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**A STUDY ON THE STUDENTS ABILITY IN IDENTIFYING VERBAL AND NOMINAL SENTENCES AT THEEIGHTH GRADE STUDENTS**

**OF SMP N 05 BONAI DARUSSALAM**

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***Abstract:*** *This paper entitled “A Study on the Students Ability in Identifying Verbal and Nominal Sentences at the Eighth Grade Student of SMP N 05 Bonai Darussalam”. The research is a descriptive research, intended to know the students’ ability in constructing verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam. The subject of this research is the eighth grade student of SMP N 05 Bonai Darussalam. The object of this research is the students’ ability constructing verbal and nominal sentence. The population of this research is the eighth grade student of SMP N 05 Bonai Darussalam. There is one class of population. Total numbers of students are 34.The researcher uses the total sampling. The result of this research showed that the student’s ability in constructing verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to good level. This can be seen on the results of the test conducted by the researcher. The researcher got the total score of the whole students is 2555. So, the average score of the students is 75,15. Based on the score above, student’s ability in constructing verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to good level.*

***Key Words****: Ability, Verbal sentence, Nominal sentence.*

***Abstrak :*** *Penelitian ini berjudul “Sebuah Penelitian tentang Kemampuan Siswa dalam Membuat Kalimat Verbal dan Nominal pada Siswa Kelas Delapan SMPN 05 Bonai Darussalam. Penelitian ini adalah penelitian deskriptif yang bertujuan untuk mengetahui kemampuan siswa dalam membuat kalimat verbal dan nominal pada siswa kelas delapan SMPN 05 Bonai Darussalam. Subjek dalam penelitian ini adalah siswa kelas delapan SMP N 05 Bonai Darussalam. Objek dalam penelitian ini adalah kemampuan siswa dalam membuat kalimat verbal dan nominal. Populasi dalam penelitian ini adalah siswa kelas delapan SMPN 05 Bonai Darussalam yang berjumpal satu kelas. Jumlah siswanya ada 34 siswa. Peneliti menggunakan sampling total. Hasil dari penelitian ini menunjukkan bahwa kemampuan siswa dalam membuat kalimat verbal dan nominal di kelas delapan SMP N 05 Bonai Darussalam berada pada level baik. Ini dapat dilihat dari hasil tes yang dilakukan oleh peneliti yang mendapat nilai total nilai siswa yaitu 2555. Sehingga rata-rata nilai adalah 75,15.berdasarkan nilai tersebut, kemampuan siswa dalam membuat kalimat verbal dan nominal di kelas delapan SMP N 05 Bonai Darussalam berada pada level baik.*

***Kata Kunci:*** *Kemampuan, Kalimat verbal, Kalimat nominal.*

**INTRODUCTION**

Grammar is an element of language that is very important especially in writing. If we discuss about grammar of course we discuss about sentence because sentece is a part of grammar. Sentence pattern is a part of grammar. Thus in this study we will discuss about sentence use verb as predicate and nominal sentence is a sentence use “To Be” as predicate.

Many students still confused to construct verbal and nominal sentence. They did not know which one is verbal and nominal sentence. They did not able to differentiate both of the sentences. When they construct verbal sentence, they also used “To Be” verbal does not need it. Reverse they construct nominal sentence they also use verb.

Based on the Kurikulum 2013 (2013:69), ideally the eighth year students are able to understanding the social function and the structure of the text. The student should be able to constructing the sentence especially in verbal and nominal sentence. But in fact, most of the students still confused and do many mistakes in constructing verbal and nominal sentence.

Based on the preliminary observation by interviewing one of English teacher at SMPN 05 Bonai Darussalam, the researcher knows that the students have low ability in identifying verbal and nominal sentences. The problem that still faced by the students are indicated in some symptoms as follow:

1. The students still confused to identify verbal and nominal sentences.
2. The students do not know which one is verbal and nominal sentence.
3. The students do not able to diffreciate both of the sentence.
4. The students often use “To Be” when they identify verbal sentence.
5. The students often use “verb” when they identify nominal sentence.

Based on the background of the problem stated above, the researcher is interested in researching this problem entitled: A Study on the Students Ability in Identifying Verbal and Nominal Sentences at the Eighth Grade Student of SMP N 05 Bonai Darussalam.

Grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Grammar is an important tool with learners can check the correctness of their English. If we combine to the grammar definition, it has different names but it has been used by language teacher for many years. Grammar is the rules of speaking that make the sentence polite and also through the study of the target of language grammar, student would become familiar with the grammar of native language and these familiarities would them speech and write their native language better.

The rules language is for changing the form of words and combining into sentences. One word is about the most fundamental concept in language that is sentence. The rules of grammar particular languages are the rules for composing the entire sentence this could conceivable express in the language. That could concert the number of sentences that can be utterance in any language is infinite the set of object.

W. O'Grady and J. Archibald stated that "One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar it could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have morphology and syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar." (http://grammar.about.com/...).

From explanation above, we can conclude that grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax). Grammar is of rules and lexicon, which describes the knowledge (competence) which a speaker has of his or her language.

**Types of Grammar**

Grammar also is important to know the roles and build ability in the four skills. Structure is defined into classes of words according to the function they fulfill in a sentence. Grammar structure focuses and learns about sentence in this study we will discuss about two kinds of grammar structure. They are verbal and nominal sentence.

a. Verbal Sentence

Verbal is a sentence use predicate of verb. Verbal sentence can not a part from tense. Verb describes the time when an action or event happened.

The sentence is called verbal sentence where the predicate is verb. For example:

1. She studies hard every day.
2. I like to listen music jazz.

The ‘studies’ and ‘watch’, etc are verb. If we view of its kind, verbal sentences can be classified into positive verbal sentence, negative verbal sentence and interrogative verbal sentence.

In positive verbal sentence, this sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action. In negative verbal sentence, this will be negative sentences by adding 'do / does / did + not' before verb. In interrogative verbal sentence, it is form by putting ‘do/does /did’ at the beginning of sentence.

In this part the researcher will explain those tenses, they are as follows:

1. Present Tense

It is used for describing an action or event which is happened in present time and also to describe habitual action and general truth.

The formula: S + V1 + s/es + Complement.

For example:

1. Positive : Andy goes to school every day.
2. Negative : Andy does not go to school every day.
3. Interrogative : Do you go to school every day?

Note: when we construct the sentences in present form, there some verbs added by (S) or (ES), and the verb that added by (ES) are the words which are ending with: ch, sh, x and y. In negative and interrogative form we have to put do or does.

1. Do it is used for subject : I, You, They, We.
2. Does it used for subject : He, She and it.
3. Past Tense

It is used to describe an action or event which is happened in the past time and it finish at particular time in past time.

Formula: S + V2 + Complement.

For example:

1. Positive : My father went to Padang yesterday.
2. Negative : Budy did not read book yesterday.
3. Interrogative : Did Riana go to mall yesterday?
4. Perfect Tense

It is used to describe an action which happened in the past time and it has relationship with the time at present, or to describe an action happened or finished in the short time.

Formula: S + have/has + V3 + Complement.

For example:

1. Positive : I have done my assignment.
2. Negative : She has not gone to Bali.
3. Interrogative : Have you gone to Bali?

Note: Has used only for subject: she, he, it. Have used only for subject: I, You, They, We.

1. Future Tense

It is used to describe an action or event that will happen in the future time.

Formula: S + will/shall + V1 + Complement.

For example:

1. Positive : Andy will go to hospital tomorrow.
2. Negative : You will not go to Lombok tomorrow.
3. Interrogative : Shall I come to your house to night?

Note: Will used for subject: you, they, he, she, it. Shall used for subject: I and We.

1. Present Continuous Tense

It is used to describe an action or condition happening when of moment of speaking.

Formula: S+ To be + V1 + ing + Complement

1. Positive : She is reading book now.
2. Negative : You are not studying right now.
3. Interrogative : Are they calling you now?

b. Nominal Sentence

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be like 'is, am, are, and were the resource persons / was (which is used in the past ).

For example:

1. She is an actress in Hollywood.
2. They are clever student.

If we view of its kind, nominal sentences can be classified into positive nominal sentence, negative nominal sentence and interrogative nominal sentence.

