

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Problem

Language as one of human culture, plays a very important role in all aspects of human life. This is the main thing to communicate with fellow humans in expressing their ideas, emotions, and desires by using sound, movement, and signals. It can be said that without language there will be difficulties in conveying our feelings, desires, opinions, and concerns to others. Brown (2000 : 5) stated that language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another.

English language as the target language for Indonesian students and it is a compulsory subject that must be learned by students in every level of education from Junior High School, Senior High School, up to University. English language learning is a process where all skills of English (listening, reading, writing, speaking and grammar) are interconnected. In developing learners writing proficiency, all language skills must be involved. Aiming at mastering those skills, students can learn quickly when they feel confident in expressing their ideas with one another. In fact, they find English rules very complicated because some language features such as sentence construction, grammar, vocabulary, spelling and so forth in their mother tongue are different from those of the target language. These make them difficult to express themselves in a clear, correct and comprehensible manner of writing. Lado 1957 in ( Richards 1987: 46) stated that “those

language features that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult". In learning English, grammar is a great way to study for students, because it is used either written or spoken language and is needed in all language skills such as listening, speaking, reading and writing.

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are a number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions. Harmer (2002 : 255) stated that writing is different from talking, the difference lies in grammar and vocabulary, besides that there are also problems in the formation of letters, words and texts that are manifested in writing. It means that writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form. Palmer (1994: 1) stated that writing there must be meaning formed in words and use processes that include planning, organizing, and revision. Because, writing is difficult .

Radford (1997: 245) stated that the sentence is simply defined as a group of words which make a complete thought. Sentences have several types, namely: simple sentences, compound sentences, complex sentences, and complex compound sentences. But in this thesis because the object to be examined is the junior high school level, then in this type of sentence only discussed simple sentence and compound sentence.

Murcia and Freeman (1999 : 20) stated that the simple sentence is already meaningful without the help of any independent clause. Compound sentence is consists of

two or more clauses of equal grammatical importance. Complex sentence is contains one independent clause and one more is a dependent clause. Compound - complex sentence is two or more independent clauses and one or more dependent clauses.

The problem in forming this sentence is also a mistake that can greatly affect the effectiveness of the meaning in the sentence. The formation of sentences between teachers and students often occurs where a condition the teacher gives a question, they are still wrong to answer what is in accordance with the questions intended. This causes that errors that still occur often can be the cause of the effectiveness of sentence formation for each student will not change at all. They may maintain mistakes in the formation of sentences. Teachers should be able to explain to students that mistakes in the formation of these sentences can cause mistakes in interpreting what students do. Like when the teacher gives a question, his ordinary students only answer so briefly and if they answer in full, half of the students in the room will answer in a complicated and even ambiguous meaning.

Problems in forming this sentence also occur because of the lack of students' intentions in learning English and they consider this English as a scary scourge and only a few of them like English. English language talents are formed sometimes based on their own understanding. How the sentence is formed so that it becomes a sentence that they only understand based on their own understanding. Here the skill of speaking and writing is one skill that often shows the formation of sentences, so that the sentence contains sentences that experience errors.

The writer has finished pre-observation as the initial data. In this data, the writer conducted a pre-observation in the ninth grade (IX-1) at SMP NASRANI 2 MEDAN.

Below, the author shows the results of the initial data obtained along with the average results.

**Table 1.1****Student Score on Pre-Observation Ninth Grade of SMP Nasrani 2 Medan**

| No    | Name of Students | Correct Answer |             | Score Essay    | Score conversation |
|-------|------------------|----------------|-------------|----------------|--------------------|
|       |                  | Essay          | Coversation |                |                    |
| 1     | Adam             | 0              | 3           | 0              | 60                 |
| 2     | Lewi             | 0              | 0           | 0              | 0                  |
| 3     | Meilin Purba     | 4              | 3           | 80             | 60                 |
| 4     | Putri Dameria    | 4              | 3           | 80             | 60                 |
| 5     | Martha Purba     | 4              | 4           | 80             | 80                 |
| 6     | Yakub Siregar    | 0              | 0           | 0              | 0                  |
| 7     | Herbet           | 2              | 0           | 40             | 0                  |
| 8     | Aubrey           | 3              | 3           | 60             | 60                 |
| 9     | Josua            | 3              | 5           | 60             | 100                |
| 10    | Esthalia         | 2              | 5           | 40             | 100                |
| 11    | Metharia         | 3              | 5           | 60             | 100                |
| 12    | Yuni             | 3              | 2           | 60             | 40                 |
| 13    | Vincent          | 3              | 3           | 60             | 60                 |
| 14    | Anggita          | 2              | 0           | 40             | 80                 |
| 15    | Andhika          | 4              | 3           | 80             | 60                 |
| 16    | Jhon Carlos      | 1              | 0           | 20             | 0                  |
| 17    | Adrian           | 3              | 2           | 60             | 40                 |
| 18    | Kristina         | 0              | 0           | 0              | 0                  |
| 19    | Jonathan         | 4              | 1           | 80             | 20                 |
| 20    | Brigita          | 3              | 2           | 60             | 40                 |
| 21    | Rinaldi          | 1              | 2           | 20             | 40                 |
| Total |                  |                |             | $\Sigma = 980$ | $\Sigma = 1000$    |

|      |  |                  |                  |
|------|--|------------------|------------------|
| Mean |  | $\bar{X} = 46,7$ | $\bar{X} = 47,7$ |
|------|--|------------------|------------------|

The students mean score in the total score of students was 980 and 1040 the number of students took the test were 21, so the mean of students score was :

1. Essay mean score :

$$\begin{aligned} \bar{X} &= \sum x / N \\ &= 980/21 \\ &= 46,7 \end{aligned}$$

2. Conversation mean score :

$$\begin{aligned} \bar{X} &= \sum x / N \\ &= 1000/21 \\ &= 47,7 \end{aligned}$$

Note :  $\bar{X}$  = Mean

$\sum x$  = All students score

N = The number of students

From the analysis their capability on understanding a text mostly still lack. Based on the result of analysis that the total score of the students was 46,7 and 47,7. With the average results obtained in pre-observation, the results are still in the less category.

