018. The informants were 9 students of XI IPS and the English teacher. To collect the data, the researcher used observation, interview and documentation. The result of data analysis show that the students at grade XI IPS of MAN 2 Sungai Penuh find some problems in constructing English Sentences, problems as follow: The students have low knowledge about grammar and English vocabulary, they don't have enough time to learn about writing at school, the implementation of curriculum 2013 that hasn't been maximized by the teacher, and they still have lack motivation in learning English. To solve the problems, the students and teacher did the efforts as follow : more learning and repeating lessons, adding and developing more vocabularies, and motivate students to have their interest in learning and cultivate curiosity.

# ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the beneficent, the merciful. All praises and gratitudes to be Allah the lord of the world, and sequel is for those who keep their duties unto Him, further will be no hostility expect againts wrongdoers. Blessing and salutation be upon the honorable prophet and messenger, Muhammad shallallaahu 'alaihi wassalaam, the greatest revolutionary in the universe, His family, all His companions and those who follow them in His fait till the day of judgement.

In accomplishing this thesis, the researcher would like to express her gratitude to Allah Subhaanahu wa ta'ala, due to His favor and charity, and to offer her deepest appreciation to the following person who have helped and supported her to finish my thesis entitled **"PROBLEMS FACED BY THE STUDENTS IN CONSTRUCTING GRAMMATICALLY CORRECT ENGLISH SENTENCES AT THE SECOND GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL 2 (MAN 2) SUNGAI PENUH ACADEMIC YEAR OF 2017/2018"**. As one of the requirements to obtain the undergraduate degree in English Department of Tarbiyah Program. There are thankful for:

1. Dr. Y. Sonafist, M.Ag as the rector of State Islamic Institute of Kerinci

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8. The headmaster of MAN 2 Sungai Penuh, all the teachers of MAN 2 Sungai Penuh, especially to English teacher who had cooperated so that this research can be accomplished

As a human being, the researcher has limitation to make something perfect. Therefore, any development critic and suggestion will be welcome as the better improvement for the researcher in making such in writing at any other time. Hopefully, this thesis will be useful for the readers especially for the English Department students and to the process of teaching and learning English.

Sungai Penuh, January    2018
The Researcher

**NISVYA SUCI AGUSTINA**
NIM. 08 738 13

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## CHAPTER I

## INTRODUCTION

### A. Background of The Problems

English is an international language in every part of life in the world. By use English we can learn, share and know all of information from the other countries around the world. In this era of globalization, students in Indonesia should be able to master in English because if they mastering English, they might have a better chance to get a better opportunity in global competition. Mastering English means should be able to mastering in four skills. One of skills that really important is writing, because writing is one of the main language skills. The aim in writing is always to write in complete sentences which are correctly punctuated.

Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone. Sentences provide us with the framework for the clear written expression of our ideas. Sentences always begin with a capital letter and end with a full stop, exclamation or question mark.

Generally, constructing sentence is considered as a complex process it is because students should have to know how to express a complete idea in their sentence, able to use correct grammatical, and able to organize words

in a correct structure. It can be said that knowledge is the main key in order to be able to constructing English sentences well.

In holy Al-qur'an Allah swt said :

$$نَ ۤوَّالْقَلَمِ وَمَا يَسْطُرُوْنَ ١$$

The meaning: *Nun! by the pen and what the (angels) write (in the records of men)[2]. (Al-qalam: 1).*

Artinya          : "*Nun, demi kalam dan apa yang mereka tulis*".

(Qs. Al Qalam : 1)

From the verse above it shows to us how important Writing is. God has commanded to His angels to write down what His said, and they absolutely know what they have been written.

The students must be able to have a skill in writing, at least they can construct a simple sentence with grammatically correct. Based on fact and observation on Wednesday, 20th September 2017 by the researcher in the field, there are many problems found by the researcher. Such as students of Islamic Senior High School 2 Sungai Penuh especially the students at grade XI get a low score in English subject, their motivation in learning English is still very low, some students seem unliked when English subject was started, some of them seem uninterested in studying English subject especially in writing section, they made so many errors and incorrect grammar in constructing English sentences, and the school facilities are still

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[2]Departemen Agama RI, *Al-Qur'an Dan terjemahnya*, (Jakarta: Yayasan Penyelenggara Dan Penerjemah/Pentafsir Al-Qur'an, 1971), p.564.

minimum; there is no language labor or in focus to support the learning process.

## B. Identification of The Problems

Based on the background of problems that have researcher describe above, there are some common problems that can be identified as follows:

1. The students get a low score in English subject.

2. The students uninterested in studying English subject especially in writing section

3. The students made so many errors and incorrect grammar in constructing English sentences.

## C. Focus of The Research

To sharpen the research, qualitative research decided a focus. Spradley stated that *"A focused refers to a single cultural domain or a few related domains".*[3] Based on the problems above, the researcher focus in the point three about constructing English sentences, so the researcher made this research with the title: Problems Faced by The Students in Constructing Grammatically Correct English Sentences at The Second Grade Students of Islamic Senior High School 2 (MAN 2) Sungai Penuh Academic Year 2017/2018.

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[3]Sugiyono, *Metode penelitian pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, (Bandung: Alfabeta, 2009), p.286.

**D. Research Questions**

Based on the focus of the research above, this research was formulated into the following questions as:

1. What are problems faced by the students in constructing grammatically correct English sentences at grade XI of MAN 2 Sungai Penuh academic year 2017/2018?

2. What are solutions for problems faced by the students in constructing grammatically correct English sentences at grade XI of MAN 2 Sungai Penuh academic year 2017/2018?

**E. Purposes of The Research**

Related to the research questions above, this research attempted to find out and describe some purposes of the research as follows:

1. To know what problems faced by the students in constructing grammatically correct English sentences at grade XI of MAN 2 Sungai Penuh academic year 2017/2018.

2. To know what possible solutions for problems faced by the students in constructing grammatically correct English sentences at grade XI of MAN 2 Sungai Penuh academic year 2017/2018.

**F. Significances of The Research**

1. For the teacher

This study is expected to give useful contribution for the teacher to know how to motivate and increase their students' writing ability.

2. For to student

   It can be useful for the students to know how to get solutions for their problems about writing. So they can improve and develop their skill in English especially in writing mastery.

3. For to Researcher

   The researcher expects that the research will be useful for the researcher herself, so it will broaden her knowledge about problems face by the students and how to find solution itself.

## G. Definition of Key terms

1. Problem is a situation, person, or thing that needs attention and needs to be dealt with or solved.[4]

2. Construct is an activity to build something or put something together.[5]

3. Sentence is a complete set of words that conveys meaning.[6]

4. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[7]

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[4] Http://Dictionary.Cambridge.Org/Dictionary/English/Problem. Accessed On Friday December, 9 th 2016

[5] Oxford University, *Oxford Learner's Pocket Dictionary,* (4th ed, New York: Oxford University Press, 2008) p.92

[6] Sarah Andersen, *Sentence Types and Functions*, (San José State University Writing Center, 2014) p.1

[7] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed, New York: Prentice-Hall Inc, 2001) p.362

# CHAPTER II

# REVIEW OF RELATED LITERATURE

A. **Review of Related Theories**

1. **The Concept of Sentence**

   The sentence is traditionally defined as a word or group of words that expresses a complete idea and that includes a subject and a verb. Be able to write in complete sentences is really important to be mastered by the students. According to Dr. Ibrahim Mohamed Alfaki, at the sentence level these include control of content, format, sentence structure, vocabulary, punctuation and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.[8]

   But many students assume that constructing English sentences is difficult because the process of constructing a sentence not only write what they want to write but also they have to make sure that the structure of the sentence is correct and the idea of a sentence should be easy to understand. Therefore the students still have problems to make good sentences.

   a. **Definition of Sentence**

   A sentence is the largest independent unit of grammar: it begins with capital letter and ends with a period, question mark, or exclamation point.[9]

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[8]Dr. Ibrahim Mohamed Alfaki., *op.cit,* p.46

[9]Richard Nordquist, Glossary of Grammatical and Rhetorical Terms. https://www.thoughtco.com/sentence-grammar-1692087. Accessed on Thursday March, 29th 2018.

A more formal and complete definition of sentence is stated according to Oxford Dictionary, "A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses."[10]

According to Angela Downing the term 'sentence' is widely used to refer to quite different types of unit. Grammatically, it is the highest unit and consists of one independent clause, or two or more related clauses. Orthographically and rhetorically, it is that unit which starts with a capital letter and ends with a full stop, question mark or exclamation mark.[11]

There are four types of sentence structures should be mastered well. Those are: simple sentences, compound sentences, complex sentences and compound complex sentences. The smallest unit of piece writing is constructing sentences in writing a paragraph. It's because a paragraph is consists of related sentences developed in one main idea. So, if the students are understand about the kinds of sentences in paragraph, they could do writing as well. In other word, the sentences are one of important elements of communicative competence that must to be taught.

**b. Types of Sentence Structures**

A sentence is a group of words expressing a complete thought. A sentence can consist of a single clause or several clauses. When a sentence

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[10]Grammar Monster, *What is Sentence?,* http://www.grammar-monster.com/glossary/sentences.htm. Accessed on Thursday March, 29th 2018.

[11]**Angela Downing**, *English Grammar: A University Course*, 2nd ed. (New York: Routledge, 2006) p.5

is a single clause, it is called a simple sentence (and the clause is called an independent clause). A sentence must contain at least one independent clause. Sentences can be classified in two different ways: by function and by structure. Below are the four types of sentence by its structure according to University of New England:

1) Simple sentences

A simple sentence (also known as an *independent clause*) is the basic building block of all sentences. A simple sentence must have a main verb/verb group and a subject, and it must make complete sense on its own. When you check for correct sentence structure, you should always begin by identifying the simple sentence(s).

2) Compound Sentences

A compound sentence is formed by joining one simple sentence (independent clause) to another simple sentence (independent clause) using connecting words called 'conjunctions'. There are two types of conjunctions that you can use to join simple sentences into one sentence.

a. Coordinating conjunctions (compound sentences)

and, but, for (meaning because), or, nor, so, yet

Use a comma (,) *before* a coordinating conjunction when you write a compound sentence.

*Example*

&#10003; Turnitin checks will assist students to test their writing for plagiarism, but this text matching program is unable to read appropriate in-text references.

b. Some common conjunctive adverbs (compound sentences)

> also, conversely, for example, furthermore, however, indeed, in addition, instead, likewise, meanwhile, moreover, namely, nevertheless, otherwise, similarly, subsequently, then, therefore.

Use a semicolon (;) *before* and a comma (,) *after* conjunctive adverbs when you are using them to form compound sentences.

*Example*

&#10003; The use of text matching software, such as *Turnitin,* is a significant advance in plagiarism avoidance; moreover, it assists students to monitor their own writing.

3) Complex Sentences

A complex sentence consists of an independent clause (simple sentence) and one or more dependent clauses (subordinating clauses). The dependent clause is introduced by either a subordinate conjunction (for an adverbial clause) or a relative pronoun (for an adjectival clause).

a. Some common subordinating conjunctions (adverbial clauses)

> after, (al)though, as, because, before, if, once, since, unless, until, when, while.

When the dependent clause goes before the independent clause, the clauses are separated by a **comma**. Don't use a comma if the dependent clause comes after the independent clause.

*Examples*

- ✓ **When** you use *Turnitin***,** a text matching report is generated. (use a comma)

b. Relative pronouns (adjectival clauses)

who/that, whom, whose (people); that, which (animals, things)

*Examples*

- ✓ The people **who** plagiarised in their assignments were failed.
- ✓ Students **for whom** referencing is difficult can attend workshops to assist them.
- ✓ Those students **whose** essays were correctly referenced received better marks.
- ✓ Information **that** informs your writing must acknowledge its appropriate source.(restrictive)
- ✓ Information, **which** can come from many sources, must be referenced. (non-restrictive)

4) Compound-complex Sentences

Additions can be made to compound and complex sentences to create compound-complex sentences. A compound-complex sentence must have an independent clause and two or more other clauses.

*Examples*

✓ Referencing is an essential, non-negotiable feature of academic writing**; therefore,** students should use the university resources **that** assist them to achieve the required skills.[12]

## c. Types of Sentence Functions

When people communicate, they do so for various reasons; the four main reasons are:

-To inform someone of something

-To get information from someone

-To get someone to do something

-To express one's attitude about something.[13]

According to Quirk & Greenbaum, sentences may be divided into four major syntactic types. Their use mostly corresponds with four different discourse functions:

1) Declaratives are sentences in which a subject is present and precedes the verb. They are primarily associated with statements, defined later.

2) Interrogatives are typically associated with a discourse function of questions that are used to seek information.

3) Imperatives are sentences that normally have no grammatical subject and whose verb has the base form. Their discourse

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[12] University of New England, *Writing Correctly*, Teaching and Learning Support (TaLS) – Fact Sheets http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets. Accessed on Thursday March, 29th 2018.

[13] Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis,* (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2000), p.16-17

function is primarily a directive which means that they a mostly used to instruct somebody to do something.

4) Exclamatives are sentences which have an initial phrase introduced by what, how. They primarily express exclamations that show the extent to which the speaker is impressed by something.[14]

According to an article by Grammar Glossary, there are four types of sentence:

1) A declarative sentence.

A declarative sentence states a fact and ends with a period / full stop. For example:

- ✓ He has every attribute of a dog except loyalty. (Thomas P Gore)
- ✓ I wonder if other dogs think poodles are members of a weird religious cult.

(Remember, a statement which contains an indirect question (like this example) is not a question.)

