THE STUDENTS' ABILITY TO IDENTIFY NOMINAL AND VERBAL SENTENCES IN ENGLISH OF GRADE VIII

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ABSTRACT

This study was conducted by using descriptive qualitative design. The objective of this study was to find out the students' ability in identifying nominal and verbal sentences. The subject of the research was of grade VIII at SMP Teladan Sei Rampah academic year 2018-2019. The total number the subject was 20 students. To obtain data, a grammar test was administered to the students. After the data had been analyzed, it was found that the students were able to identify nominal and verbal sentences in English. Thus, it was concluded that the students' of grade VIII at SMP Teladan Sei Rampah academic year 2018-2019 were able to identify nominal and verbal sentences in English.

Keywords: nominal sentence, verbal sentence, types of sentences, syntactic sentences

ABSTRAK

Kajian ini dilakukan dengan menggunakan desain kualitatif deskriptif. Tujuan kajian ini adalah untuk mengetahui kemampuan siswa dalam mengidentifikasi kalimat nominal dan verbal. Subjek penelitian ini adalah siswa kelas VIII SMP Teladan Sei Rampah tahun ajaran 2018-2019. Jumlah subjek penelitian sebanyak 20 siswa. Untuk memperoleh data, dilakukan uji tata bahasa kepada siswa. Setelah data dianalisis, ditemukan bahwa siswa mampu mengidentifikasi kalimat nominal dan verbal dalam Bahasa Inggris. Dengan demikian, disimpulkan bahwa siswa kelas VIII SMP Teladan Sei Rampah tahun ajaran 2018-2019 mampu mengidentifikasi kalimat nominal dan verbal dalam bahasa Inggris.

Kata kunci: kalimat nominal, kalimat verbal, jenis-jenis kalimat, kalimat sintaktik

A. Introduction

Hornby (1975: 24) says that the common problems of English is the structure that have to be come over by all students and this difficulty is similar in all parts of the world. The problem can be solved by studying parts of speech of English. Parts of speech or so called also as word classes are the basic thing in every language. English is easier if the students know them. They can easily identify the noun, adjective, adverb, etc. in sentences.

But there is found a fact that Indonesian's learners tend to make some errors in using the parts of speech. They sometimes make error in identifying the word, whether it is verb, noun, adjective or adverb and thus causes the error in identifying the nominal and verbal sentences. As we know, nominal and verbal sentences are the lesson in junior high school, but some of the students in junior high school do not know about of them, although they know the kinds of tenses of those sentences.

When it was conducted a teacher training in this school, the students were asked about nominal and verbal sentences. It was found out later that the students' ability to identify nominal and verbal sentence was low and they also faced some difficulties identifying nominal and verbal sentences.

Thus, finally it was concluded to conduct a study with the aim to find out the students' ability in identifying nominal and verbal sentences in English and to find out the difficulties faced by the students to identify nominal and verbal sentences. The study was conducted to the students of grade VIII at SMP Teladan Sei Rampah academic year 2018-2019.

In a complete sentence, generally there will be the subject, the predicate, and the object as the components to form sentence. Subject is a group of word in sentence which may be made of noun, pronoun, nominal group gerund group, infinitive, infinitive group, clause, and introductory "it" and "there". One who does the action is a subject. For example as in the sentence "He is not a teacher" ("He" is the subject). Predicate is a group of word in a sentence that explains about the subject deed. It consists of verb, adverb, or adjective. In verbal sentences, the linking verb "to be" has the role as the predicate (verb). For example as

in the sentence "He is not a teacher" ("is" is the predicate) and "I will not go to Jakarta" ("go" is the predicate). Object is someone or something that incurred by the effect of subject. Object contains any noun or pronoun. For example as in "Mother is cooking rice" ("rice" is the object).

In English, sentence can divided into two types based on the predicate. They are nominal and verbal sentence. Nominal sentence is a sentence which the predicate consist of adjective, noun, numeral or the other word (predicate which is noun). Nominal and verbal sentence especially use the linking verb "to be" (is, am, are, was, were) as the predicate or auxiliary verb (can, may, must, shall, will, etc.) and must be added with "be" in front of the auxiliary. Verbal sentence is difference. In verbal sentence, the predicate consists of verbs.

According to Quirk & Greenbaum (1990: 231), sentences may be divided into four major syntactic types.
1. Declaratives are sentences in which a subject is present and precedes the verb.
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. Imperatives are sentences that normally have no grammatical subject and whose verb has the base form.
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.

Nominal sentence means a sentence where the predicate consists of noun, adjective, numeral or other words which is not a verb and must follow grammatical rule. According to Cysoo (2000: 2), nominal sentences can be divided in to three.
1. Nominal sentences in adjective as in "I am busy."
2. Nominal sentence in noun as in "I am a teacher."
3. Nominal sentence in adverb of place as in "He is in the office now."