Based on the result, the reason that guide writer to this title is that the writer want to change how the pattern in each sentence so that the sentence can be effective and not have meaningful errors in each sentence delivered by students. This student problem becomes a problem that must be studied, how they must be able to determine the formation of

sentences and can be in the right form effectively and rationally. Not only follow everything that is said or displayed as a rational sentence. With this study, the writer put forward the way in shaping mastery of English sentences by conducting research entitled “Students’ Problems in Forming English Sentences of the Ninth Grade Students at SMP Nasrani 2 Medan”

## **1.2 The Problem of the Study**

This study is intended to investigate the Students’ Problem in Forming English Sentences in SMP Nasrani 2 Medan. The writer sets out a statements of the problem “What are the students’ problems in forming English sentences of the Ninth Grade Students SMP Nasrani 2 Medan ?”

## **1.3 The Objective of the Study**

Based on the problems above, the objective of the study is to find the students’ problems in forming English sentences of the Ninth Grade Students SMP Nasrani 2 Medan.

## **1.4 The Scope of Study**

The writer limited this study with several points, there are based on students’ problems and linguistics. In a journal complied by Wulan Rahmatunisia, Byrne (1995 : 2) stated that “There are three problems raised ; the first linguistic problems, the second psychological problems, the last cognitive problems.” Crystal (1987: 82) stated that linguistics has several branches, one of them is syntax that concern of four parts, there are

word, phrase, clause and sentence. And there are several types in sentence, namely : Simple Sentence, Compound Sentence, Complex Sentence and Compound- Complex Sentence.

This research focussed on Linguistics problems there are: lack of vocabulary, lack of grammar, Cognitive problems there are : lack of spelling, lack of capitalization and lack of punctuation, focus on simple sentence and Compound sentence. There are discussed of simple sentence which has a independent clause while compound sentence that has combination of two independent clause and coordinate conjunction.

## **1.5 The Significance of the Study**

### **1.5.1 Practically**

1. For the students this research will develop their ability in forming english sentence.
2. For the teacher they know the problem in forming english sentence so they can make the students get good achievement.
3. For the writer will provide general trust by experts to forming english sentences.

### **1.5.2 Theoritically**

1. For students this research provides information to understand students' problems in forming English sentences
2. For teachers this research will be used as reference to solve this problem.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This research is important to explain some concepts and terms applied in research concerned. The clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In other words, they are very important to be explained, so that the readers will get the points clearly.

#### **2.2 Linguistic**

Linguistics is the study of languages. Lyons (1968: 1) stated that linguistics is a scientific study of human language to know the language and linguistics is also often called general linguistics because linguistics is not only the study of language, but it controls the language in general form. Linguistics also explain how to know what can be found in language. Linguistics is also something that is related to science. Where it all relates to describing the structure of the arranged language, determining the nature of each word structure of the language, knowing the problems in linguistic structures, and explaining a fairly narrow range of human language that might be known.

The New Oxford Dictionary of English (2003 : 866 ) defines linguistics is "The scientific linguistics includes sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics."

Based on the definition above, linguistics is not only just study a language, but it controls the language in general. In linguistic there are divided into several branches that is : sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics. Based on the opinions of experts on linguistics it can be concluded that linguistics is the study of a science that studies human language and very important thing to know the language that have a clearly meaning .

Linguistics started from traditional linguistics. Traditional grammar analyzes language based on philosophy and semantics, while structural grammar is based on structure or formal characteristics that exist in a particular language. Crystal (1987: 82) in his book entitled The Cambridge Encyclopedia of Language divides linguistic types into six parts, namely:

1. Morphology: the branch of grammar studies the structure of words.
2. Phonetics: the physical facts of pronunciation, as defined by the processes of articulation, acoustic transmission and audition.
3. Phonology: the way different languages convey differences of meaning.
4. Syntax: the way in which words are related to meaning within (and sometimes between) sentences.
5. Semantics: the study of meaning in language.

6. Pragmatics: studies the factors that govern our choice of language in social interaction and the effects of our choices on others.

Based on the definition above, linguistics comes from traditional linguistics. In this section it has been stated that linguistics divided into several branches, each of which has a purpose and discussion, name of the branches is : morphology (structure of word), phonetics (pronunciation like articulation, acoustic transmission and audition), phonology (differences between language convey and meaning), syntax (relation between word until sentences that have a meaning), semantics (about meaning of language), pragmatics (about how use the language in social interaction and the effects of the others).

Based on explanation above can be concluded that linguistics is start from traditional linguistics in which has branches and has different functions and tasks. But in this study, writer did not write all about the six types of linguistics, because based on the title that the writer brought then the writer only focused on the type of linguistics in the syntax.