2) An imperative sentence.

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period / full stop. For example:

- ✓ When a dog runs at you, whistle for him. (Henry David Thoreau, 1817-1862)

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[14] Quirk, R., Greenbaum, S. *A Student's Grammar of the English Language,* (Harlow: Longman, Ltd.1990) p.231

3) <u>An interrogative sentence</u>.

An interrogative sentence asks a question and ends with a question mark. For example:

✓ Who knew that dog saliva can mend a broken heart? (Jennifer Neal)

4) <u>An exclamatory sentence</u>.

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark. For example:

✓ In Washington, it's dog eat dog. In academia, it's exactly the opposite! (Robert Reich). [15]

**d. How to Construct a Good Sentence**

English grammar can often seem strange. We have so many rules for making sentences and almost as many exceptions to those rules. On a basic level, though, most English sentences follow a similar structure. According to Wil, there are 5 tips to make constructing English sentences easy:

1. Get the words in the right order.

The most common order for parts of a sentence is: subject, verb, object (if present).

*Ex: Steve kicked the ball.*

In this sentence, the subject is 'Steve', the verb is 'kicked' and the object is 'the ball'. To help you remember this structure, try making an

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[15]Grammar Monster, *What is Sentence?,* http://www.grammar-monster.com/glossary/sentences.htm. Accessed on Thursday March, 29th 2018.

example with someone you know well as the subject and something they do often for the verb and object.

2. Parts of speech aren't always just one word.

A subject, verb, or object is sometimes made up of several words so make sure you look at the structure of a whole sentence rather than just individual words if you want to get it right.

*Ex: People who practice a lot get higher scores.*

In this sentence, the subject is 'people who practice a lot'. We can call a subject made of several words a 'subject phrase' or 'predicate'.

3. There are two types of object.

Sometimes you will see sentences with two objects. If that's the case, we split them into two types:

-Direct: the object with which the subject has a direct connection.

-Indirect: the object with a weaker connection to the subject.

*Ex: I bought some flowers for my mother.*

In this sentence, 'flowers' is a direct object and 'my mother' is an indirect object. The indirect has a preposition before it if we want to use it at the end of the sentence.

*Ex: I bought my mother some flowers.*

In this sentence the direct and indirect objects are in a different order. When the direct comes last, we don't need to use a preposition.

4. Compound sentences follow the same structure but do it twice.

A compound sentence is one made of two clauses (sections). In this case, the sentence uses a conjunction to join two halves of the sentence, each of which has the same structure.

*Ex: I cooked dinner and my father bought some drinks.*

Subject verb object + subject verb object

5. Learn the exceptions to the rules.

There are some sentence structures, for example, the passive voice, that work slightly differently. Once you are comfortable with declarative sentences, take some time to explore other sentence structures as they will give you language more variety and are a fun challenge to learn.[16]

Master the essentials of the sentence as an aid to clear thinking and effective writing. Writing a good sentence is an art, and we can master that art by developing our awareness of what makes a sentence work. As we become more familiar with the relationships among sentence elements, we will strengthen our writing skills and will be better able to make our meaning clear to our reader.

Based on an article about how to write correct sentences, the most common problems when students constructing a sentences are: comma splice and fused (or run-on) sentence, sentence fragment (or incomplete sentence), agreement, and shifts. If the students are unfamiliar with these terms and others such as subject, verb, object, complement, phrase, main

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[16]Wil, *5 Tips To Make Constructing English Sentences Easy.* https://englishlive.ef.com/blog/language-lab/5-tips-make-constructing-english-sentences-easy/. Accessed on Thursday March, 29th 2018.

clause, independent clause, subordinate clause, coordinating conjunction, number, person, etc., they are strongly encouraged to research their meanings and application in a standard English grammar book. Bellow are the explanation about how to write correct sentences based on the article:

1) **Comma Splice and Fused (or run-on) Sentence**

Do not link two main (independent) clauses with only a comma (comma splice) or run two main clauses together without any punctuation (fused sentence).

*Examples:*

Comma Splice: The wind was cold, they decided not to walk.

Fused Sentence: The wind was cold they decided not to walk.

To correct comma splices and fused sentences: 1) Place a period after the first main (independent) clause and write the second main clause as a sentence; 2) use a semi-colon to separate main clauses; or 3) insert a coordinating conjunction (and, but, or, for, nor, so, yet) after the comma; or 4) make one clause subordinate to the other.

*Revisions:*

The wind was cold. They decided not to walk.

The wind was cold; they decided not to walk.

The wind was cold, so they decided not to walk.

The wind was so cold that they decided not to walk.

    2) Sentence Fragment

Avoid sentence fragments. The term fragment refers to a group of words beginning with a capital letter and ending with a period. Although written as if it were a sentence, a fragment is only a part of a sentence – such as a phrase or a subordinate clause.

*Examples:*

Larry always working in his yard on Saturdays.

Because he enjoys his flowers and shrubs.

Which help to screen his house from the street.

For example, a tall hedge with a border of petunias.

Eliminate fragments by making them into complete sentences or by connecting them to existing sentences. One way to eliminate many sentence fragments is to be sure that each word group has at least one subject and one predicate.

*Corrections:*

Larry always works in his yard on Saturdays.

He enjoys the flowers and shrubs.

OR: He enjoys the flowers and shrubs that help to screen his house from the street – for example, a tall hedge with a border of petunias.

3) Agreement

Make a verb agree in number with its subject; make a pronoun agree in number with its antecedent. A singular subject takes a singular verb, and a plural subject takes a plural verb.

Singular: The **car** in the lot **looks** shabby. [car looks]

Plural: The **cars** in the lot **look** shabby. [cars look]

When a pronoun has an antecedent (an antecedent is the noun to which the pronoun refers), the noun and pronoun should agree in number.

Singular: A **dolphin** has **its** own language. [dolphin – its]

Plural: **Dolphins** have **their** own language. [dolphins – their]

4) Shifts

Avoid needless shifts in person and number.

Shift: If a **person** is going to improve, **you** should work harder. [shift from third person to second person]

Better: If **you** are going to improve, **you** should work harder. [second person]

OR If **people** are going to improve, **they** should work harder. [third person]

OR If **we** are going to improve, **we** should work harder. [first person]

5) Gender Referents

Avoid awkward "his/her" and "he/she" gender constructions.

Awkward: The client is usually the best judge of his or her counseling.

Better: The client is usually the best judge of the value of counseling. [Omit gender referents.]

OR Clients are usually the best judges of the value of the counseling they receive. [Change to plural]

OR The best judge of the value of counseling is usually the client. [Rephrase the sentence.][17]

### e. Characteristics of a Good Sentence

When we know what makes up a good sentence, we can make sure the sentences we write are done correctly. Below are the lists of some characteristics based on an article related about the topic:

1. It begins with the main point.

   Starting out with the main point puts your main noun and verb up front. This ensures that the reader quickly figures out what's going on, all while minimizing the likelihood that they'll misunderstand what the sentence is communicating.

2. It ends with the second most important idea.

   The beginning and ending are the most memorable parts of the sentence, so your most important ideas should appear in those two places.

3. It's grammatically sound.

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[17] *How to Write Correct Sentences,* https://trinitysem.edu/how-to-write-correct-sentences/. Accessed on Thursday March, 29th 2018.

Nobody appreciates poor grammar and bad writing mechanics. It's just not a pretty sight, apart from being cumbersome to read. Use an English writing software if you need help on this area.

4. It should be easy to read expressively.

Your sentences should sound good when read aloud, as that's how it will come across to your readers.

5. It's easy to understand.

A reader shouldn't have to pause and call time out to wrap their heads around what you're saying.

6. It stays within a reasonable length.

Sentences are considering long, but acceptable, at around 30 words. Try to avoid going beyond that length at any point.[18]

## 2. The Concept of Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

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[18] Characteristics of a Good Sentence, http://www.writeenglish.org/english-writing/characteristics-good-sentence/. Accessed on Thursday March, 29th 2018.

However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence.[19]

**a. Definition of Grammar**

Grammar is the study or use of the rules about how words change their form and combine with other words to make sentences.[20] In addition, grammar is concerned with the form and sequence of words in a sentence, and it's often the case that if a rule isn't followed, some uncertainty or misinterpretation could result.[21] Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences.[22]

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the

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[19]Ann Chin, Beverly. *The Role Of Grammar In Improving Student's Writing*, Http://People.Uwplatt.Edu/~Ciesield/Graminwriting.Html. Accessed On Friday December, 9th 2016

[20]The Cambridge Advanced Learner's Dictionary and Thesaurus, *Definition of Grammar*. . Http://Dictionary.Cambridge.Org/Dictionary/English/Grammar. Accessed On Friday December, 9th 2016

[21] Anne Stilman, *Grammatically Correct*, (Ohio: Writer's Digest Books, 1997), p.201

[22]Dr. Pradeep Kumar Debata, "The Importance of Grammar in English Language Teaching-A Reassessement", *Language In India, Journal* Vol.13:5 May 2013, p.483

meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning.[23]

In initiating a book entitled English Grammar, Jeffrey Coghill and Stacy Magendanz, two founders of Library and Campus McNeese State University in Lake Charles, Los Angeles (2003:xvi) defined grammar as follows : "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units."[24]

**b. The Important of Grammar**

The ability to write well is still important in today's society. In fact, the researcher would say that with the advent of the Internet and mass person-to-person communication, grammar is more important now than perhaps ever before. When you send out a message to a bulletin board, newsgroup, or mailing list, you are representing yourself with a collection of words and sentences. How people view you is often based on how well those words and sentences are arranged. If you want to be taken seriously, then you must make your messages as clean as possible.

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[23]English Indo, *Definisi Grammar Menurut Ahli Grammar.* http://www.englishindo.com/2011/04/definisi-grammar-menurut-ahli-grammar.html. Accessed On Friday December, 9th 2016

[24]Virgi Ananda, *Explain about Grammar (Definition & Explain).* Http://Sigipekgo.Blogspot.Co.Id/2015/04/Tugas-1-Explain-About-Grammar.Html. Accessed On Monday December, 12th 2016

The researcher don't think many people realize just how important grammar is to communication. Good grammar says that we are well-enough educated to be able to speak clearly, and more importantly, that we care enough about the subject of our message that we are willing to take the time to make it readable. Grammar matters more than ever because we communicate by written word more than ever now, and the *viability* (life) of online *discourse* (conversation) depends on the clarity of our messages.[25]

In the video accompanying Module 3 of the NLS 1998 training materials, Professor David Crystal explains the importance of grammar:

'Grammar is what gives sense to language … Sentences make words yield up their meanings. Sentences actively create sense in language and the business of the study of sentences is the study of grammar.'[26]

Grammar skills are important to be an effective leader. Communication skills are indispensable to effectively give direction and provide assurance of leading ability. In addition, if continuing education is desired, grammatically correct papers will be expected from college professors.[27]

In conclusion, just as rules are necessary in everyday situations, grammar rules are likewise essential in everyday life for clarity of meaning and intent.

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[25]Eve Carmichael And Other Writers, *How Important is The Use of Proper Grammar?*. Http://Www.Starteaching.Com/Aow_Proper_Grammar_1.Pdf . Accessed On Friday December, 16th 2016

[26]The National Literacy Strategy, *Grammar For Writing*, (London: Department For Education And Employment, 2000), p.7

[27]Jana Johnson, *Why Is Grammar Important?,*Http://Ask.Dailygrammar.Com/Why-Is-Grammar-Important.Html. Accessed On Friday December,16th 2016

**c. How to construct a good sentence in correct grammatical order**

A grammatically complete sentence includes, at a minimum, two things: a subject and a predicate. The **subject** is any sort of entity person, a place, an object, an abstract concept, a pronoun that refers to some entity identified elsewhere or an action functioning as a noun. The **predicate** gives some information about the subject, either describing it or identifying an action that it performs or that is performed upon it (its "predicament"). If any object is affected by the subject's action, that object is part of the predicate as well. Together, a subject and a predicate constitute a **clause.** A sentence may contain more than one clause.[28]

So, to construct a good sentence we have to make at least one subject and one predicate, and a sentence may contain more than one clause. But in write a complete sentence we are not only focus in subject and predicate, we have to make sure that the forms of the sentence is correct.

Grammatical errors sometimes come in many forms and all can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and other basic mechanics and parts of speech. Even something as simple as a misplaced of a sentence for example: "Let's eat grandpa" vs. "let's eat, grandpa."[29]

In conclusion, to make a good sentence we have to be careful with the grammatical errors, make sure the forms and the requirement of the sentence is complete.

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[28]Anne Stilman, *op.cit.,* p.55
[29]Jana Johnson, *loc.cit.*

**B. Review of Related Findings**

There are a lot of Researches that talked about Problem faced by the student, actually the writer does not find out yet the same study, therefore there are several studies that have relevance on this study as follows:

Study was done by Fadi Maher Saleh Al-Khasawneh (2010). The title in his study was "Writing For Academic Purposes: Problems Faced by Arab Postgraduate Students of The College of Business, UUM", His study aimed at investigating the academic writing problems of the Arab postgraduate students of the College of Business at University Utara Malaysia and to provide solutions to these problems.

For this purpose, four research questions were posed and the answers to these questions were provided and discussed. The data of his study were collected via (face-to-face) interviews. So, the informants of his study were postgraduate students from the College of Business at University Utara Malaysia for the academic year 2008-2009. The findings of his research revealed that the students faced problems in relation to vocabulary register, organization of ideas, grammar, spelling, and referencing in writing process.