Positive nominal sentence is often also called affirmative sentence, in general, this phrase is used to situation, position or rank. In negative nominal sentence, it will be negative sentences by adding ‘not' after to be. Interrogative nominal sentences are form by putting ‘to be’ at the beginning of sentence. (http://wedasanjiwani.blogspot.com...).

For more detail the researcher try to display some of them. They are as follows:

1. Present Tense

It is used for describing an action or event which is happened in present time and also to describe general truth.

Formula: S + To be (am, is, are) + Complement.

For example:

1. Positive : She is beautiful.
2. Negative : They are not in the beach.
3. Interrogative : Is he a teacher?
4. Past Tense

It is use to describe an action or an event which is happened in the past time and it finish at particular time in the past.

Formula: S + To be (was, were) + Complement.

For example:

1. Positive : My mother was rich two years ago.
2. Negative : They were not at the market yesterday.
3. Interrogative : Were in the class room when the earth quick happened yesterday?

Note: was for subject: I, She, He and It. Were for subject: you, they and we.

1. Perfect Continuous Tense

It is used to describe an action which happened in the past time it has relationship with the time at present, or to describe an action happened or finish in the short time.

Formula: S + have/has + been + Complement.

For example:

1. Positive : She has been sick for two days.
2. Negative : The have been not at class room since five o’clock.
3. Interrogative : Have you been a teacher?

Note: have used for subject: I, you, they, we. Has used for subject: he, she and it.

1. Future Tense

It is used to describe an action or event that will happen in the future time.

Formula: S + will/shall + be + Complement.

1. Positive : She will be rich next month
2. Negative : They will not be here next month.
3. Interrogative : Will you be a teacher of English in my school?

The research can be accepted and be continued because it is relevant with several researches that have been conducted before. The study which is related to this study is Suhayani which his study entitled: Students’ Ability in Constructing Passive Sentence for the Second Year Students of SMA Muhammadiyah Masbagik. In this case, the relevancy of this study is at the object of study that is Verbal and nominal sentence, while in Suhayani is about the passive sentences and the research design where the research design of this study is descriptive quantitative research.

The indicators of the students’ ability in constructing verbal and nominal sentences are:

1. The students are able in construct verbal and nominal sentences.
2. The students know which one is verbal and nominal sentence.
3. The students are able to diffreciate both of the sentence.

**METHOD**

 The research is a descriptive research. Descriptive research is done to describe or explain a phenomenon. Stephen Isaac in Wina Sanjaya (2013:59) explain that: “Descriptive research is the accumulation of a data base solely descriptive it does not necessarily, seek or explain relationships, test hypotheses, make predictions, or get at meaning and implication, although research aimed at these more powerful purpose may incorporate descriptive methods.” This means that descriptive research methods are used when the researcher wants to describe specific behavior as it occurs in the environment.

This research will be conducted in SMP N 05 Bonai Darussalam. This research was conducted from April to September 2014. The subject of this research is the eighth grade student of SMP N 05 Bonai Darussalam. The object of this research is the students’ ability identifying verbal and nominal sentence. The population of this research is the eighth grade student of SMP N 05 Bonai Darussalam. There is one class of population. Total numbers of students are 34. The research uses the total sampling. According to Arikunto (2005:95), said if the amount of the subject is less than 100, it is better to take all of them. So the sample of this research can be seen as follow:

**Table.1**

**The Population and Sample of the Research**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class** | **Population** | **Sample** |
| 1 | VIII | 34 | 34 |
|  | TOTAL | 34 | 34 |

Source: SMP N 05 Bonai Darussalam

**FINDINGS AND DISCUSSION**

 The following table shows the scores and ability in identifying verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam.