### **2.3 Syntax**

Syntax which is part of linguistics which studies about words that are joined so that they become phrases, clauses, and sentences. Besides that, they also learn about sentence structure. Noam Chomsky (2002:11) stated that syntax is the study of principles and processes by which sentences are built in certain languages that have the purpose of building grammar which can be seen as a kind of tool to produce sentences.

Based on the definition above syntax is a subject / course about the principles and processes by which sentences are arranged in a particular language. Research on syntax in a

particular language has its own purpose where the grammar arrangement can be seen as a tool to produce a sentence in a language.

Another expert who explains the definition of syntax is Matthew, quoted by Van Vallin and LaPolla (1997: 1) stated that grammar branches that deal with the ways in which words, with or without connections, correspond to the corresponding sentence. Based on the definition above explains that the term syntax is taken from the verbal noun of ancient Greek which literally means "arrangement". Generally, syntax refers to the field of grammar which describes the ways in which words, with or without inflection, are arranged to show the relationship of meaning in a sentence. The first and foremost thing is that the syntax discusses how the sentence is compiled, and the syntax also discusses how humans as speaking people use various variations on the arrangement of the elements in the sentence.

Based on some experts above, it can be concluded that syntax is a process that refers to grammar which explains how a sentence is arranged which starts from the compiled words showing the relationship of meaning so as to produce a sentence in a language. And then syntax is the study of the relationship between words, phrases, clauses and sentences.

## **2.4 Elements of Syntax**

There are four elements of syntax starting from the smallest syntax level to the highest syntax level. There are word, phrases, clauses, and sentences.

### **2.4.1 Word**

O'Grady et al (1993: 112) stated that word is the smallest element of a sentence or clause. As the smallest unit in syntax, words act as fillers of syntactic functions and syntactic category markers. Words can be placed anywhere as desired by the author.

Words can also be interpreted as expressing ideas, ideas, and messages between information to be conveyed to others and contain meaning that has a role in the use of language. The role of a word depends on the type of word and the usage in the sentence. Nouns are in the form of the names of all the good things a person, object, condition, size, action, event, etc.

Example : window (In the example on the left, window is a type of noun)

Sit (In the example on the left, sit is a type of verb)

#### **2.4.2 Phrase**

Phrases are grammatical units consisting of two or more words and do not have a predicate element. The elements that make up a phrase are free morphemes. Manik Joshi (2014 : 1) stated that phrase is a group of word that does not have a subject and verb. Each level of the phrase structure can be considered a hook for elements of various different types that can be anchored. Manik Joshi divides phrases into noun phrases, adjectives, and adverb.

Based on the definition above, phrases are groups of words without verbs that are part of the sentence. The phrase has a head phrase (head) that controls other words, that is as modifiers. Modifier which is intended here functions as adjective or adverb which describes words or groups of other words. the initial phrase is constructed by consisting of two levels,

each of which has a phrase structure that is divided into several different types. these types include: noun phrases, adjective phrases, and adverb phrases.

Based on the explanation above, phrases are syntactic units that are one level above the word and one level below the clause and grammatical units consisting of two or more words and do not have a predicate element. Phrases also constructed by consisting of two levels and the level is divided into various parts or types, namely : noun, adjectives, and adverb phrases.

#### **2.4.2.1 Noun Phrase**

The noun phrase is a word group whose head is a noun. The noun phrase is used as subject, object, or complement in a sentence.

Examples : (1) The chickens = Noun Phrase

(2) A girl = Noun Phrase

Based on the example above the is a determiner and chicken are nouns. And in “A girl” a is determiner and then girl is a noun.

#### **2.4.2.2 Adjective Phrase**

Adjective phrases are phrases that consist of a combination of words and adjectives as head.

Example: The beautiful

A handsome

From the first example above it can be concluded that the is a determiner and beautiful is an adjective and the second example above, a is a determiner and handsome is a adjective.

### **2.4.2.3 Adverb Phrase**

The adverbial phrase is the phrase with adverb as the head.

Example: Very slowly

From the example above, it can be concluded that the example is an adverbial phrase with the word very as a specifier and slowly is adverb of manner (adverb which shows how)

### **2.4.3 Clause**

Miller (2002:6) stated that clause there are words or phrases that function as predicates. In addition, there are also words or phrases that function as subjects, objects, and explanations. Therefore the clause is a unit of analysis that can occupy different positions.

Crystal (2008 : 78) stated that clause is a grammar model that refers to units of grammar organization and is an element of syntax that is greater than words and phrases. Clause is a group of words which at least consists of subject and predicate, and has the potential to become a sentence. Crystal divides the clause in two types, namely: independent clause and dependent clause. independent clause is a stand-alone clause as a perfect sentence and a dependent clause is a clause that cannot stand alone, so it must join other clauses and it is usually called a compound clause.

Based on the explanation above, it can be concluded clause there are words or phrases that function as predicates and there are also words or phrases that function as

subjects, objects, and explanations. Clause also an element of syntax that is greater than words and phrases.

Example : You were sleeping when she arrived

In the example above, “you were sleeping” is the first clause as a independent clause and then “when she arrived” is the secong clause as a dependent clause.

#### **2.4.4 Sentence**

Sentence is one of the most important things in language. Sentence can be defined as a string of words which produces an expression. Radford (1997: 245) stated that sentence as simply defined as a group of words which make a complete thought. Sentences are grammatical units that are larger than words, phrases and clauses to complete expression of the mind which consists of the subject and predicate.