For this study the writer assumes that there are still so many students in this country and also in another one that also faced problems in writing English sentences with grammatically correct.

Another research that almost related about this thesis is study by Maisari Linda (2011). The title in her study was "Some Difficulties Faced by The Students in Learning The Present Perfect Tense", her study aimed to

analyze what kind of difficulties faced by the third year students of SMP Puspita Bangsa in learning Present Perfect Tense. Sample of the research are as 36 third year students. Her research is using case study method by collecting data from observation, test, and questionare.

The finding of the study stated that the third year students of SMP Puspita Bangsa Ciputat still find difficulties in learning Present Perfect Tense, because the students have not mastered yet the form of present perfect tense: the use of have/has, regular/irregular verb-form of past participle, especially the form of past participle. Besides, the students still confuse using the time expression of present perfect tense.

For this study the writer suggested that the teacher should explained about the form abd the use of present perfect tense in clear way in order to make students understand, the teacher should give more exercises related to the present perfect tense. For the students, they must learn individually about present perfect tense and should pay attention to the teachers' explanation.

## C.  Conceptual Framework

This research is aim of describing about the problems faced by the students in writing English sentences with grammatically correct at second grade students of MAN 2 Sungai Penuh academic year 2017/2018, beside that the purpose is also to know and describing the solution to overcome the problems.

The first is local research observed that the researcher wants to investigate, then the researcher interview the informants about problem faced in writing English sentences, the informants of this research are XI IPS students and the English teacher and the researcher also collect the data from documentation. With the results of informants response and the data collect by the researcher so researcher can analyze what are the problems faced by the students in writing English sentences with grammatically correct and find out what possible solutions to overcome the problems.

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┌─────────────────────────────────────────────┐
│  Problem faced by the students in constructing │
│   grammatically correct English sentences      │
└─────────────────────────────────────────────┘
                      │
                      ▼
              ┌───────────────┐
              │  Informants   │
              └───────────────┘
                      │
          ┌───────────┴───────────┐
          ▼                       ▼
    ┌───────────┐           ┌───────────┐
    │ Students  │           │  Teacher  │
    └───────────┘           └───────────┘

  ┌────────────┐   ┌────────────┐   ┌────────────────┐
  │ Observation│   │ Interview  │   │ Documentation  │
  └────────────┘   └────────────┘   └────────────────┘
                      │
                      ▼
                ┌───────────┐
                │  Results  │
                └───────────┘
                      │
                      ▼
                ┌───────────┐
                │ Analysis  │
                └───────────┘
                      │
                      ▼
                ┌───────────┐
                │ Solutions │
                └───────────┘
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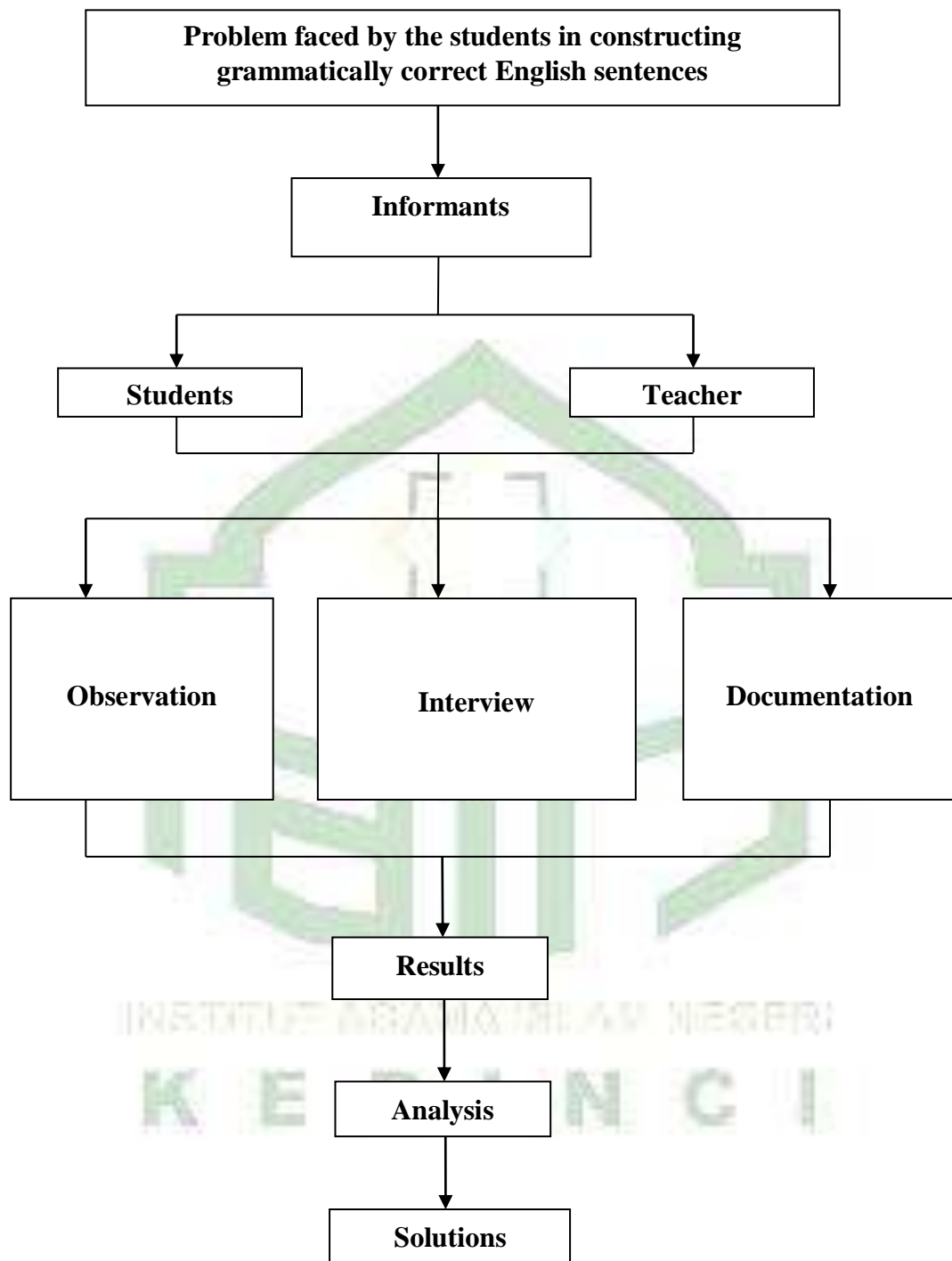
**Figure 1.Conceptual Framework**

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

The design of this research is qualitative research in a descriptive form. The descriptive research means the data collected are in the form of words or pictures rather than numbers.[30] Qualitative research is less easy to define. It explores questions such as what, why, and how, rather than how many or how much; it is primarily concerned with meaning rather than measuring.[31]

Qualitative research is research based on the collection and analysis of non numerical data such as observation, interview, document analysis and other more discursive source of information. Qualitative researchers aim to gather an in dept understanding of human behavior and the reasons that govern such behavior.

Qualitative researchers have a design: to suggest otherwise would be misleading. How they proceed is based on theoretical assumptions (that meaning and process are crucial in understanding human behavior, that descriptive data are what is important to collect, and that analysis is best done inductively) and on data-collection traditions (such as participant

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[30] Robert C. Bogdan, *Qualitative Research For Education: An Introduction To Theory And Methods*, (Usa: Allyn And Bacon, 1992). 2nd Ed, p.30.

[31] Sheila Keegan, *Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets*, (London: Kogan Page, 2009), p.11

observation, unstructured interviewing, and document analysis).[32] The qualitative method investigates the *why* and *how* of decision making, not only *what*, *where*, *when*. Hence, smaller but focused samples are more often used than large samples. In the conventional view, qualitative method produce information only on the particular cases studied, and any more general conclusions are only propositions (informed assertions).

Based on the explanation above, it can be stated a qualitative has the natural setting. The research data is collected naturally by observation a phenomenon while it is happening and by conducting a verbal communication with the respondents. A qualitative research also takes into account the process rather than the outcomes or the product. In this research, the data was collected naturally from the source of data in MAN 2 Sungai Penuh Academic Year 2017/2018. The data was about the problems faced by the students in constructing grammatically correct English sentences.

## B. Setting of the Research

The setting of this research is the Field Research, the studies using the location of the Madrasah Aliyah Negeri 2 Sungai Penuh. Madrasah Aliyah Negeri 2 Sungai Penuh is located at the center of Kota Sungai Penuh.

## C. Kinds and Source of Data

### 1. Kinds of Data

a. Primary Data

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[32] Robert C. Bogdan, *Op.Cit*, p.58.

Primary data is "derived data obtained directly from the people (respondent) either conducted through interviews, observation, document analysis and other tools."[33] Primary data was taken from observation and interview with the students and English teachers of MAN 2  Sungai Penuh.

 b. Secondary Data

Supporting data are derived from sources and documentations either obtained from Madrasah Aliyah Negeri 2 Sungai Penuh. And secondary data is also derived from several books related to this research.

## 2. Source of Data

The source of data in the form of theory, sourced from books related to the issues discussed. While the data source and the field is in the form of people and materials. As for people who become sources of data are Students and Teacher.

## D. Participants of the Research

The number participants are students in XI IPS and the English teacher in Madrasah Aliyah Negeri 2 Sungai Penuh. Participant of this research will be derived from purposive sampling. Purposive sampling is technique of sampling the data source with certain opinion. As Lincoln and Guba (1985) stated in Sugiyono's book that "Naturalistic sampling is, then, very different from conventional sampling. It is based on informational, not statistical, considerations. Its purpose is to maximize information, not to

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[33]Joko Subagyo, *Metode Penelitian Dalam Teori Dan Praktek*, (Jakarta: Rineka Cipta, 2006), p.87

facilitate generalization". So in purposive sampling, the number of sample is chooses by information judgment.

**Table 1: Participant**

| No | Participant | Frequency |
|----|-------------|-----------|
| 1 | Students | 9 Person |
| 2 | English Teacher | 1 Person |
| Frequency | | 10 Persons |

### E. Instruments

While traditional, quantitative methods generate data through the use of instruments such as questionnaires, checklists, scales, tests, and other measuring devices, the principal data for qualitative researchers are gathered directly by the researchers themselves. These data usually include field notes from participant observation, notes from or transcriptions of interviews with informants, and unobtrusive data such as artifacts from the research site or records related to the social phenomena under investigation.[34] That's why the instrument of qualitative research is the reserchers themselves. Because in analyze the result of observation or in making a transcript of interview can't doing by another instrument but the researchers themselves.

### F. Technique of Data Collection

To get the data and the authentic information to explain the problem of this research, the researcher used suitable techniques with the form and kind of data are need. According to Meleong it is because the correct

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[34] J. Amos Hatch, *Doing Qualitative Research in Education Settings*, (Albany: State University of New York Press, 2002), p.7

method resembled the fact.[35] In this research, the researcher will use observation, interview and documentation to collect the data.

1. Observation

Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations[36]. Based on the observation method, the researcher conduct direct observation on the problems faced by the students in writing English sentences with grammatically correct at the grade XI of MAN 2 Sungai Penuh academic year 2017/2018.

The observation technique used in this research is participant observation. It means that the research do participate in the classroom while the data are collect. The technique intend to obtain the data concerning the problems faced by the students in writing English sentences with grammatically correct at the grade XI of MAN 2 Sungai Penuh academic year 2017/2018.

2. Interview

Interviews are used for a number of purposes. For a qualitative researcher, perhaps the main purposes are:

1. Obtaining unique information or interpretation held by the person interviewed.

2. Collecting a numerical aggregation of information from many persons.

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[35]Lexy Meleong, *Metodologi Penelitian Kualitatif*. (Bandung: PT. Rinekacipta, 2001), P. 65.

[36]Cohen D, Crabtree B. "Qualitative Research Guidelines Project." July 2006. Http://Www.Qualres.Org/Homeobse-3594.Html. Accessed On Monday August 21 th 2017

3. Finding out about "a thing" that the researchers were unable to observe themselves.[37]

Interview is a purposeful conversation, usually between two people but sometimes involving more (Morgan, 1988), that is directed by one in order to get information from the other.[38]

Interview is also dialogue by the researcher toward the key importation to get information. The researcher used method in open-ended questions so that teacher and students are free to give the relevant information about the problems faced by the students in writing English sentences with grammatically correct at the grade XI of MAN 2 Sungai Penuh academic year 2017/2018 and kind of interview that the researcher use is the structured interview.

3. Documentation

Document is a note of events that have been passed. Document can be form of something written, pictures, or someone's monumental works. Documentation is a supplement to observation and interview methods.[39] The use of documentation as a technique of the data collection is already known since the qualitative research is found and applied, because documentation can use as evidence and make the results of observation and interview become more credible. With this method researcher use to collect data based on the records or other documents that exist in school such as history,

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[37] Robert E. Stake , *Qualitative Research : Studying How Things Work*, (New York: The Guilford Press, 2010), p.95

[38] Robert C. Bogdan, *op.cit.,* P.96

[39]Sugiyono, *op.cit.,* p. 329.

geography, the state of suggestions and improvements, the state teachers, administration and students.