Nominal sentence can be in simple present tense. Generally, nominal sentences in simple present tense are used to state a situation that happens in present or habitual action and to state the general truth, but in this sentence does not use adverb of time. Nominal sentence can be in positive, negative, and interrogative form.

1. Positive sentence pattern

subject + to be (is, am, are) + non verb

Notes:

− non verb or other word which is not a verb can be noun, adjective, or adverb;
− to be (is, am, are) should be suitable with subject of sentence;
− "is" belongs to subject he, she, it;
− "are" belongs to subject we, you, they;
− "am" belongs to subject I;
− when "to be" are after auxiliary verb (can, may, must, will, shall, etc.), the "to be" (is, am, are) will be converted into "be" which is used for all of subject.

2. Negative sentence pattern

subject + to be (is, am, are) + not + non verb

Negative sentence in nominal just adds the "not" after "to be" (is, am, are).

3. Interrogative sentence pattern

to be (is, am, are) + subject + non verb + ?

Interrogative sentence in nominal sentence is established by putting "to be" (is, am, are) in the beginning of sentence.

Simple past is used to show a state or action in the past or something that happened in the time before the present. The form can be in positive, negative, and interrogative.

1. Positive sentence pattern

subject + to be (was, were) + non verb + complement

Notes:

− non verb or other word which isn't a verb can be noun, adjective or verb;
− "is" and "am" should be changed with "was" and "are" should be changed with "were";
− "was" is for subject I, she, he, it and "were" is for subject we, they, you.

2. Negative Sentences

subject + to be (was, were) + not + non verb + complement

Negative sentence in nominal just adds the "not" after to be (was, were).

3. Interrogative Sentences

to be (was, were) + subject + non verb + complement

Interrogative sentence in nominal sentence is established by putting to be (was, were) in the beginning of sentence.

Simple future tense is the time that shows or uses to state the activity or action that will happen in the future or to make appointment to someone. The form can be positive, negative, and interrogative form.

1. Positive sentences

subject + shall/will + be + non verb + complement

Notes:

− non verb or other word which is not a verb can be noun, adjective, or adverb;
− after "will/shall" should be added with "be";
− "will" is used for all of subject, but "shall" only be used for subject I and we;
− "be" comes from "to be" (is, am, are).

2. Negative sentences

subject + shall/will + not + be + non verb + complement

Negative sentence in nominal just adds the "not" after "shall/will" and before "be".

3. Interrogative sentence

shall/will + subject + be + non verb + complement + ?

Notes:

− interrogative sentence in nominal sentence is established by putting "shall/will" in the beginning of the sentence;
− in nominal sentence, "be" is put before subject, not like in verbal sentence, after subject is "infinitive"

Nominal sentence also can be found with auxiliary verbs. Auxiliary verb is the verb which helps another verb to establish or build a complete sentence. Auxiliary verb can be called by helping verb, special verb, pre-verb, special finite or syntactical operators. These verbs are such as can, could, may, might, must, shall, will, would, should, to be (is, am, are, was, were), do (do, does, did), have (have, has, had), need, dare ad used to, sometimes used as auxiliary verb. In nominal sentence "to be" (is, am, are) will be "be". The pattern of nominal sentence with auxiliary verb will be subject + auxiliary verb + be + non verb + complement.

Verbal sentence is the sentence that the predicate consists of verb. If the sentence begins with "to", it means infinitive or non-finite verb. Auxiliary verb is the verbs which help another verb to establish or build a complete sentence and can be interpreted as the verb placed in front of subject for formatting tense, kinds of voice and mood.

In simple present, verbal sentence is used to mention the command and request (just for second person), to mention habitual action, and to mention general truth. It also can be positive, negative, and interrogative.

1. Positive sentence pattern
subject + infinitive (V1) + -s/-es + complement
2. Negative sentence pattern
subject + do/does + not + infinitive (V1) + complement
Notes:
− negative verbal sentence in this tense must be added with "do/does + not" before infinitive (V1);
− "do" is for subject I, you, we, they;
− "does" is for subject he, she, it;
− in negative verbal sentence, we don't add the -s/-es after the verb.
3. Interrogative sentence
do/does + subject + infinitive (V1) + complement + ?
Notes:
Interrogative verbal sentence in this tense, "do/does" is put in the beginning of sentence.

Simple past is used to show a state or action in the past or something that happened in the time before the present. This tense also has three forms.

1. Positive sentence pattern
subject + past verb (V2) + complement
Notes:
In simple past, we use the past form of the verb (V2) and there are two kinds of verb.
− Regular verb is verb which the change is added "-d/-ed to the verb.
− Irregular verb is the verb which the change isn't regular.
2. Negative sentence pattern
subject + did + not + verb (V1) + complement
Notes:
− must add auxiliary verb "did" (past form of do/does) and then added by "not";
− "did" can be used for all subject;
− The verb must be in infinitive verb (V1).