Crystal (2008: 432) stated that sentence is a structural unit that are larger than other structural unit in term in the arrangement of grammar. Based on the definition by the expert, sentence is a largest unit more than word, phrase and clause. In sentences usually as a free standing clause to complete the expression. Sentence also has a structure like a grammar to arrangement word by word so that can have a full meaning and become a better language. structure of the sentence combining noun phrase and verb phrase which corresponds to the rules in the syntax.

Based on the explanation above, it can be concluded that the sentence is a free standing clause which is a complete expression of thought and is the largest form of unit compared to other units, such as word, phrase, and clause. Sentence is divided into four major types; simple sentence, compound sentence, complex sentence, and compound-complex sentence. Below are the explanation of each type of the sentence.



#### **2.4.4.1 Simple Sentence**

The first sentence type is called simple sentence. As its name suggests, simple sentence is “simple” and it can stand by itself, which means that this type of sentence does not need any other clauses to make it independent. Murcia and Freeman (1999: 20) stated that simple sentence is already meaningful without the help of any dependent clause.

Based on the definition above, simple sentence is a sentence consisting of one independent clause where the group of words as subject and verb and express a complete thought. Simple sentence has the most basic elements. It must contain at least subject and verb to make it stand by itself. Below are some examples of the simple sentences.

Examples :

(1) The building collapsed

Based on the example above, this type of sentence is simple sentence. Which is “the building” is a subject in the form of a noun phrase and “collapsed” is a verb.

(2) The babies cried

Based on the example above, this type of the sentence is simple sentence. Which is “the babies” is a subject in the form as noun phrase and “cried” is a verb.

#### **2.4.4.2 Compound Sentence**

The second sentence type is called compound sentence. This sentence requires at least two main or independent clauses. Murcia & Freeman (1999:20) in contrast to a simple sentence, a compound sentence consists of two or more clauses of equal grammatical importance.

Based on the definition above, compound sentence is the second type and sentence

consisting of two independent clause or compound sentence is a sentence that has two or more clauses that have the same purpose as grammar. Usually, in compound sentences there are conjunctions that complement it. The conjunctions that we commonly know as FANBOYS, namely: For, And, Nor, But, Or, Yet, and So. In addition to using compound sentence conjunctions there is also a comma before the conjunction follows it. Below are some examples of the compound sentence.

Examples :

(1) My mother went to the party, but I stayed home

Based on the example above, this type of sentence is compound sentence. Which is “My mother went to the party” is a clause as independent clause, after the the first clause there is a comma, then there is also conjunction it is

“but” and the last “I stayed home” is a second clause as independent clause also.

(2) I don't want to eat, and I don't want to drink.

Based on the example above, the type of the sentence is compound sentence. Which is “I don't want to eat” is a clause as independent clause, after the first clause there is a comma, then there is also conjunction that is “and” and the second clause is “I don't want to drink” as a independent clause.

#### **2.4.4.3 Complex Sentence**

The third sentence type is called complex sentence. This sentence contains one independent clause and at least one dependent clause. Murcia and Freeman (1999: 20) stated that complex sentence are third sentence type and in complex sentence contains one independent clause and one more is a dependent clause. As we know in complex sentence

not use comma after the first clause like compound sentence. Below are some examples of the complex sentence.

Example :

(1) I will give you a call when I finish.

Based on the example above, the type of the sentence is complex sentence. Which is “I will give you a call” is a clause as independent clause, and then “when I finish” is a clause as a dependent clause as adverb clause.

#### **2.4.4.4 Compound – Complex Sentence**

Compound-complex sentence is the fourth type of a sentence. This sentence has at least two or more independent clauses and at least one or more dependent clauses. Below are some examples of the complex sentence.

Example :

(1) I visited the place that you told me, and I bought some merchandise.

Based on the example above, the type of the sentence is compound-complex sentence. Which is “ I visited the place” is a clause as independent clause, “that you told me” is a clause as dependent clause and “ I bought some merchandise” is a third clause as independent clause.

### **2.5 Students’ Problem in Forming an English Sentence**

Collins Dictionary stated that “Student is a person who is studying at a university or college.” In other word, student is someone who is currently studying at the school or at the university. Collins Dictionary stated “Problem is a situation that is unsatisfactory and

causes difficulties for people.” It is mean that, problem is a situation or condition becomes uncomfortable and confusing and causes difficulties for the people who face it.

Based on these two meanings, it can be concluded that the students’ problem is a situation or condition that is uncomfortable and confusing which can cause difficulties for someone who is currently studying either at school or at university. In a journal by Muhammad Fareed from NED university, Halder : 2012 ; Hyland : 2003 stated that writing problems at various stages of learning. These problems can be classified into linguistic, psychological, cognitive and pedagogical categories.

In a journal complied by Wulan Rahmatunisia, Byrne (1995 : 2) stated that “There are three problems raised ; the first linguistic problems, the second psychological problems, the last cognitive problems.” In other word, in the students’ problems especially in writing or forming an English sentence there are three problems faced, namely: linguistic, psychological, cognitive problems.

Based on the definition above, students problem is situation that make confusing because there are difuculties faced by students in facing learning held in schools or university. Based on the expert above there are have two types students problems in forming English sentence, the first by Halder and Hyland, they classified the students problem into four, namely : linguistic, psychological, cognitive and pedagogical categories. And the second by Byrne, he explain that there are three problems raised, namely : linguistics, psychological, cognitive.