## G. Technique of Data Analysis

Based on the book *Metode Penelitian Pendidikan* (Sugiyono,2010) In analyzing the data, the researcher used the following procedure:

a. Coding the Data

The way that usually used to solves the problem is by giving the coding on the field notes, observation and documentation. The code is abbreviation or symbol that gave on the words. The coding data is giving the code on the dates that the research got in field. After giving the code the analysis was continued by use the data reduction.

b. Data Reduction

Data reduction is a process the collecting data of research, a research can find much data any time, if research able to implementing observation method, interview method or documentation method. Data reduction is make summary, choose the important thing, find the theme and pole and threw data which not important. So make reduction gave illustrated clearly and make easier for research to do collecting data furthermore.

c. Data Display

In qualitative research data display can do in short explanation form, began, the correction between category, flowchart and etc. State the most frequent form of display data for qualitative research, data in the past has been narrative text. Looking at display data help us to understand what is

happening and to do something further analysis or caution on that understanding. In looking display data, not only narrative text but also graphic, matrix, network and chart.

    d. Drawing Conclusion /Verification

The last step in analysis qualitative is conclusion drawing, the first conclusion in shown still temporary and will be change if not found strong prove but in the conclusion is shown in the first and support with the valid prove and consistent while the research back to field to collect the data, so the conclusion which show is credible conclusion.[40]

It's mean in this part, the researcher writes the resume of the result from the research. The resume is like the researcher thesis. This step is as last steps in this research

## H. Trustworthiness of The Data

What is trustworthiness and what does it mean? For quantitative studies, it is referred to as validity and reliability. However, in qualitative studies, this concept is more obscure because it is put in different terms. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things, which are described in more detail below.

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[40]*Ibid.,* p. 345.

*Credibility* is the how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?" Qualitative researchers can use triangulation to show the research study's findings are credible.

*Transferability* is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations.

*Confirmability* is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

Finally, *dependability* is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough

information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.[41]

To attempt validity in this research, researcher also used data analysis triangulation. Triangulation is checking technique of data validity exploiting something else outside that data for checking or as comparator to that data.[42] Triangulation is qualitative cross-validation. It is assess the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[43] These techniques can include different families of statistical testing or different statistical techniques to determine similarities or validate data.

This research used cross data collection method or triangulation technique. Which mean doing checking to the same source of the data with the difference technique or method, in example data has been collect from interview then checking with observation, documentation, or questioner[44] By doing this technique make it possible to get vary information widely and completely.

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[41]Olivia, *What is Trustworthiness in qualitative research?* Http://Www.Statisticssolutions.Com/What-Is-Trustworthiness-In-Qualitative-Research/ Accessed On Sunday August, 20 th 2017 At 18:20

[42] Lexy Meleong, *op.cit.,* p.178

[43] Sugiyono, *op.cit.*, p. 372

[44] Ibid., 373

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Findings

Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone. Sentences provide us with the framework for the clear written expression of our ideas. Sentences always begin with a capital letter and end with a full stop, exclamation or question mark.

Generally, constructing sentence is considered as a complex process it is because students should have to know how to express a complete idea in their sentence, able to use correct grammatical, and able to organize words in a correct structure. It can be said that knowledge is the main key in order to be able to constructing English sentences well.

Based on the data collected by the researcher, the researcher found that the students faced several problems in constructing grammatically English sentences. Based on interviewed with the students when the researcher asked the students: "Apakah ada permasalahan yang kamu temukan dalam menyusun kalimat berbahasa inggris?" (do you have problems in constructing English sentences?), the student said "yes", that they have some problems in writing English sentences. And some of them also have same problems in writing.

1. **The Problems Faced by The Students in Constructing Grammatically Correct English Sentences at the grade XI IPS of MAN 2 Sungai Penuh Academic Year 2017/2018.**

a. **The Students Have Low Knowledge About Grammar.**

Many people argue that grammar is often confused. Many people grimace when faced with grammar exercises. But in order to communicate with others, pass tests and get your point across in writing, using words and punctuation effectively, grammar is a necessary ways. Knowledge of grammar is useful to correct the mistakes and to improve one's script. Grammar is concerned with the form and sequence of words in a sentence, and it's often the case that if a rule isn't followed, some uncertainly or misinterpretation could result.[45]

However, based on the interview with the students at the grade XI IPS of MAN 2, the students said they have problem about knowledge of English grammar. Most of the students do not know how to construct a good sentence. Below are the results of the interview with the students:

(S.1.c) *Ada buk, menurut saya menyusun kalimat bahasa inggris itu rumit buk, ketika ingin menulis satu kalimat saya sulit membedakan tenses yang akan digunakan buk, sama cara menyusun kalimatnya saya juga kurang paham buk.*

English translation : Yes, miss. I think constructing English sentences is very difficult. When I want to write a sentence I get difficulties to compare what a right tenses that should I use. And

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[45] Anne Stilman, *Op.Cit.*, P.201

I also don't understand about how the construct the sentence.

(S.2.c) *Merangkai kalimat pakai bahasa inggris itu susah. Pakai rumus rumus seperti simple present, past tense, itu saya ga ngerti buk, gimana gitu, susah dipahami.*

English translation : Constructing English sentences are difficult. I don't understand about how to use simple present, past tense. It's very difficult to understand.

(S.3.d) *Trus saya masih bingung cara-cara nyusun kalimatnya buk sama rumus tenses juga. Jadi saya artikan aja per kata.*

English translation : And I still confused about how to construct the sentences and the rule of tenses. So I just translate them word by word.

(S.6.c) *Ndak ngerti, tau tapi cara penulisannya tu gatau*

English translation : I don't understand, I know, but I don't know how to write.

(S.7.a) *Pendapat saya, soal belajar bahasa inggris itu sulit karena pertama, dari cara penulisan itu kan kadang ndak sesuai dengan yang artinya tu sering kebalik-balik. Trus cara penyusunan kalimat.*

English translation : In my opinion, learning English is difficult because first, the written language is sometimes different from its meaning, it's often rolled back. And the rule of constructing sentence.

(S.7.e) *aa..cara menyusun kalimatnya, trus ee..ya tensesnya, itu aja.*

English translation : umm, the way of constructing sentences, and then umm, of course its tenses, that's all.

(S.8.c) *Itu, grammarnya, nantik ada masih kan belum pas tensesnya belum dikuasai kan susah, agak-agak susah. Grammarnya tu kan bingung kita tensesnya apa yang ini yang ini yang ini.*

English translation : About grammar, it's difficult when we don't know about grammar mastery, it's rather difficult. We often confuse about grammar, to choose which one of the suitable tenses.

(S.9.c) *Ada, kadang kalau bahasa inggris tu, ee..cara nyebutnya tu dah benar kadang tulisannya tu salah, penulisannya tu a..*

English translation : Yes, it is. Sometimes the spoken language is right but in written language is wrong in English.

Most students are hesitant and show less self-confidence when they construct an English sentence. From the simulation test paper that researcher gave to the students before doing an interview on 30th October 2017 showed that the majority of the students do not do well in answering the questions of writing a composition, in example they either do it carelessly and get low marks or they do not answer it. Some compositions are so bad that teacher can't decipher them.

Based on the data above, the researcher can conclude that the students at the grade XI IPS of MAN 2 Sungai Penuh are still find problems in constructing English sentences. They have problem about grammar mastery, especially about tenses, they do not know how to construct the sentences correctly and also do not know the correct sentence structure.

**b.  The Students Have Low Knowledge About English Vocabulary**

Beside grammar, vocabulary is also hold a necessary ways to mastering English fluently, without vocabulary it is impossible to communicate with other people. Learning English means learning about its vocabulary because it is one of important aspects of language, together with grammar and phonology. Vocabulary is an important part in listening, speaking, reading, and writing. In example, sometimes the students want to say or write something but they do not know how to say or write it appropriately, it is because their vocabularies are still low. According to Nation, in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).[46]

Vocabulary helps students to improve their writing skill. To be good in writing students should have to know many vocabularies. This means that without establishing a strong vocabulary base first, comprehension and use of a language in Writing will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus,

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[46] Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", *International Journal Of Teaching And Education Vol. Iii , No. 3,* 2015, P. 21.

when a student is effectively able to recognise and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word. Grammar and vocabulary are related each other. When someone teaches the oral use the grammar, at the same time someone teach vocabulary. In other word, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Based on the interview with the students at the grade XI IPS of MAN 2, the researcher also found that one of their problems in constructing grammatically correct English sentences is about vocabulary. Most of the students get difficulties when translate a sentence or words. Below are the results of the interview with the students:

(S.2.d)   *Susah kalau menterjemahkan itu dari bahasa Indonesia ke bahasa Inggris itu eee...harus pakai kamus, susah cari, payah, sulit.*

English translation   : It's difficult to translate from Indonesian into English. I have to use dictionary, that's really difficult.

(S.3.c)   *Saya sering bosan belajar bahasa Inggis di sekolah buk, ga asik, apalagi kalau disuruh nulis, lama pula prosesnya buk, mesti tau artinya, translate kalimatnya dulu, trus kalau ga bawa kamus saya jadi bingung nyari artinya buk soalnya saya ga tau banyak kosa kata dalam bahasa inggris.*

English translation   : I often get bored when learning English at school, miss. Especially in writing, it is wasting time, we have to know the meaning, translate the sentences, and when I

didn't bring dictionary I'll confused to know its meaning because my vocabularies are still low.

Sometimes in listening section, the students also get difficulty to write down what speaker or teacher says in front of class correctly cause of their lack vocabularies so it makes them unlike in learning English subject, either in listening or writing process.

(S.5.b) *Saya ga suka, saya suka buk tapi menulis tu suka tapi cuma itu aja buk, cuma nulis suka tapi disuruh orang baca di depan kita nulis di belakang tu saya gak ngerti buk.*

English translation : I don't like, I like but I really don't understand how to write down what people says in front of class.

(S.5.c) *Saya nulis tu payah buk, misalkan orang kan bilang buk, saya nulis tu gak tau buk, istilahnya tu apa ni, ada lagi ketinggalan huruf-hurufnya tu ada yang ketinggalan, ha..jadi nulis dengan sesuai yang dibilang tu saya gatau buk, apa yang dibilang.*

English translation : I get difficulty in writing, miss. For example people say something but I don't exactly know what they were said. So, I don't exactly know how to write from what people said.

(S.7.b) *Karena listening tu kadang yang dibilang sama guru tu ga ngerti, trus artinya udah gak tau gak ngerti lagi jadi bingung.*

English translation : Because, in listening process I don't really understand what's the teacher say, and I also don't know

its meaning, so it make me confuse.

(S.4.c)  *Ada buk, ada sih sedikit-sedikit seperti kosa kata yang terlalu rumit untuk ditulis. Ee.. apa tu buk ee.. kawan-kawan yang rebut disaat ee.. ibuk guru sedang menjelaskan itu bisa menghilangi konsentrasi saya buk untuk menulis kosa kata bahasa inggris.*

English translation  : Yes, it is. A little bit, such as vocabulary that was really hard to write. Friends who make so much noise can lost my concentration to write down the vocabularies.

(S.7.a)  *Trus cara penyusunan kalimat mulai dari kosa kata juga susah untuk dihafal.*

English translation  : And then about how to construct the sentence and also vocabulary that so difficult to remind.

(S.9.c)  *Kosa kata, sulit aja menghafal kosa kata.*

English translation  : It's difficult to remind vocabulary.

According to English teacher, when researcher asked about the students' vocabulary mastery, her responds as follow:

(T.1.f)  *Kosa katanya iya, itu tadi makanya kalau kosa kata itu makanya kalau didalam listening kita dalam arti itu dalam missing words, ya kan, I bla bla bla.. nah itu bener ga apa yang ditulis? Apa yang ditulis dia denger kan? Nanti kita samakan dengan yang di papan kita yang tulis, coba kamu jangan takut salah, kamu harus berani, apa yang kamu dengar tulis, kalau seandainya masih salah oo berarti kamu tau karena kita belajar dari kesalahan, dari kesalahan kita tau oh berarti kan ada kemampuan ada minat. Ini kadang-kadang kan sama sekali nulis gak ada, kadang apa? Tidur? Iya kan?*

English translation : Yes of course vocabulary, that's why if we want to know their vocabulary mastery is using missing words in listening section, i.e. *I bla bla bla…* so whether right or wrong from what their hear and write we compare them with what we write in the whiteboard, if they make a mistake that's ok, don't worry, you've to be brave, just write what you heard, cause we learned from the mistake. At least they have ability and interested in learning process. But sometimes they don't want to do that, so? They only sleep, right?

Based on the result of interview with the students and teacher above, it can be conclude that vocabulary mastery is one of common big problems after grammar mastery. The students are still very lack in vocabulary acquisition so that they often get difficulties in search of meaning of English words or sentences, feeling confuse to write the correct words, and made so many errors in construct the correct sentences.

c. **The Students Don't Have Enough Time to Learn About Writing at School.**

The other problems that the students faced in constructing grammatically correct English sentences is they don't have enough time to learn about writing because the English schedule is only once a week, two hours for once meeting and they do not only focus on learning one skill at

school. That's why they can't learn as much about rules of good writing and about grammar in use to construct the sentence correctly.

Because of the limited time in learning English, the students complain about the teacher who doesn't teach them how to write a good and correct sentence. As the results of the interview with the student below:

(S.1.d) *lagian kami juga jarang belajar writing buk, jadi ga tau gimana cara nulis dalam bahasa Inggris yang bener, ga ada di bahas buk, ga pernah di koreksi juga salahnya dimana, jadi kami kan ga tau buk.*

English translation : We rarely learn about writing, miss. So we don't know how to write an English good sentence. We never discuss and correct the mistakes.