**Table. 2**

**The Students’ Scores and Ability in Identifying Verbal and Nominal Sentences at Eighth Grade Student of SMP N 05 Bonai Darussalam**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **STUDENT** | **TOTAL (x)** | **SCORE** | **ABILITY** |
| **1** | STUDENT 1 | 16 | 80 | **Good** |
| **2** | STUDENT 2 | 14 | 70 | **Good** |
| **3** | STUDENT 3 | 16 | 80 | **Good** |
| **4** | STUDENT 4 | 17 | 85 | **Excellent** |
| **5** | STUDENT 5 | 16 | 80 | **Good** |
| **6** | STUDENT 6 | 16 | 80 | **Good** |
| **7** | STUDENT 7 | 17 | 85 | **Excellent** |
| **8** | STUDENT 8 | 12 | 60 | **Sufficient** |
| **9** | STUDENT 9 | 17 | 85 | **Excellent** |
| **10** | STUDENT 10 | 17 | 85 | **Excellent** |
| **11** | STUDENT 11 | 11 | 55 | **Less** |
| **12** | STUDENT 12 | 16 | 80 | **Good** |
| **13** | STUDENT 13 | 15 | 75 | **Good** |
| **14** | STUDENT 14 | 16 | 80 | **Good** |
| **15** | STUDENT 15 | 15 | 75 | **Good** |
| **16** | STUDENT 16 | 15 | 75 | **Good** |
| **17** | STUDENT 17 | 13 | 65 | **Sufficient** |
| **18** | STUDENT 18 | 18 | 90 | **Excellent** |
| **19** | STUDENT 19 | 17 | 85 | **Excellent** |
| **20** | STUDENT 20 | 11 | 55 | **Less** |
| **21** | STUDENT 21 | 15 | 75 | **Good** |
| **22** | STUDENT 22 | 14 | 70 | **Good** |
| **23** | STUDENT 23 | 14 | 70 | **Good** |
| **24** | STUDENT 24 | 13 | 65 | **Sufficient** |
| **25** | STUDENT 25 | 15 | 75 | **Good** |
| **26** | STUDENT 26 | 15 | 75 | **Good** |
| **27** | STUDENT 27 | 16 | 80 | **Good** |
| **28** | STUDENT 28 | 14 | 70 | **Good** |
| **29** | STUDENT 29 | 17 | 85 | **Excellent** |
| **30** | STUDENT 30 | 17 | 85 | **Excellent** |
| **31** | STUDENT 31 | 10 | 50 | **Less** |
| **32** | STUDENT 32 | 17 | 85 | **Excellent** |
| **33** | STUDENT 33 | 15 | 75 | **Good** |
| **34** | STUDENT 34 | 14 | 70 | **Good** |
| **TOTAL** | **511** | **2555** | **Level: Good** |
| **MEAN** | **15.03** | **75.15** |

 The total score of the whole students is 2555. So, the average score of the students is 75,15. Based on the score above, student’s ability in identifying verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to **good** level.

**Table. 3**

**The Classification of the Student’s Ability in Identifying Verbal and Nominal Sentences at Eighth Grade Student of SMP N 05 Bonai Darussalam**

|  |  |  |
| --- | --- | --- |
| **Classification** | **Post-Test** | **Percentage** |
| **Rank** | **Ability Level** |
| 81 – 100 | Excellent | 9 | 26% |
| 69 – 80 | Good | 19 | 56% |
| 56 – 68 | Sufficient | 3 | 9% |
| ≤55 | Less  | 3 | 9% |
| **Total** |  | **34** | **100%** |

From the table, it could be seen that 9 (26 %) of student get an ***excellent*** level in the test. In ***good*** level there are 19 (56 %) student of the test. In **sufficient** level there are 3 (9 %) students in the test. There were 3 (9 %) student in ***less*** in the test.

The student’s ability in identifying verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to **good** level. This can be seen on the results of the test conducted by the researcher.The researcher got the total score of the whole students is 2555. So, the average score of the students is 75,15. Based on the score above, student’s ability in **c**onstructing verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to **good** level.

**CONCLUSION**

 The title of this research is “A study on the students ability in identifying verbal and nominal sentences at the eighth grade student of SMP N 05 Bonai Darussalam”. The population in this study is the eight year students of SMP N 05 Bonai Darussalam. There is one class of population. Total numbers of students are 34. The research uses the total sampling. According to Arikunto (2005:95), said if the amount of the subject is less than 100, it is better to take all of them. Total of the sample is 34 students.

 Based on the research data as presented in previous chapter, it can be concluded that the student’s ability in identifying verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to good level. This can be seen on the results of the test conducted by the researcher.

 The researcher got the total score of the whole students is 2555. So, the average score of the students is 75,15. Based on the score above, student’s ability in constructing verbal and nominal sentences at eighth grade student of SMP N 05 Bonai Darussalam falls to good level.

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