Based on the explanation above, students problems taken from two word, that is student and problem. Based on the word it can be concluded that students problems are a situation or condition that make someone (students or college students) confusing because in

their lesson in schools or university there are difficulties. And in above has been explain that there are two expert who categorize students problems, but In this thesis the written use discussion by Byrne to determine the problems commonly faced by students in forming English sentence. And then the written not discuss all of the problem by Byrne, the written focused on linguistics problems.

### **2.5.1 Linguistic Problems**

In a journal compiled by Wulan Rahmatunisia, Byrne (1995 : 2) stated that linguistic problems are a problem where there are difficulties or errors in forming English sentences, these errors are in the form of mistakes in choosing the structure of sentences that have been compiled or connected between one word and another, so that sentence structure errors make a sentence become meaningless or not in accordance with the true meaning.

Based on the explanation above, linguistic problems are problems faced in writing or forming an English sentence that encompasses sentence structure and others. Usually in forming English sentences that are often faced in linguistic problems are lack of vocabulary, lack of grammar (such as : lack of sentence structure and lack of sentence pattern).

#### **2.5.1.1 Lack of Vocabulary**

Ur (1998: 60) stated that Vocabulary can be defined, roughly, as the word we teach in vocabulary in foreign language. However, a new item of vocabulary may be more than a single word: for example: post = last place, office = office, post office = post office, mother = mother, in = inside, law = law, mother-in-law = mother-in-law, good = good, morning = morning, good morning = good morning, and so on. Learning English as a foreign language

requires sufficient vocabulary to play in four language skills. Based on its use in language skills, English vocabulary is divided into active vocabulary and passive vocabulary. Haycraft (1978: 44) stated that active vocabulary is words that the speaker can understand and pronounce correctly and uses construction in speaking and writing skills, while passive vocabulary is words that the speaker recognizes and understands in context, but the speaker cannot produce precisely in speaking skills and writing.

Based on the definition above, the vocabulary is important in four English language skills. Based on its use in language skills, the vocabulary can be divided into two parts: the first is active vocabulary which can be understood and pronounced correctly, usually used in writing and speaking skills. the second is passive vocabulary which can only recognize and understand context, so that it cannot produce precisely in writing and speaking skills.

Vocabulary makes it easy to write a series of sentences to express ideas. Vocabulary is the first thing to consider before writing sentences rather than other aspects such as grammar, spelling, reading. Other aspects will follow when writing, and grammatical errors, spelling, and signs can be corrected after writing.

Based on the explanation above, it can be concluded vocabulary is type of word which means words used in a language and vocabulary divided into two, namely : active vocabulary and passive vocabulary. Vocabulary is important thing to four skills in English especially in writing skill. Vocabulary can makes it easy to write or informing a sentence to express the ideas.

### **2.5.1.2 Lack of Grammar**

Grammar is a set of structure rules that govern the arrangement of sentences,

phrases, and words in any language. Michael Swan (2005:xix ) stated that grammar is an important part in forming an English sentence. Grammar is very influential in all aspects of English. For example in speaking and listening or in communication, in addition to speaking and listening, to master writing and reading grammar mastery is also needed. If the author writes something with grammar, the reader will be confused in understanding the purpose of the text. Likewise for readers, if you want to be a good reader and can understand the meaning and purpose of the writing that he read correctly, must master the correct grammar.

Based on the definition above, it can be concluded that grammar is a rule that shows the existence of a merger between words and arranged so that it can produce a certain meaning in express the ideas.

### **2.5.2 Psychological Problems**

In a journal compiled by Wulan Rahmatunisia, Byrne (1995 : 2) stated that psychological problems are problems that are self-contained or internal problems. Usually it is one of the obstacles for the author to write well as a result of his idea. An example of this psychological problem is lack of confidence, then the author's mood condition is unstable, or has physical health problems that can prevent him from being able to write and have difficulty issuing his ideas.

Based on the explanation above, it can be concluded that psychological problems is a problem faced that is related to oneself or problems that are inside or internal problem. This problem will make students not have confidence in themselves, so they are afraid to start or complete the task given.

### **2.5.3 Cognitive Problems**

In a journal compiled by Wulan Rahmatunisia, Byrne (1995 : 3) stated that cognitive problem are a problem faced not in the form of language structures or grammar as in linguistic problems, this problem is more directed at the form of written language and certain structures to cause effective communication in writing or forming English sentences. This cognitive problem is a problem that prioritizes thinking processes to determine the purpose of the sentence. cognitive problem is focused on gaining insight into the writing process thought processes. An examples of cognitive problem is capitalization, punctuation and spelling.

#### **2.5.3.1 Lack of Capitalization**

Capitlization is the use of a capital letter in writing or printing. Using capital letters correctly is a writing norm which is required in all languages. Some students still have problem in capitalization when writing, they use small letter at the beginning of a new paragraph and using capital letters in the middle of sentences are typical examples noted in the sentence, also use capital letter at the beginning of persons' name, the name of a place and the name of a city or a country.

#### **2.5.3.2 Lack of Punctuation**

Punctuation is the use of special symbols that you add to writing to separate phrases and sentences to show that something is a question, etc. The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

Punctuation problem is one of aspects writing role that has to be clear for the students. Students' writing seem to indicate that these students do not understand how to



use the punctuation marks correctly in conveying information accurately and effectively. It is the full stop(.) which has been used adequately and correctly. The commas(,) which are used extensively in order to help the readers convey the intended meaning in long sentences are not adequately used. This reduces not only understanding but also accuracy.