When the researcher did interview with the teacher, she gave response about the time table of English subject. She said:

(T.1.f) *Ibuk kemaren empat jam aja kemaren udah kurang, apalagi dua jam dalam satu minggu? Ibuk bilang, apakah bahasa inggris itu gak penting?? Sementara sekarang untuk modal ee...siswa sukses, pertama skill, ya kan? Kedua kan computer, bisa TI, yang ketiga ntar bahasa inggris, semua berhubungan dengan bahasa inggris, sedangkan CV aja dalam bahasa inggris, nah gimana sekarang dikurangi?*

English translation : Only about four hours a week are not really enough for me, so how if only about just two hours a week? I said, whether English is not important?? At the same time, firstly, to be success the students

should have skill, right? Secondly is computer, they have to master in IT, and thirdly is English, all of the things are connect with English, we use English to make a CV, so how if the time table is decrease?

Indeed, the teacher also feel deeply regret about her schedule in teaching English at school, because she can't teach as much as she wants, she can't dedicate enough time to teach the students deeply about a lot of things in learning English, especially in learning about writing; grammar in written language. As Silvina stated in her vote about top writing challenge faced from teachers around the world by Oxford University Press ELT in January 2015, she explains: "It's difficult to dedicate enough time to written activities with only two lessons a week and groups of thirty students. We usually do as much as we can, but I know that the weaker students don't get enough guidance or scaffolding from me, and sometimes peers are unwilling to help them."[47]

Based on the observation and interview conducted by the researcher on November 06th 2017 showed that the limited time in learning English process at the grade XI IPS of MAN 2 Sungai Penuh effected in students' writing ability, they can't learn or remind as much about rules of good writing and about grammar in use to construct the sentence correctly so that they made so many errors in writing a sentence. That's why time is also hold an important role on learning process.

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[47] Oxford University Press, *Loc. Cit.*

**d. The implementation of the 2013 curriculum that has not been maximized by the teacher**

Beside the schedule problem that make the teacher can't spend enough time to teach English in the classroom, the researcher also found that the other problem that makes writing activity is less learned in the classroom and caused the students become lack in writing activity is about curriculum, which the use of 2013 curriculum is not maximal yet in the school by the teacher, especially in the classroom. Because based on the data collected by the researcher by doing observation are that the teacher do not really know about 2013 curriculum, almost all of the teachers at MAN 2 Sungai Penuh don't know what the purpose of this curriculum, why the curriculum should be applied, and how the curriculum should be implemented at school. When the researcher asked about the 2013 curriculum while doing interview on 30th October 2017, the teacher says:

(T.1.g) *Bukan,kalo K13 ini sekarang ini kan istilahnya sekarang ini banyak kosakata. Kosakata seperti dalam percakapan kan, tapi kadang-kadang disini juga K13 ya, jadi semua guru itu belum paham K13, perbedaan apa, misalnya kan ciri-ciri KBK ke KTSP prakteknya, tapi dalam metode pembelajaran gitu-gitu juga. Ya proses mengajar kan gitu-gitu juga ga ada perubahan, yang kedua masalah RPP, gimana kita akan berubah, kita ga pernah ikut diklat, kalau untuk yang online-online itu kan istilahnya tu boleh kan dipakai, tapi prosesnya gimana? Nah perubahan dalam KTSP misalkan, eh apa, perubahan dari K13 misalkan apa namanya, ee..kurikulumnya gitu kan ada yang memotivasi, observasi, itulah caranya, cuma istilahnya tu teori nya, begini begini, dalam prakteknya itu-itu juga, ga ada perbedaan.*

English translation   : No, the term of K13 is a lot of vocabulary. Like vocabulary in conversation, but because here is using K13 so all the teachers do not understand yet about K13, what differences, for example how to practice the characteristics of KBK to KTSP, but nothing change in the learning method. The process of teaching is all the same, there are no changes, the second problem is about lesson plan, how could we change if we never participate in training, perhaps we can use the lesson plan from internet but how about the process? Now the change from 2013 curriculum for example, in the curriculum there is motivation and observation, that's the way, but it's just about the theory, nothing changes in the practice.

The teacher doesn't recognize about the importance of applying 2013 curriculum at school, she thought that there is no changed whether the curriculum should be applied or not. And this case really effected in students' achievement and the targets of the curriculum are not fulfilled. The teacher thought that the 2013 curriculum is only focus in spoken language learning which only tell about vocabulary and grammar in conversation. Whereas, in fact this curriculum not only focus in speaking skill, but also in reading, writing, and listening.

Based on the book *"Buku Guru Bahasa Inggris"* for Second Grade Senior High School by The Indonesian Ministry of Education and Culture

Republic explained as follow: learning English for Eleven Grade of Secondary Education presented in this book is structured to improve language skills. The presentation is by using text-based, both oral and written, by placing English as a vehicle for communication. Understanding to the type, rule and context of a text are emphasized so as to facilitate learners capturing the explicit and implicit meaning in a text; also to present the idea in the form of an easily understood text of the meaning of its content and appreciated the beauty of its word sequence choice.[48]

From that book we know that 2013 curriculum designed to improve students' language skills, it's mean that the curriculum is not only focus on speaking skill as the teacher has explained above but all of English skills. Furthermore in that book also stated that the 2013 curriculum emphasizes the importance of balance attitudes, knowledge and skills competence, English proficiency required to be formed through continuous learning: starting with improving knowledge competence about the type, rule and context of a text, followed by a skill competency presents a written and oral text both planned and spontaneous with the right pronunciation and intonation, and empties into the formation of a politeness and respect the beauty of language.[49]

In conclusion, the English teacher actually doesn't even know about 2013 curriculum deeply, that's why in English learning process the teacher doesn't understand yet about how to implement the 2013 curriculum in all

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[48] Kementrian Pendidikan Dan Kebudayaan, *Bahasa Inggris: Buku Guru,* (Jakarta: Kementrian Pendidikan Dan Kebudayaan, 2014), P.Iii

[49] *Ibid.*

of Engllish skills, especially in writing skill. She thought that in 2013 only focus in students' speaking achievement and the teaching material is only about grammar in pronunciation. So it's really effect in students' writing ability, because they thought that the teacher never taught them about writing and they felt that writing is not necessary for them and it was the most difficult skill they have learned in school.

**e.  The Students Have Lack Motivation in Learning English**

Motivation comes from the word motive which has the meaning of a boost and reason for action. Motivation is the reason for doing something or make subject want to do something, why subject does something and why something was done. It means that without have a motivation is impossible for someone to doing something. Motivation is indeed an important role in learning. Students will not be able to learn well and diligently if there is no motivation in them. Without motivation, a student will not do learning activities. Therefore, teacher should always pay attention to the issue of motivation and strive to keep giving spirit within each student during the learning process.

The fourth problem that the researcher found as long as doing research in MAN 2 Sungai Penuh is almost all of the students at the grade XI IPS have lack motivation in learning English, they thought that English is the hardest and boring subject they have to learn, just a little bit students that have an interesting in learning English. Almost all of the students thought that writing is very difficult activity and they don't like

writing activity. As the results of the interview on 06th October 2017 bellow:

(S.1.a)  *Bahasa Inggris itu sulit buk, susah dimengerti.*

English translation  : English is difficult miss, so hard to understand.

(S.1.b)  *Tidak buk, karena writing itu susah buk.*

English translation  : I don't like, because writing is very difficult miss.

(S.2.a)  *Bahasa inggris itu pelajaran yang paling susah dimengerti buk, bikin ngantuk kalau belajar.*

English translation  : English is the most difficult subject, miss. It makes me sleepy during the learning process.

(S.2.b)  *Tidak buk, karena menulis itu rumit, jawab-jawab soal tu mesti translate dulu, bingung jadinya.*

English translation  : No, I don't. Because writing is difficult, I have to translate the questions first before answer it so it makes me confuse.

(S.3.a)  *Pelajaran yang paling sulit setelah MTK buk, membosankan.*

English translation  : The most difficult subject after mathematic, miss. So boring.

(S.3.b)  *Tidak buk, karena nulis itu lama prosesnya buk, ribet bikin bosan.*

English translation  : No, I don't. Because writing takes a long time, miss. Make me bored.

(S.6.a)   *Belajarmya enak tapi karena ga ngerti jadinya suka tapi ga ngerti.*

English translation    : The learning process was funny but because I don't understand so I only like it but don't understand it.

(S.6.b)   *Enggak, karena gak tau tulisannya.*

English translation    : I don't like, because I don't know how to write.

(S.7.a)   *Pendapat saya, soal belajar bahasa inggris itu sulit karena pertama, dari cara penulisan itu kan kadang ndak sesuai dengan yang artinya tu sering kebalik-balik. Trus cara penyusunan kalimat, mulai dari kosakata juga susah untuk dihafal.*

English translation    : In my opinion, learning English is difficult because first, the written language is sometimes different from its meaning, it's often rolled back, and the rule of constructing sentence also vocabulary that so difficult to remind.

The result of the interview above shows that most of the students at the grade XI IPS of MAN 2 Sungai Penuh still have low motivation that make they don't like learning English either writing activity. They don't have motivation to write in English so they think that English is the most hard and boring subject. Based on the observation doing by the researcher in the classroom on 30ᵗʰ October and 06ᵗʰ November 2017 showed that when the teacher asks the students to write, the students are somewhat lazy with some reasons they have. As the answered of the English teacher bellow:

(T.1.a)  *Ya itu, minat belajarnya tu agak kurang, karena mungkin timbul rasa malas karena dia dari dasar tidak mengerti jadi itulah timbul kemalasan, karena siswa ini kadang-kadang tidak ingin tau, itu aja dasarnya, dikasih tau tidak mau tau makanya gak tau, coba kalau dia ingin tau pasti dia ada rasa untuk ingin tau.*

English translation  : They have lack interested in learning. Maybe basically they have no background knowledge so it makes them become lazy, because sometimes the students don't want to know, if only they want to know, they'll have a curiosity.

And when the researcher asked the teacher about the common big problem that students get during learning English in the classroom is Laziness. Almost all of the students got it and although the teacher always motivate them, they still act the same; keep on their laziness. As the result of interview bellow:

(T.1.c)  *Rasa malas, karena di dasari dasarnya tidak mengerti makanya jadi malas, padahal sudah dikasih motivasi, kadang-kadang mungkin setiap masuk ibuk yang paling cerewet, tapi karena tidak ingin tau tadi jadi daripada ngomel-ngomel kan kasian makan waktu tuh, sementara 75% mungkin mau belajar kan, daripada untuk ngomel mendingan untuk ngajar, nah akhirnya apa? Mau mengerti silahkan enggak juga gak jadi masalah. Kalau tidak mengerti bagi orang yang pinter bertanya. Karena dia tidak ingin tau tidak mengerti pun dia, malah tidur, ngobrol. Itu didasari karena ketidaktahuan dan tidak ingin tau, itu aja kuncinya.*

English translation  : Laziness.  Because  of  their ignorance  so  they  become  lazy,

whereas I've given them a motivation. Maybe I'm the most fussy teacher but because they don't want to know it's so wasting time to keep grumbling. Maybe there is 75% of them want to study, so whether or not they want to understand is not a matter for me. If they were clever students they'll ask to me. Because of their ignorance they get nothing, they just sleep and keep talking. It is based on ignorance and do not want to know, that's the key.

## 2. The Possible Solutions to Solve The Problems

To overcome the problems in constructing grammatically correct English at XI IPS of MAN 2 Sungai Penuh, the students and the teacher have done some efforts. For example, the student chooses to join an English course or never stop trying to learn English and add more vocabularies. The teachers also gave a possible solution to overcome the problems, such as giving motivation, encourage the students to develop their vocabulary mastery. Below are the descriptions or explanation of each the efforts based on the interview with the students and the teacher:

### a. More Learning and Repeating Lessons

One of the possible solutions for the students to solve the problem is to learn more about English especially in writing skill and always repeating the lessons that they have been learn. The students have to pay attention to the teacher during in learning process and they should have to remind the

previous lessons, so that they won't forget the lessons. The teacher also hopes to make her students active during the learning process; active in learning or asking question about the lesson. Some students realize that they have to learn more and more because English is not an easy subject so they have to more focus and pay attention to comprehend the lessons perfectly.

When the writer interviews the students at the grade XI IPS of MAN 2 Sungai Penuh, the students said:

(S.1.e)   *Mmm..saya harus lebih banyak belajar lagi buk. Trus kalau bisa guru juga mengulang kembali pelajaran tentang tenses dikit-dikit biar kami ingat.*

English translation    : Umm, I have to learn more, miss. And if possible teacher should also re-learn the lessons about tenses in little so that we can remember.

(S.2.e)   *Belajar terus buk.*

English translation    : Keep learning, miss.

(S.3.e)   *Mmm..belajar terus buk.*

English translation    : Umm, I have to keep learning, miss.

(S.4.d)   *Eee.. kalau solusi.. kalau saya pribadi ya buk, kalau saya memfokuskan kepada guru saya in syaa Allah bisa buk, kalau tidak fokus tidak bisa saya buk.*

English translation    : Umm, personally if I focus on my teacher I'll understand in syaa Allah, if I not I can't, miss.

(S.6.d)   *Kalo lebih mudah biar les jadinya mudah.*

English translation    : Join an English course will make it easier.

(S.8.d)   *Eee.. kalau lesi tu, bisa kalau dibaca ulang, dipahami beneran di ulang-ulang lagi sepertinya bisa, tapi tergantung orangnya juga sih.*

English translation    : Umm, I personally could if I re-read, well understood and repeated again, but it depends on the person.

Based on the interview, one of the possible solution for the students to solve the problem is to learn more about English especially in writing skill and always repeating the lessons that they have been learn. Some students thought that if they make a focus on the teacher in learning process and want to learn more about English they will understand the lesson better.