3. Interrogative sentence pattern
did + subject + verb (V1) + complement + ?
Notes:
− "did" is put in the beginning of sentence;
− the verb uses to infinitive (V1).

Simple future is the time that is showing or using to state the activity or action that will happen in the future.
1. Positive sentence pattern
subject + shall/will + infinitive (V1) + complement
Notes:
− "shall" is for subject I, we and "will" is for subject you, they, he, she, it;.
− generally, "will" is used for all of subject.
2. Negative sentence pattern
subject + shall/will + not + infinitive (V1) + complement
Notes:
− negative in verbal sentence in this tense only add "not" after "shall/will";
− "shall + not" can be abbreviated as " "shan't" and "will + not" can be abbreviated as "wont".
3. Interrogative sentence pattern
shall/will + subject + infinitive (V1) + complement
Notes:
− interrogative sentence in verbal sentence is established by putting "shall/will" in the beginning of sentence;
− in verbal sentence, after subject is infinitive (V1).

B. Research Method

This study was conducted by using a descriptive qualitative method. Since the number of population and sample of this study was the same, it was applied the total sampling to take the sample which consisted of 20 students. A written grammar test was administered to the students. The test consisted of 20 items. The students were asked to identify nominal and verbal sentences.

Table 1. The Population and Sample

No.	Class	Population	Sample
1	VIII	20	20
	Total	20	20

Validity and reliability of the test were also conducted for the instrument of the study. Validity is a measurement tool (for example, a test in education) is considered to be the degree of probability to which the tool measures what it claims to measure in this case, the validity is an equivalent to a percent of how accurately the claim corresponds to reality. Reliability is a way of assessing the quality of the measurement procedure used to collect data. In order for the results from a study to be considered valid, the measurement procedure must first be reliable the situations where they are appropriate. Biserial Point Correlation formula was applied as the validation formula to calculate the validity of the test and Kuder Richardson 20 formula was employed to obtain the reliability of the test.

Biserial Point Correlation formula

$$r_{pbis} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Notes:
R_{pbis} = coefficient correlation of point
M_P = the average score for the count to the items in the correct answer
M_t = the average score of the total score
S_t = standard deviation of the total score
P = the proportion of students answered correct on that point in the test
q = $1 - p$

Kuder Richardson 20 formula
$$r = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \left(\frac{M(K-M)}{KS^2}\right)\right)$$
Notes:
K = the number of test items
M = mean of the score
S = standard deviation of the score

Gronhlund (1998: 93) states that reliability coefficients for classroom test typically range between 0.60 – 0.80. The category of reliability is as follow.
0.00 – 0.20 = the reliability is very low
0.21 – 0.40 = the reliability is low
0.40 – 0.60 = the reliability is significant
0.61 – 0.80 = the reliability is high
0.81 – 1.00 = the reliability is very high

To collect the data, the following steps were employed.
1. Gave the instruction to the students.
2. Gave grammar test to the students.
3. Requested to submit the test to the researcher.
4. Gave score to the students' answers.

After collecting the data from the test, the data were analyzed by following procedures.
1. Identifying nominal and verbal sentences made by students.
2. Calculating the percentages of students' identifying nominal and verbal sentences to determine the results made by students by using descriptive analysis technique with the following formula:
$S = \frac{R}{N}$ X 100
Notes :
S = The score
F = The number of correct answer
N = The Number of test item
3. Determining the students' ability in grammar test based on KKM in the school. The criteria of ability can be seen in the table 2.

Table 2. Criteria of Students' Ability

Percentage	Criteria	Description
90% - 100%	A	Able
80% - 89%	B	Able
70% - 79%	C	Able
60% - 69%	D	Unable
..........59%	E	Unable

C. Result and Discussion

After collecting the data, the researcher analyzed them by using the percentage of each student's score. It was used to determine whether the students were able or unable to identify nominal and verbal sentences. The formula used was shown below.

$$\text{Percentage} = \frac{CQ}{NQ} \text{ X 100 \%}$$
Notes:
CQ = Correct Answer
NQ = Number of Test

Based on the calculation of the percentage, the result showed that out of 20 students as the sample of the study, all students were able to identify the nominal and verbal sentence and none of them was categorized as unable. Thus, it could be concluded that the students of grade VIII at SMP Teladan Sei Rampah were able to identify nominal and verbal sentences.

D. Conclusion and Suggestion

Based on the findings, the conclusion was drawn that the whole sample of 20 students were able to identify nominal and verbal sentences. The grade VIII students of SMP Teladan Sei Rampah academic year 2018-2019 were classified as able to identify nominal and verbal sentences in English.

In relation to the conclusion, it is suggested that the students should master the parts of speech or class of words in order to be able to identify the types of sentences. The students should increase their interest in reading to obtain more new vocabularies to support the mastery of the parts of speech. The students should practice their grammar, especially in identifying nominal and verbal sentences. The teacher also should give the students many exercises to increase their ability in identifying nominal and verbal sentences.

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