### **2.5.3.3 Lack of Spelling**

Spelling is the forming of words with the letters in the correct order, or the way in which a word is formed. As a foreign language, English spelling is quite difficult for the student because Indonesia as a native language have really different rules in spelling. So that the students have to read to know the spelling of English word well. Spelling problem is one of common thing that occur in students writing. It must be avoided for the next because different spelling can define different meaning which can change the idea.

## **2.6 Related Study**

In this planning research, the writer found the other related study from as follow:

Mezia Kemala Sari, MA ( 2017, Univesitas Muhammadiyah Sumatera Barat) by the tittle “An Analysis Of Students’ Problem In Writing Recount Text.” This research aims at finding the writings’ problem written by students in writing recount text. This descriptive research is qualitative. The choosen respondent is first semester students in Educational English Program at FKIP UMSB in Padang panjang which consist of one class. Technique in collecting data is total sampling of ten students and analized due to the document analysis.

The analysis guide has been formulated as students' writing problem indicators in writing recount text which consist of Capitalization, Punctuation, Inexplicitness / Fuziness, Poor Organization/Illogical Sequence, Spelling and Grammatical Errors. From the document checklist, the result shows that the problem that mostly occur is Capitalization (32%) followed by Punctuation (24%) and also Inexplicitness / fuziness problem (20%). Then Poor organization/illogical sequence (12%), Spelling (8%). while grammatical error occurs in less percentage (4%).It shows that students need more basic skills in order to improve their writing comprehension.

Wahyuni Khairunnisa, et al (2014, Tanjung Pura University) by the title " Students' Problem in Paraphrasing." This is a case study of the seventh semester students in Seminar on ELT class academic year 2013/2014. It was conducted with aims to find out the students ability in paraphrasing, the problems faced in paraphrasing and the causes of the problems in paraphrasing. There were 13 participants in this study. The data were collected from paraphrasing test, questionnaire and interview. The finding of the data analysis showed 76.92% of the students' ability in paraphrasing qualified in unsatisfactory level. From the test, it was found that 76.92% of the students made mistake in changing the order of ideas, while 76.92% respondents of the questionnaire and 80% of interviewees mentioned changing word as their problem in paraphrasing. The different result of the instruments was caused by the students' lack of understanding toward the criteria of a good paraphrasing. Furthermore, lack of vocabulary and understanding about paraphrasing discovered as the causes of the students' problems in paraphrasing.

The main reason of writer take this title is to teach students to know the good English. Vocabulary and grammar is basic fondation to write English sentence and then Punctuation and Capitalization is more important to make the sentence have a meaning.

## **2.7 Conceptual Framework**

There are many definition of sentence. Sentence is a free-standing clause which is not contained within some larger expression. Sentence is a complete expression of the mind which consists of the subject and predicate, and is a complete expression of the mind. sentence is the largest structural unit in term of which the grammar of a language is organized. It is because sentence is a important thing in a language and the skill used is writing skill. Sentence is divided into four major types; simple sentence, compound sentence, complex sentence, and compound-complex sentence. But in this writer, the writer focus in simple sentence and compound sentence.

In the learning process English teachers are as facilitators. English teachers have a responsibility to make students motivated to learn especially in writing skills. English teachers must be able to improve students' writing skills so that the learning process can run well. There are several ways that English teachers can do in improving students' writing skills. For example, by encouraging students to write English sentences by writing them in front of the class and appreciating students even though what they write is wrong and try to fix it together.

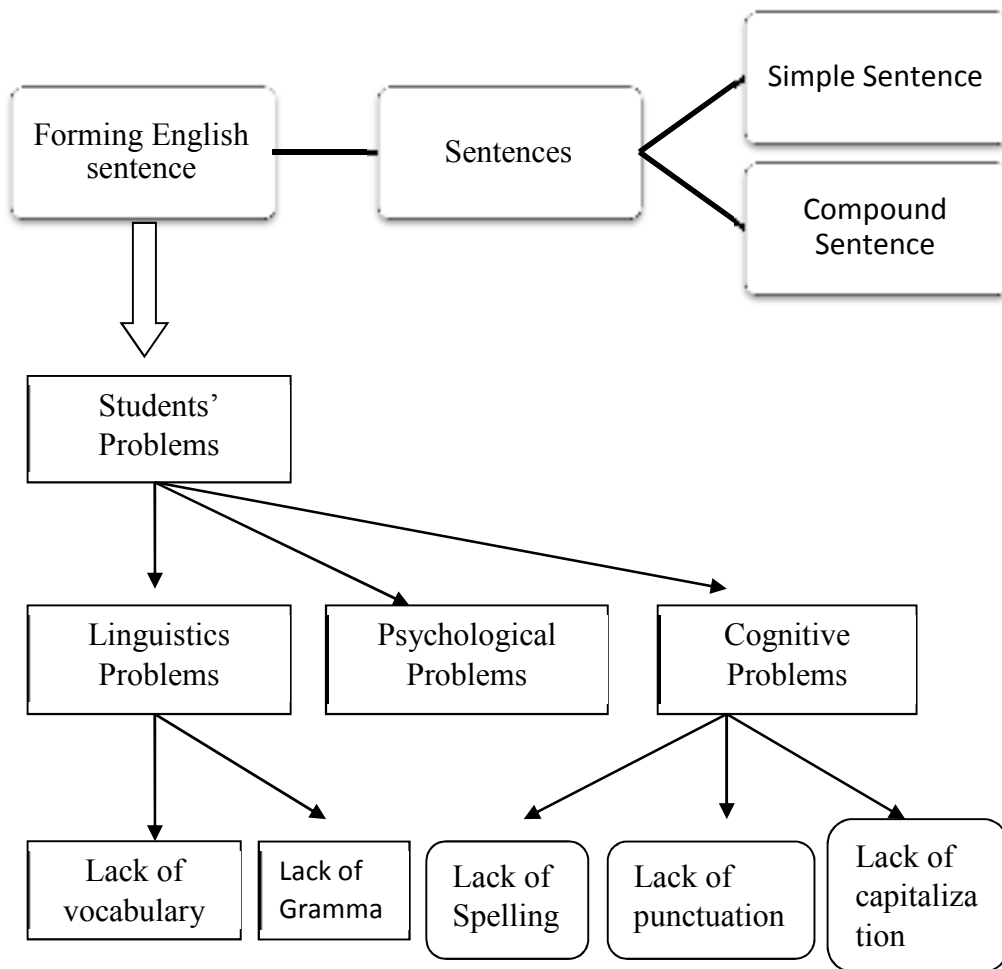
In writing English sentences, students certainly have problems in writing or forming English sentences. Student problems a situation or condition that is uncomfortable and confusing which can cause difficulties for someone who is currently studying either at school or at university. In forming English sentences, there are problems students must face,