**b.  Adding and Developing More Vocabularies**

In the process of learning and teaching English, vocabulary also plays an important role where the vocabulary is influential in all English skills such as speaking, listening, reading and writing because if students master a lot of vocabulary they will be easier in studying and applying English in everyday life. Therefore, in addressing vocabulary problems in writing some students have their own solutions, such as bringing a dictionary to help them when forgetting some vocabulary when writing a text and as their means of memorizing some vocabularies. In addition there are also students who listen to songs and watch English movies to add their vocabulary list. Below are the results of the interview:

(S.2.e)   *Belajar terus buk, dan bawa kamus tiap pelajaran. Kalau bisa saat guru menerangkan jangan memakai bahasa inggris terus, pakai juga bahasa Indonesia agar mudah dipahami.*

English translation : keep learning and bring a dictionary in every meeting. If possible when the teacher explained do not fully use the English language, also use Indonesian language for easy to understand.

(S.3.e)   *Mmm..belajar terus buk, memperbanyak kosakata, biasanya saya suka dengar lagu barat atau nonton film menggunakan bahasa Inggris untuk nambah-nambah kosakata, sama bawa kamus tiap pelajaran bahasa Inggris.*

English translation : Umm, learn continuously, reproduce vocabulary, I usually like listen to western songs or watch English movies to add more vocabularies, and bring dictionary in every meeting.

(S.6.d)   *Palingan paling banyak nanya sama kawan, trus nengok kamus, terus nengok google, tapi jarang juga lah.*

English translation : I usually ask a friend, then see the dictionary and google translate, but it's rarely too.

(S.7.d)   *Ee...liat kamus, trus nanya ke temen atau cari-cari guru untuk nanya-nanya gimana susunan kalimat yang benar, kalau translate google enggak.*

English translation : Ee ... look at the dictionary, then ask to a friend or looking for a teacher to ask how the correct

sentence arrangement, but I am not using google translate.

(S.9.d) *Kadang liat kamus, tu kadang minta diajarin sama kawan gitu yang bisa bahasa Inggris, google juga.*

English translation : Sometimes I look into the dictionary, sometimes I ask to be taught by my friends, I also use google translate.

The teacher also told the students to write the vocabulary in English, and they have to memorize the meaning of the vocabulary. One of the strategies that teacher usually use to develop students' vocabulary mastery is to combine every listening task with writing in missing word form. So the students will write the correct answer based on the dialogue or text in listening and sometimes the students are also asked to look the meaning of the vocabulary in the dictionary and write its meaning. The teacher expected that this strategy will be useful to develop students' vocabulary mastery. Below is the result of the interview with the teacher:

(T.1.h) *Kalau kosa kata itu makanya kalau didalam listening kita dalam arti itu dalam missing words, ya kan, I bla bla bla.. nah itu bener ga apa yang ditulis? Apa yang ditulis dia denger kan? Nanti kita samakan dengan yang di papan kita yang tulis*

English translation : If we want to know their vocabulary mastery is by using missing words in listening section, i.e. *I bla bla bla…* so whether right or wrong from what their hear and write we compare them with what we write in the whiteboard.

The teacher also add that the other method to increase the students' vocabulary mastery is to apply English in daily life, starts from all the things around them, they should know what are the things named in English so it's can easily help them to add more vocabularies.

(T.1.i)   *Bagaimana caranya supaya kita tertarik sama bahasa inggris?kalau ingin tau, yang kita hadapi sekarang apa?contohnya sehari-hari dirumah kita dari bangun tidur ajalah, bangun tidur, bagaimana caranya? Ya kita belajar dari awal, benda-benda yang ada disekitar kita, apa misalkan kasur yang selama ini kita tiduri, bantal, selimut, apa dalam bahasa inggris. Sudah dikamar semua dihafalin, itu kan dari dasar, itu yang diterapkan dari TK, iya kan? Bangun tidur pergi ke kamar mandi, kalau ingin tau apa ini bahasa inggrisnya, ini ingin tau. Bagaimana supaya ingin tau? banyak belajar belajar banyak membaca supaya lidah kita tidak kaku.*

English translation : How do we get interested in English? If you want to know, what we are facing now? in example everyday in our homes from waking up, how to do? Yes we learn from the beginning, the objects that are around us, for example the mattress we've been sleeping, pillows, blankets, what in English. We memorize it all, it's from the bottom, it's applied from kindergarten, right? after waking up go to the bathroom, if you want to know what are in English, this name you've curiosity. How to know? learn a lot, read a lot so that our tongues are not rigid.

Based on interview conducted by the researcher with the students and the teacher above, to solve the problem about vocabulary mastery, some students have the same opinion, although they still depend on the dictionary or google translate, but at least they have had a pretty good effort in overcoming the problem. The teacher also explain how to develop her students' English vocabulary, and gave the suggestion to students to applying English in everyday life, list words about all the things around them in English and try to remind and use the vocabulary regularly.

c. **For The Third Problem the Solution Depends on School Authority in arranging teacher teaching hours under the Applicable Regulations.**

The third problem is about time in learning English at school. The teacher complained about the very small amount of teaching hours that confused her fulfilled the number of teaching hours that the government had set and fulfilled the material achievements that would have been achieved if the teaching hours were sufficient. In running the Act Number 14 Year 2005 on Teachers and Lecturers, Government Regulation Number 74 Year 2008, Minister of National Education Regulation no. 18 Year 2007 on Teachers Certification section 6 that teachers should teach at least 24 hours a week to get certification allowance.[50]

Principal should know what problems are there in school to be able to found effective and efficient solutions within solving the problem. The

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[50]Yesi Septriani, "Kebijakan Kepala Sekolah Dalam Pemenuhan Kewajiban Guru Mengajar 24 Jam", *Manajer Pendidikan, Journal Volume 9, Nomor1, Maret 2015, p.17*

principal's policy objectives common is to fulfil obligations (work load) teachers teach 24 hours per week as mandated in the UUGD. So the solution for this problem cannot be solved by the teacher concerned or the researcher, because there are already authorities in arranging the case that is the principal, so the solution depends on the principal's policy that regulate the number of teaching hours for the teacher, based on the UUGD has set teacher teaching amount is 24 hours per week.

**d.  For The Fourth Problem The Solution Depends on The Teacher**

The successful implementation of the 2013 curriculum depends on three elements: teachers, principal and supervisors. But the more emphasis is on the teachers because the success of the implementation of the 2013 curriculum is largely determined by the teachers. In this case a teacher must have the competence and creativity so she will be able to implement the learning process optimally. The professional competencies that a teacher must possess are cognitive, affective, and psychomotor competencies. Thus the teacher is able to portray themselves as motivators, inspirators, initiators, facilitators, evaluators, and various other roles that drive the successful implementation of this curriculum.

Therefore, it is appropriate that the government requires all teachers to attend the training before implementing the 2013 curriculum, although it is still not fully realized. Based on interviewed with the English teacher concerned, she said that teachers of MAN 2 Sungai Penuh rarely follow the training, and sometimes the training materials are quite solid and also the

condition and atmosphere of training that are still less conducive make many alumni education teachers are still confused in implementing the 2013 curriculum. Therefore it is very necessary to hold the consolidation and mentoring of teachers, both who have followed the training and especially who never follow. But what the teacher needs to convince herself is that the success or failure of the 2013 curriculum depends on her. That's why teachers should be able to implement maximally by way of continuing to learn and add insight and knowledge of the curriculum 2013.

### e. Motivate Students to Have Their Interest in Learning And Cultivate Curiosity

Motivation is very important in learning. Learning achievement will be optimal if there is motivation. Appropriate motivation given to the students will make them more successful in the lesson. So the motivation will always determine the intensity of the learning effort for students. In addition, to make students succeed in the lesson is also requires the curiosity of the students themselves, if they have a good curiosity it will make it easier for them to understand the lesson and know well the importance of learning English, especially in writing skill. Based on the result of the interview, the teacher said how she motivates her students in the classroom, as follow:

(T.1.j) Memberi motivasi, *coba kamu jangan takut salah, kamu harus berani, apa yang kamu dengar tulis, kalau seandainya masih salah oo berarti kamu tau karena kita belajar dari kesalahan, dari kesalahan kita tau oh berarti kan ada kemampuan ada minat.*

English translation : Motivate them, you do not have to fear wrong, you have to be brave, whatever you hear write it all, if still wrong it means you know because we learn from mistakes, from mistakes we know that oh means I have the ability and there is interest.

(T.1.i) *Bagaimana caranya supaya kita tertarik sama bahasa inggris?kalau ingin tau, yang kita hadapi sekarang apa?contohnya sehari-hari dirumah kita dari bangun tidur ajalah, bangun tidur, bagaimana caranya? Ya kita belajar dari awal, benda-benda yang ada disekitar kita, apa misalkan kasur yang selama ini kita tiduri, bantal, selimut, apa dalam bahasa inggris. Sudah dikamar semua dihafalin, itu kan dari dasar, itu yang diterapkan dari TK, iya kan? Bangun tidur pergi ke kamar mandi, kalau ingin tau apa ini bahasa inggrisnya, ini ingin tau. Bagaimana supaya ingin tau? banyak belajar belajar banyak membaca supaya lidah kita tidak kaku.*

English translation : How do we get interested in English? If you want to know, what we are facing now? in example everyday in our homes from waking up, how to do? Yes we learn from the beginning, the objects that are around us, for example the mattress we've been sleeping, pillows, blankets, what in English. We memorize it all, it's from the bottom, it's applied from kindergarten, right? after waking up go to the bathroom, if you want to know what are in English, this name you've curiosity. How to know? learn a lot, read a lot so that our tongues are not rigid.

(T.1.k) *Modalnya itu aja, rajin, ingin tahu, darimana diawalinya? Ya kamu lihat usianya anak kecil aja udah tau I love you, all of you, hati-hati itu salah satu contoh, jangan bilang I love you all of you itu sama. Coba, kita proses baca I love you all of you, kan sama? Kalau bagi orang pinter ka nada perbedaan tapi kalau yang gak tau sama aja. Karena mereka tidak mendengar secara teliti, gitu kira-kira.*

English translation : The key is diligent, curious, where did it begin? Yes you see a kid already know the words 'I love you, all of you' be careful it's one example, do not say 'I love you, all of you' are the same. Try, we process how to read 'I love you, all of you', sounds the same right? for the clever people they must see no difference but if they don't it sounds the same. Because they did not listen carefully, that's about it.

So, to overcome the problem about the students' low motivation and curiosity, the teacher always motivates the students to don't let fear kept them to write in English. The teacher also recommends the students to write in English at least write and remind English vocabulary in daily activities, both at school and at home. And the students should cultivate their curiosity to make them easier in learning English at school, because if the students have a good curiosity they will be more active in learning process and have a big chance to develop their English skills, especially in writing skill.

## B. Discussions

The data of this research shows that the students at grade XI IPS of MAN 2 Sungai Penuh tended to have problems in constructing

grammatically correct English sentences. The first problem is that the students have low knowledge about grammar. Most of the students said that they have problem about knowledge of English grammar, especially about tenses, they do not know how to construct the sentences correctly and also do not know the correct sentence structure.

Grammar is one of the English components that must be mastered by students, for many students grammar is considered a difficult subject to be mastered. In learning English grammar is considered as a rule to arrange words or sentences to be meaningful form conventionally. Grammar is one of the important language components to understand by English language learners in order to communicate with other. If learners master language grammar, it will be easier to master language skills.

Besides the problem about grammar above, the students also faced a problem about vocabulary. The students have low knowledge about English vocabulary and the teacher also said that most of the students are still have lack vocabulary. Most of the students get difficulties when translate a sentence or words, they often get difficulties in search of meaning of English words or sentences, feeling confuse to write the correct words, and made so many errors in construct the correct sentences. So it is hard for the teachers to teach them effectively. The words that are commonly used everyday just sometimes they do not know what it means.

The third problem that the students faced in constructing grammatically correct English sentences is they don't have enough time to learn about writing at school because the English schedule is only once a week, two hours for once meeting and they do not only focus on learning one skill at school. That's why the teacher can't spend enough time to teach English and they can't learn as much about rules of good writing and about grammar in use to construct the sentence correctly.

The fourth problem is about the implementation of the 2013 curriculum that has not been maximized by the teacher. Beside the schedule problem that make the teacher can't spend enough time to teach English in the classroom, the researcher also found another problem that is about curriculum, which the use of 2013 curriculum is not maximal yet in the school by the teacher, especially in the classroom. Because based on the data collected by the researcher by doing observation are that the teacher do not really know about 2013 curriculum, almost all of the teachers at MAN 2 Sungai Penuh don't know what the purpose of this curriculum, why the curriculum should be applied, and how the curriculum should be implemented at school.

The last problem that faced by the students' in constructing grammatically correct English sentences is the students still have Lack motivation in Learning English. Almost all of the students at the grade XI IPS have lack motivation in learning English. They thought that English is the hardest and boring subject they have to learn, just a little bit students that

have an interesting in learning English. Almost all of the students thought that writing is very difficult activity and they don't like writing activity.

To overcome the problems, the students and the teachers at the grade XI IPS of MAN 2 Sungai Penuh have done some efforts. One of the possible solutions for the students to solve the problem is to learn more about English especially in writing skill and always repeating the lessons that they have been learn. Another is related to the strategy of developing vocabulary. And the last one is in relation to the students' motivation. Each of the effort will be explained below.

Firstly, the students ought to learn more about English especially in writing skill and always repeating the lessons that they have been learn. The students have to pay attention to the teacher during in learning process and they should have to remind the previous lessons, so that they won't forget the lessons. The teacher also hopes to make her students active during the learning process; active in learning or asking question about the lesson and she has try to repeat the lesson about grammar. Some students realize that they have to learn more and more because English is not an easy subject so they have to more focus and pay attention to comprehend the lessons perfectly.

Secondly, the students should have to adding and developing more vocabularies and the teacher also have to help them. In addressing vocabulary problems in writing some students have their own solutions, such as bringing a dictionary to help them when forgetting some vocabulary

when writing a text and as their means of memorizing some vocabularies. In addition there are also students who listen to songs and watch English movies to add their vocabulary list. Although they still depend on the dictionary or google translate, but at least they have had a pretty good effort in overcoming the problem. The teacher also explain how to develop her students' English vocabulary, and gave the suggestion to students to applying English in everyday life, list words about all the things around them in English and try to remind and use the vocabulary regularly.

Thirdly, the solution depends on school privacy in arranging teacher teaching hours under the applicable regulations. for this problem cannot be solved by the teacher concerned or the researcher, because there are already authorities in arranging the case that is the principal, so the solution depends on the principal's policy that regulate the number of teaching hours for the teacher, based on the UUGD has set teacher teaching amount is 24 hours per week.

Fourthly, the solution for this problem depends on the teacher, because the success of the implementation of the 2013 curriculum is largely determined by the teachers. Teachers have to follow the training and should be able to implement maximally by way of continuing to learn and add insight and knowledge of the curriculum 2013.

Fifthly, the teachers always motivate students to have their interest in learning and cultivate curiosity. Motivation is very important in learning. Learning achievement will be optimal if there is motivation. Appropriate

motivation given to the students will make them more successful in the lesson. So the motivation will always determine the intensity of the learning effort for students. In addition, to make students succeed in the lesson is also requires the curiosity of the students themselves, if they have a good curiosity it will make it easier for them to understand the lesson and know well the importance of learning English, especially in writing skill.

So, to overcome the problem about the students' low motivation and curiosity, the teacher always motivates the students to don't let fear kept them to write in English. The teacher also recommends the students to write in English at least write and remind English vocabulary in daily activities, both at school and at home. And the students should cultivate their curiosity to make them easier in learning English at school, because if the students have a good curiosity they will be more active in learning process and have a big chance to develop their English skills, especially in writing skill.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. Conclusion**

Based on the findings and discussions in this thesis, it can be concluded that the students faced some problems in constructing grammatically correct English sentences at grade XI IPS of MAN 2 Sungai Penuh Academic Year 2017/2018, the problems are:

1) Students have low knowledge about grammar

2) Students have low knowledge about English vocabulary

3) Students don't have enough time to learn about writing at school

4) The implementation of the 2013 curriculum that has not been maximized by the teacher

5) The students have lack motivation in learning English.

To solve the problems, there are some possible solutions, such as:

1) More learning and repeating lessons

2) Adding and developing more vocabularies

3) The solution depends on school privacy in arranging teacher teaching hours under the applicable regulations.

4) The solution for the third problem depends on the teacher

5) Motivate students to have their interest in learning and cultivate curiosity.

**B. Suggestion**

Based on the result of the data analysis and also conclusion, the researcher would like to give few suggestions as follow:

1. The students should try to find their own problems in writing English sentences with grammatically correct.

2. The teacher should also try to find her problems in teaching the students to write in English.

3. If the students faced some problems in writing English sentences with grammatically correct, they should try to find the efforts or solutions to solve the problems.

4. The teachers should apply the 2013 curriculum in the class correctly based on the book of guidelines for teaching with 2013 curriculum.

5. The headmaster should have to re-setting the schedule and adding more times to English subject.

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**APPENDIX 1**

## INFORMANTS

**Informants 1: Students**

| No. | Students' Name | Class | Code |
|-----|----------------|-------|------|
| 1 | Nina Noviani | XI IPS | S.1 |
| 2 | Muhammad Kamrun | XI IPS | S.2 |
| 3 | Hamdani Syukron | XI IPS | S.3 |
| 4 | Keken Jandilma Putri | XI IPS | S.4 |
| 5 | Muhammad Agung Pratama | XI IPS | S.5 |
| 6 | Sonia Juliana | XI IPS | S.6 |
| 7 | Rosa Kurnia Safitri | XI IPS | S.7 |
| 8 | Lesia Febiola | XI IPS | S.8 |
| 9 | Mira Yulita | XI IPS | S.9 |

**Informant 2: English Teacher**

| No. | Teachers' Name | Subject | Code |
|-----|----------------|---------|------|
| 1 | Nunung Suryani, S.Pd | Bahasa Inggris | T.1 |

**APPENDIX 2**

**INTERVIEW GUIDE**

| No. | Questions For Interiew with Students |
|-----|---------------------------------------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? |

**APPENDIX 3**

**INTERVIEW GUIDE**

| No. | Questions For Interiew with Teacher |
|-----|-------------------------------------|
| 1 | Bagaimana minat belajar siswa khususnya kelas XI IPS dalam pembelajaran bahasa inggris? |
| 2 | Sejauh ini kebanyakan siswa kelas XI IPS itu tertarik atau tidak untuk belajar bahasa inggris? |
| 3 | Kalau menurut ibuk apa masalah terbesar yang mereka hadapi? |
| 4 | Menurut ibuk skill apa yang paling banyak tidak di mengerti siswa? |
| 5 | Kira-kira apa saja kendala siswa dalam menyusun kalimat berbahasa inggris? |
| 6 | Apa upaya terbesar yang ibuk lakukan dalam membantu siswa mengatasi permasalahannya dalam menyusun kalimat berbahasa inggris? |

**APPENDIX 3**

**INTERVIEW RESULT**

**Date**                    **: November 06, 2017**
**Student's Nam**        **: Nina Noviani**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Bahasa Inggris itu sulit buk, susah dimengerti. | S.1.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Tidak buk, karena menulis itu susah buk. | S.1.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Ada buk, menurut saya menulis kalimat bahasa inggris itu rumit buk, ketika ingin menulis satu kalimat saya sulit membedakan tenses yang akan digunakan buk, sama cara menyusun kalimatnya saya juga kurang paham buk. | S.1.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | Mmm..saya harus lebih banyak belajar lagi buk. Trus kalau bisa guru juga mengulang kembali pelajaran tentang tenses dikit-dikit biar kami ingat. | S.1.d |

**Date**            **: November 06, 2017**
**Student's Name**     **: Muhammad Kamrun**

| No. | Questions For Interiew | Answers | Code |
|---|---|---|---|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Bahasa inggris itu pelajaran yang paling susah dimengerti buk, bikin ngantuk kalau belajar | S.2.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Tidak buk, karena menulis itu rumit, jawab-jawab soal tu mesti translate dulu, bingung jadinya. | S.2.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Menulis kalimat pakai bahasa inggris itu susah. Pakai rumus rumus seperti simple present, past tense, itu saya ga ngerti buk, gimana gitu, susah dipahami. | S.2.c |
| | | Susah kalau menterjemahkan itu dari bahasa Indonesia ke bahasa Inggris itu eee…harus pakai kamus, susah cari, payah, sulit. | S.2.d |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | Belajar terus buk, dan bawa kamus tiap pelajaran. Kalau bisa saat guru menerangkan jangan memakai bahasa inggris terus, pakai juga bahasa Indonesia agar mudah dipahami. | S.2.e |

**Date**           **: November 06, 2017**
**Student's Name**   **: Hamdani Syukron**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Pelajaran yang paling sulit setelah MTK buk, membosankan. | S.3.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Tidak buk, karena nulis itu lama prosesnya buk, ribet bikinnya bosan. | S.3.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Saya sering bosan belajar bahasa inggris di sekolah buk, gak asik. Apalagi kalau disuruh nulis, lama pula prosesnya buk, mesti tau artinya, translate kalimatnya dulu, trus kalau ga bawa kamus saya jadi bingung nyari artinya buk, soalnya saya gak tau banyak kosa kata dalam bahasa inggris. | S.3.c |
| | | Trus saya masih bingung cara-cara menuyusun kalimatnya buk, sama rumus tensesnya juga, jadi saya artikan aja perkata-kata buk. | S.3.d |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | mm.. belajar terus buk, memperbanyak kosa kata, biasanya saya suka dengar lagu barat atau nonton film menggunakan bahasa inggris untuk nambah-nambah kosa kata, sama bawa kamus tiap pelajaran bahasa inggris | S.3.e |

**Date**             **: November 06, 2017**
**Student's Name**     **: Keken Jandilma Putri**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Kalau pendapat saya buk, saya sangat menyukai bahasa inggris, tergantung pada guru, kalau gurunya asik cara menjelaskan saya sangat menyukai. Pelajaran bahasa inggris itu sangat berguna buk, untuk dibawa kemana-mana karena bahasa inggris ini bias dibilang bersifat umum. | S.4.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Saya sangat menyukai buk, meskipun saya kurang bias, karena saya ingin menyukai itu supaya saya bias dalam merangkai kata-kata dalam bahasa inggris | S.4.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | *Ada buk, ada sih sedikit-sedikit seperti kosa kata yang terlalu rumit untuk ditulis. Ee.. apa tu buk ee.. kawan-kawan yang rebut disaat ee.. ibuk guru sedang menjelaskan itu bisa menghilangi konsentrasi saya buk untuk menulis kosa kata bahasa inggris.* | S.4.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | *Eee.. kalau solusi.. kalau saya pribadi ya buk, kalau saya memfokuskan kepada guru saya in syaa Allah bisa buk, kalau tidak fokus tidak bisa saya buk.* | S.4.d |

**Date**           **: November 06, 2017**
**Student's Name**    **: Agung Pratama**

| No. | Questions For Interiew | Answers | Code |
|---|---|---|---|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Bahasa inggris itu bagus dan itu sangat berguna bagi kita, dan bahasa inggris itu bias dibawa kemana-mana. | S.5.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Saya ga suka, saya suka buk tapi menulis itu suka tapu Cuma itu aja buk cuma nulis suka tapi disuruh orang baca didepan kita nulis dibelakang itu saya ga ngerti buk | S.5.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Saya nulis itu payah buk, misalkan orang kan bilang buk, saya nulis itu ga tau buk. Istilahnya tu apa ni, ada lagi ketinggalan huruf-hurufnya tu ada yang ketinggalan. Ha..jadi nulis dengan sesuai yang dibilang tu saya gatau buk, apa yang dibilang. | S.5.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | Seharusnya guru kan kalau sudah dia menjelaskan tu kan nulis aja didepan buk, soalnya kan banyak yang ketinggalan-ketinggalan tu payah buk. | S.5.d |

**Date** : **November 06, 2017**
**Student's Name** : **Sonia Juliana**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Belajarnya enak tapi karena ga ngerti jadinya suka tapi ga ngerti. | S.6.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Enggak, karena gatau tulisannya. Karena gak ngerti gatau tulisannya. | S.6.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Ndak ngerti, tau tapi cara penulisannya tu gak tau. | S.6.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | Palingan paling banyak nanya sama kawan. Trus nengok kamus, trus nengok google, tapi jarang juga sih. Kalo lebih mudah biar les, jadinya mudah. | S.6.d |

**Date** : **November 06, 2017**
**Student's Name** : **Rosa Kurnia Safitri**

| No. | Questions For Interiew | Answers | Code |
|---|---|---|---|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Pendapat saya, soal belajar bahasa inggris itu sulit karena pertama, dari cara penulisan itu kan kadang ndak sesuai dengan yang artinya tu sering kebalik-balik. Trus cara penyusunan kalimat mulai dari kosa kata juga susah untuk dihafal. | S.7.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Suka, dibandingkan listening lebih suka menulis. Karena listening tu kadang yang dibilang sama guru tug a ngerti trus artinya udah gak tau ga ngerti lagi, jadi bingung. | S.7.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | aa…cara menyusun kalimatnya, trus ee.. ya, tensesnya, itu aja, sama kosa kata. | S.7.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | ee.. liat kamus, trus nanya ke temen atau cari-cari guru untuk nanya-nanya gimana susunan kalimat yang benar, kalo translate google enggak. | S.7.d |

**Date**              **: November 06, 2017**
**Student's Name**     **: Lesia Febiola**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Pendapat saya, ee bagus, itu kan untuk bukan yang untuk kita yang ingin jurusan bahasa inggris atau apa kan kita bias nanti kalau kita sudah besar nanti kalau keluar negri kan udah bias. Ee..pas kita kemana gitu ketemu dengan orang luar kan bias bahasa inggris kan lebih bias gitu, lebih mudah, lebih manfaat. | S.8.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? Kalau suka apa alasannya? | Suka, kalau writing suka. Alasannya ee..gimana ya, ee.. kan inggris tu kita ngucap sama nulis tu kan beda jadi kita ga mungkin kita Cuma lancar aja bacanya tapi ga bias nulis, jadi penting juga menulis itu. | S.8.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Itu, grammarnya. Nantik ada, masih kan belum tensesnya belum dikuasai kan susah, agak-agak susah. Grammarnya tu kan bingung kita tensesnya apa yang ini yang ini yang ini. | S.8.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | ee.kalau lesi tu bias kalau dibaca ulang, dipahami beneran di ulang-ulang lagi sepertinya bias tapi tergantung orangnya juga sih. | S.8.d |