namely: linguistic problems, psychological problems, and cognitive problems. but in this study, the writer only focused on linguistic problems and cognitive problems.

Linguistics problems that in writing we have to compensate for the absence of the features, keep the channel of communication open through our own effort and to ensure both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own. in forming English sentences that are often faced in linguistic problems are lack of vocabulary and lack of grammar (such as : lack of sentence structure and lack of sentence pattern).

Cognitive problems is a problem that prioritizes thinking processes to determine the purpose of the sentence. cognitive problem is focused on gaining insight into the writing process thought processes. An examples of cognitive problem is capitalization, punctuation and spelling.

From the definition above, the writer defines that sentence is a free standing clause which is a complete expression of thought and is the largest form of unit compared to other units, such as word, phrase, and clause. Sentence is divided into four major types; simple sentence, compound sentence, complex sentence, and compound-complex sentence and the writer focus in simple sentence and compound sentence. In this study, the writer will examine the problems of students in forming English sentences by using types of linguistic problems by paying attention to vocabulary, grammar (sentence structure and lack of sentence pattern) and cognitive problems paying attention to spelling, punctuation and capitalization.



**Figure 2.6. The Conceptual Framework of The Students' Problems in Forming English Sentence**

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Design of Research

In this study the writer need to get the information about the students' problem in forming an English sentence. In this case the writer will use the design descriptive qualitative. In journal about Language Teaching Research vol 19 (2) by Hossein Nassaji page 139 stated that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. In qualitative research, there is little or no statistic. Three types of designs are advanced: qualitative, quantitative, and mixed methods. Unquestionably, the three approaches are not as discrete as they first appear (Creswell 2014 : 12). This research includes the type of case study using descriptive qualitative method. Case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon. Case can be an individual, an institution or a group considered as a unit in the research.

Correlating to the explanation, this research will become a case study. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research is students' problems in forming an English sentence.

The case of this research is using descriptive qualitative method. Descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. Qualitative research is a research procedure which produces written or spoken descriptive data.

This research uses that method because it is appropriate to the objectives of the research which focuses on students' problems in forming English sentence. The results of the research emphasize more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the results and it is presented in narrative.

### **3.2 Subject of the Research**

Research subject are students who are the objects of research being investigated. The subject of this research are the students at ninth grade students of SMP Nasrani 2 Medan. The ninth grade of junior high school in SMP Nasrani 2 Medan there are two classes, namely classes IX-1 and IX-2. The writer will conduct class IX-1. It has been determined by the English teacher of the school. There are 21 students consisting of 11 boys and 10 girls.

### **3.3 Object of the Research**

The object of this research is to find students' problems in forming an English sentence. The writer will choose the students in IX-1 of SMP Nasrani 2 Medan.

### **3.4 Technique of Collecting Data**

Creswell (2014:239) stated that the data collection steps include setting the boundaries for the study, collecting information through unstructured observations and interview, documents, and visual materials, as well as establishing the protocol for recording information. The type of data focus on sentences, namely simple sentences and compound sentences. The amount of data used by writer is 5 data, namely lack of vocabulary, lack of

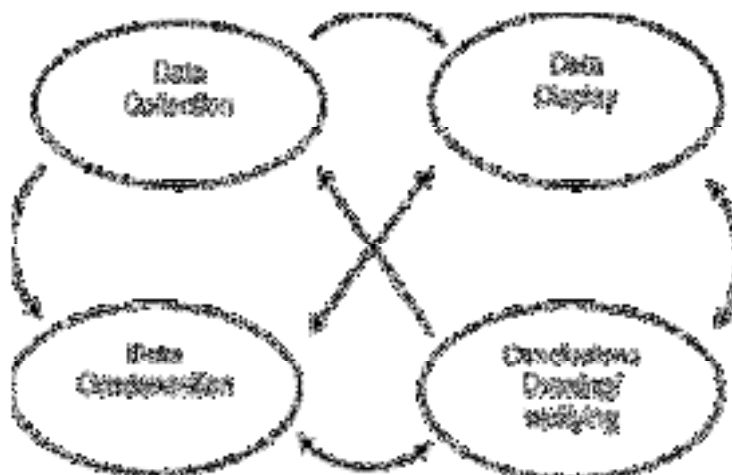
grammar, lack of spelling, lack of punctuation, and lack of capitalization. The sources of the data is descriptive text and document (sheet answer).

The technique of collecting data there are:

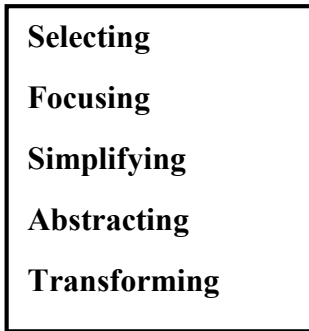
1. Enter the classroom that has been determined in advance. The class chosen is the ninth grade, the writer chooses the class based on those who have completed their junior high school years, and want to see how they are in English .
2. The writer will explain descriptive text to students.
3. Giving three task to students there are: write a sentence by sentence in descriptive text and answer the question which will be give by writer.
4. Collect the data from students
5. Analyze the data that will be collect.

### 3.5 Technique of Analysing Data

In qualitative research, techniques of analyzing the data is use in order to synthesize the data collecting from various sources into a coherent description of what the writer observed and discovered. Regarding with this research, the writer used data analysis based on Miles and Huberman (2014:31) stated that data analysis consists of three concurrent flows of activity: data condensation, data display and Conclusion Drawing/Verification.







### 3.5.1 Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data.

**Selecting** : Data selecting means choose the data from the data large number of data.

The writer select the data with use descriptive text and document (sheet answer).

**Focusing** : The focus of the data analysis is to know what is students' problems in forming English sentences

**Simplifying** : The writer focus on students' problems, namely linguistic problems (such as : lack of vocabulary and lack of grammar).

**Abstracting** : the writer dicided the problems which has been simplifying there are lack vocabulary and lack of grammar in simple sentence and compound sentence.

**Transforming** : Process that covers activity of summarizing or paraphrasing (rewriting the data into simple and understandable form). In this study the data use descriptive text and documents (answer sheet). The writer focus to know what is students' problems in forming English sentences. Students' problems focus on

linguistic problems (such as : lack of vocabulary and lack of grammar). The data (descriptive text) use simple sentence and compound sentence.

### **3.5.2 Data Display**

Data Display is used to display qualitative data from data reduction to determine data patterns so that they can be more easily understood. Writer organize data and form problems faced by students in forming English sentences. Based on observations that have been made, the author will present data and analysis of the results of the text.

Based on the results of observations that have been made, writer have analyzed what the problem is for students who make English sentences. The problem is the lack of students in vocabulary and grammar formation. This analysis has been found through text. Every answer they have is always short because of a lack of vocabulary and also always meaningless because of their lack of grammar.

Based on the text the writer reads and corrects each sentence that has been attached to the student's paper and find their mistakes in vocabulary and grammar. They still have poor sentences, they can only write sentences that they know and form sentences randomly.

### **3.5.3 Conclusion Drawing/Verification**

In this step, the writer made an initial conclusion about the problem faced by the students in forming English sentence. The initial conclusion can able to achieve the research question based on the qualitative data which is taken from text analysis in observation. From data condention , writer has decided the problem base on process selecting, focussing,

simplifying, abstracting, and transforming and from data display, writer find the problem domination in lack of vocabulary and lack of grammar.

### **3.6 Validity ( Triangulation)**

In analysing the data, writer needs to check and analyze the validity of the data source to get the valid data. The writer must use the relevant technique of data analysis to check the data validation of the data scientifically and responsibly. Warsa (in Sugiyono 2010: 372) stated that validity of the data is known by doing the triangulation.

Triangulation is the common way that is used in improving data validity in qualitative research. Related with this, (Patton 2009 in Sutopo, 2006: 92) stated that there are four kinds of triangulation techniques, they are:

#### **3.6.1 Data Triangulation**

This technique drives the writer used many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus of this triangulation based on different sources of the data rather than the emphasis of the technique of collecting data. The research will do observe in the class. So, source of data triangulation will be done by comparing different data which are obtained from different sources.

#### **3.6.2 Investigator Triangulation**

Investigator triangulation is the result of the research, both data and conclusion can be test validity from the other writer. From the findings, the writer found the final conclusion which is use to make the result of the research valid.

### **3.6.3 Method Triangulation**

This triangulation technique can be done by the writer in collecting some data by using different methods, checking the validity of the source data by using different method. So, method triangulation is this research done by comparing different data which are obtained from different methods, namely observation, interview, questionnaire and documentation. But the writer just focused in observation and documentation.

### **3.6.4 Theory Triangulation**

This triangulation is done by writer by using perspective more than one theory in discussing the matter of the research. From some perspective theories will be deeper point of view.

Futhermore, in this case the writer use triangulation as source of data. In the research, the writer choose and took the data from English the students at ninth grade students of SMP Nasrani 2 Medan. In validating the data, the writer compared the data of observation and documents (answer sheet). After collecting the data the writer did cross- checking by some theories.