**Date**            **: November 06, 2017**
**Student's Name**    **: Mira Yulita**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana pendapat kamu tentang pelajaran bahasa Inggris? | Pendapat saya, ee..apa nama tu, bagus, karena kalau bahasa inggris tu kan bahasa yang internasional. | S.9.a |
| 2 | Apakah kamu menyukai kegiatan writing dalam pembelajaran bahasa Inggris? | Suka, walaupun gak bisa tapi menyukai juga | S.9.b |
| 3 | Apakah ada permasalahan yang kamu hadapi dalam menyusun kalimat berbahasa inggris? Kalau ada apa saja? | Ada, kadang kalau bahasa inggris tu ee..cara nyebutnya tu dah benar kadang tulisannya tu salah, penulisannya tu aa..kosakata, vocabulary. Sulit aja. | S.9.c |
| 4 | Apa solusi untuk mengatasi kendala atau permasalahan yang kamu hadapi itu? | Kadang liat kamus, tu kadang minta ajarin sama kawan gitu yang bisa bahasa inggris, google juga. | S.9.d |

**APPENDIX 4**

**INTERVIEW RESULT**

**Date**              **: November 06, 2017**
**Teacher's Name**      **: Nunung Suryani, S.Pd**

| No. | Questions For Interiew | Answers | Code |
|-----|------------------------|---------|------|
| 1 | Bagaimana minat belajar siswa khususnya kelas XI IPS dalam pembelajaran bahasa inggris? | Ya itu, minat belajarnya tu agak kurang, karena mungkin timbul rasa malas karena dia dari dasar tidak mengerti jadi itulah timbul kemalasan, karena siswa ini kadang-kadang tidak ingin tau, itu aja dasarnya, dikasih tau tidak mau tau makanya gak tau, coba kalau dia ingin tau pasti dia ada rasa untuk ingin tau. | T.1.a |
| 2 | Sejauh ini kebanyakan siswa kelas XI IPS itu tertarik atau tidak untuk belajar bahasa inggris? | Banyak yang tertarik, kalau yang minatnya tinggri ya tertarik tapi kalau yang ga ada minat karena apa, didasari ketidak pengertian tapi dia tidak ingin tau. | T.1.b |

| 3 | Kalau menurut ibuk apa masalah terbesar yang mereka hadapi? | Rasa malas, karena di dasari dasarnya tidak mengerti makanya jadi malas, padahal sudah dikasih motivasi, kadang-kadang mungkin setiap masuk ibuk yang paling cerewet, tapi karena tidak ingin tau tadi jadi daripada ngomel-ngomel kan kasian makan waktu tuh, sementara 75% mungkin mau belajar kan, daripada untuk ngomel mendingan untuk ngajar, nah akhirnya apa? Mau mengerti silahkan enggak juga gak jadi masalah. Kalau tidak mengerti bagi orang yang pinter bertanya. Karena dia tidak ingin tau tidak mengerti pun dia, malah tidur, ngobrol. Itu didasari karena ketidaktahuan dan tidak ingin tau, itu aja kuncinya. | T.1.c |
| 4 | Menurut ibuk skill apa yang paling banyak tidak di mengerti siswa? | Kayaknya itu keseluruhan tu, kadang-kadang malas, tapi kalau dalam speaking kalo istilahnya mengungkit dia istilahnya ada jugalah respon, tapi kalau istilahnya dalam menerangkan dalam istilahnya listening reading gitukan kalo listening kadang-kadang ada yang pura-pura liat temennya, sementara kalo kita nulis tu kan harus berdasarkan kuping kita sendiri ya, siapa tau temennya salah, tapi karena itu minatnya tidak mau tadi kan. | T.1.d |

| 5 | Kira-kira apa saja kendala siswa dalam menyusun kalimat berbahasa inggris? | Kosa katanya iya, itu tadi makanya kalau kosa kata itu makanya kalau didalam listening kita dalam arti itu dalam missing words, ya kan, I bla bla bla.. nah itu bener ga apa yang ditulis? Apa yang ditulis dia denger kan? Nanti kita samakan dengan yang di papan kita yang tulis, coba kamu jangan takut salah, kamu harus berani, apa yang kamu dengar tulis, kalau seandainya masih salah oo berarti kamu tau karena kita belajar dari kesalahan, dari kesalahan kita tau oh berarti kan ada kemampuan ada minat. Ini kadang-kadang kan sama sekali nulis gak ada, kadang apa? Tidur? Iya kan? | T.1.e |
| --- | --- | --- | --- |
| | | Ibuk kemaren empat jam aja kemaren udah kurang, apalagi dua jam dalam satu minggu? Ibuk bilang, apakah bahasa inggris itu gak penting?? Sementara sekarang untuk modal ee…siswa sukses, pertama skill, ya kan? Kedua kan computer, bisa TI, yang ketiga ntar bahasa inggris, semua berhubungan dengan bahasa inggris, sedangkan CV aja dalam bahasa inggris, nah gimana sekarang dikurangi? | |
| | | kalo K13 ini sekarang ini kan istilahnya sekarang ini banyak kosakata. Kosakata seperti dalam percakapan kan, tapi kadang-kadang disini juga K13 ya, jadi semua guru itu belum paham K13, perbedaan apa, misalnya kan ciri-ciri KBK ke KTSP | |

| | | prakteknya, tapi dalam metode pembelajaran gitu-gitu juga. Ya proses mengajar kan gitu-gitu juga ga ada perubahan, yang kedua masalah RPP, gimana kita akan berubah, kita ga pernah ikut diklat, kalau untuk yang online-online itu kan istilahnya tu boleh kan dipakai, tapi prosesnya gimana? Nah perubahan dalam KTSP misalkan, eh apa, perubahan dari K13 misalkan apa namanya, ee..kurikulumnya gitu kan ada yang memotivasi, observasi, itulah caranya, cuma istilahnya tu teori nya, begini begini, dalam prakteknya itu-itu juga, ga ada perbedaan. | |
| 6 | Apa upaya terbesar yang ibuk lakukan dalam membantu siswa mengatasi permasalahannya dalam menyusun kalimat berbahasa inggris? | Kosa katanya iya, itu tadi makanya kalau kosa kata itu makanya kalau didalam listening kita dalam arti itu dalam missing words, ya kan, I bla bla bla.. nah itu bener ga apa yang ditulis? Apa yang ditulis dia denger kan? Nanti kita samakan dengan yang di papan kita yang tulis | T.1.f |
| | | Bagaimana caranya supaya kita tertarik sama bahasa inggris?kalau ingin tau, yang kita hadapi sekarang apa?contohnya sehari-hari dirumah kita dari bangun tidur ajalah, bangun tidur, bagaimana caranya? Ya kita belajar dari awal, benda-benda yang ada disekitar kita, apa misalkan kasur yang selama ini kita tiduri, bantal, selimut, apa | |

| | | | |
|---|---|---|---|
| | | dalam bahasa inggris. Sudah dikamar semua dihafalin, itu kan dari dasar, itu yang diterapkan dari TK, iya kan? Bangun tidur pergi ke kamar mandi, kalau ingin tau apa ini bahasa inggrisnya, ini ingin tau. Bagaimana supaya ingin tau? banyak belajar belajar banyak membaca supaya lidah kita tidak kaku. | |
| | | Memeberi motivasi, Coba kamu jangan takut salah, kamu harus berani, apa yang kamu dengar tulis, kalau seandainya masih salah oo berarti kamu tau karena kita belajar dari kesalahan, dari kesalahan kita tau oh berarti kan ada kemampuan ada minat. | |

| | | Modalnya itu aja, rajin, ingin tahu, darimana diawalinya? Ya kamu lihat usianya anak kecil aja udah tau I love you, all of you, hati-hati itu salah satu contoh, jangan bilang I love you all of you itu sama. Coba, kita proses baca I love you all of you, kan sama? Kalau bagi orang pinter ka nada perbedaan tapi kalau yang gak tau sama aja. Karena mereka tidak mendengar secara teliti, gitu kira-kira. | |

# KEMENTERIAN AGAMA
## MADRASAH ALIYAH NEGERI 2 SUNGAI PENUH
Jln. Arif Rahman Hakim No. 21 Sungai Penuh

### LEMBAR DISPOSISI

| | | | |
|---|---|---|---|
| Surat Dari | : KEMENTERIAN AGAMA RI. ISTITUT AGAMA ISLAM NEGERI KHIUS | Diterima Tgl | : 25-09-2017 |
| No. Surat | : In.34/D.1.1/(M.00.9/037/2017 | No. Agenda | : 268 |
| Tgl. Surat | : 11 September 2017 | Sifat | : |
| Diterima | : 25 September 2017 | | |

Sifat: ☐ Sangat Segera  ☐ Segera  ☐ Rahasia  ☐ Biasa

**PERIHAL :** MOHON IZIN penelitian: AN. NAMA: MISVYA SUCI AGESTINA.

| DITERUSKAN KEPADA : | | ISI DISPOSISI | |
|---|---|---|---|
| 1. KAUR TATA USAHA | ✓ | ☐ Pelajari, Lapor | |
| 2. BENDAHARA | | ☐ Dihadiri Mewakili Kamad | |
| 3. WAKIL KEPALA BIDANG: ......... | ✓ | ☐ Ikuti Kegiatan | |
| 4. PEMBINA ..................... | | ☐ Untuk Diketahui / di Informasikan | |
| 5. ..................... | | ☐ Koordinasi Dengan ................ | |

**Diajukan/Diteruskan :**

Untuk membri info Mahasiswa/Data yg di butuhkan
27/09/17

Kaur. Tata Usaha

**Drs. KISMI**
Penata Tingkat I
NIP. 19620802 199803 1 001

**Instruksi / Informasi**

Kaur. TU
- Buat Surat izin penelitian
- koordinasi dg Guru Bhs. Inggris kls XI

Kepala Madrasah

NIP. ...9721001 200212 1 002

**KEMENTERIAN AGAMA REPBULIK INDONESIA**
# INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
JI. Kapten Muradi Kec.Pesisir Bukit Sungai Penuh    Telp. ( 0748 ) 21065 Fax. ( 0748 ) 22114
Kode Pos.37112  Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

| | | | |
|---|---|---|---|
| Nomor | : | In.31/D.1.1/PP.00.9/037 /2017 | 11 September 2017 |
| Lampiran | : | - | |
| Perihal | : | **Mohon Izin Penelitian** | |

Kepada
Yth.Kepala  **MAN 2 SUNGAI PENUH**
Di
Tempat

Dengan Hormat,
Melalui surat ini kami informasikan kepada Bapak/Ibu bahwa salah seorang mahasiswa Institut Agama Islam Negeri (IAIN) Kerinci yang namanya tertera dibawah ini:

| | | |
|---|---|---|
| Nama | : | **NISVYA SUCI AGUSTINA** |
| NIM | : | **08.738.13** |
| Jurusan | : | **Pendidikan Bahasa Inggris** |
| Fakultas | : | **Tarbiyah Dan Ilmu Keguruan** |

Membutuhkan informasi dan data di Sekolah yang Bapak/Ibu pimpin dalam rangka penulisan skripsi dengan judul:

**PROBLEM FACED BY THE STUDENTS IN WRITING ENGLISH SENTENCES WITH GRAMMATICALLY CORRECT AT THE SECOND GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL 2 (MAN 2) SUNGAI PENUH IN THE ACADEMIC YEAR OF 2016/2017**

Waktu yang diberikan mulai pada tanggal **18 September s.d 11 Nopember 2017.**
Demikianlah kami sampaikan, atas kerja samanya kami ucapkan terima kasih.

Wakil Dekan I Bidang Akademik
dan Kemahasiswaan

...DIN, MPd.I

Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip

Nomor     : *176* /Ma.05.01.02/PP.00.6/12/2017

Lampiran   : -

Perihal      : **REKOMENDASI HASIL PENELITIAN**

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Sungai Penuh dengan ini menerangkan :

| | |
|---|---|
| Nama | : **NISVYA SUCI AGUSTINA** |
| NIM | : 08.738.13 |
| Jurusan/Program Studi | : Tarbiyah/ Tadris Bahasa Inggris |
| Perguruan Tinggi | : IAIN Kerinci |

Nama tersebut diatas telah melaksanakan penelitian di Madrasah Aliyah Negeri 2 Sungai Penuh dari tanggal, 18 September 2017 s/d 11 November 2017 guna untuk melengkapi penyusunan skripsi yang berjudul **"Problem Faced by Student in Writing English Sentences With Grammatically Correct at The Second Grade Students of Islamic Senior High School 2 (MAN 2) Sungai Penuh In Academic Year of 2016/2017".**

Demikian Surat ini dibuat agar dapat digunakan seperlunya

Dikeluarkan     : Sungai Penuh

Pada Tanggal    : 05 Desember 2017

Kepala Madrasah,

SYAFRI JUANA, S.Pd, M.Pd
NIP. 197210012002121001

# CURRICULUM VITAE

**PERSONAL DATA :**

Name                            : NISVYA SUCI AGUSTINA
Place and Date of Birth     : Tanah Kampung Timur / 13 January 1995
Gender                        : Female
Religion                      : Islam
Address                      : Jl. Yos Sudarso Kel.gedang Kec.sungai penuh Kota Sungai Penuh.

**FORMAL EDUCATION:**

| NO | EDUCATION LEVEL | ADDRESS | YEAR |
|----|-----------------|---------|------|
| 1. | SD No. 114/111 Desa Gedang | Desa Gedang | 2006 |
| 2. | SMP N 8 Sungai Penuh | Desa Gedang | 2009 |
| 3. | SMA N  1 Sungai Penuh | Desa Gedang | 2012 |

Sungai penuh,     January, 2018
Researcher,

**<u>Nisvya Suci Agustina</u>**
NIM: 08.738.13