AN ANALYSIS ON THE STUDENTS' ABILITY IN USING TO BE
IN NOMINAL SENTENCE AT GRADE VIII MTs S PANCA
DHARMA PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
Of Partial Fulfilment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

SADDAM LUBIS
Reg. No. 09 340 0059

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

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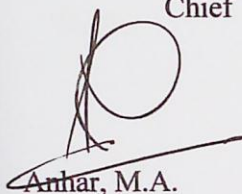Date 20 january 2015

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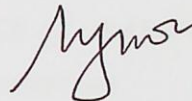Reg. No   : 09.340.0059

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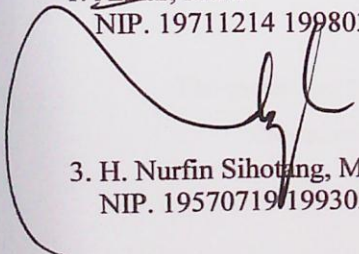Yusni Sinaga, S. Pd., M.Hum.
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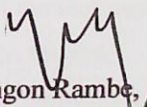
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Thesis   : AN ANALYSIS ON THE STUDENTS' ABILITY IN USING

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ABSTRACT

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Title	: AN ANLYSIS ON STUDENTS' ABILITY IN USING TO BE IN NOMINAL SENTENCE AT GRADE VIII MTS S PANCA DHARMA PADANGSIDIMPUAN

The purposes of this research were to know An analysis on students' ability in using to be in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan, to know the students' difficulties inusing to be in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan, and to know the efforts of the English teacher in overcoming the students' using to be in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan. The research was done at MTs SPanca Dharma Padangsidimpuan. The sources of data were the students at grade VIII, the English teacher and the headmaster at MTs SPanca Dharma Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instrument of data collection was interview and test.

After the research was done, it was known that the students' abilityin using auxiliary verbs at grade VIII MTs Panca Dharma Padangsidimpuancould be categorizedinto **enough category** with the mean **score 58,5%.** The students' difficulties in using to be in nominal sentence were difficult in using nominal sentence were poor vocabulary, lack understand about tobe, pronoun and tenses. The efforts done by English teacher to overcome the students' difficulties were repeat lesson, gave more examples, exercises, ordered them to often speak English, and invited them to learn by heart about the kind of verbs and also personal pronouns.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Firstly, researcher would like thank to Allah SWT who has given researcher cans to finish this thesis. Secondly, blessing and peace be upon to prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for researcher to complete and finish this thesis. Therefore researcher would like to thank:

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Padangsidimpuan, 29 August 2014
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Since human was born, human has had a language ability, crying is an ability of language at Baby is hood, that is why a baby cries because it wants something but it can't say what to do except craying, because craying is the baby's for communication. Language is a tool of communication. Without language, people cannot communicate, there for language is very important for human life. Language is used by people in their society to communicate to others. When Allah wants to say something, He does it by language. Language is the sign of His greatness, it can be seen surah Ar- Rum ayat 22:

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَأَيَـٰتٍ

لِّلْعَـٰلِمِينَ ﴿٢٢﴾

Meaning: "and among the signs of His power is the creation of the heavens and divergent different languages and color of your skin. Verily in this is truly there are signs for people who know.

Explanation of Al-Qur'an browsing knowledge is an obligation for Muslim people no exception in learning language. So we will not use a wrong language and must use to decent language.

One of the most popular languages that used by people from different countries both as a second and as a foreign language is English. That is why It is also stated as an International language. The Indonesian government has decided that English has to tobe thought since at junior high school up to university levels. Its' purpose to make students to be able to use English in daily communication. The role of English is easier to get many information in this world.

In learning English, there are four basic skills that must be mastered. The four basic skills are listening, speaking, writing, and reading. to support te basic skills the students have to study the vocabulary and the grammar or the structure of the English.

Grammar has an essential role in mastering English. It is the studing about how to make words into ideas. As Hans P. Guth said that grammar is the system by which words combine to convey ideas and information. In addition, the study of grammar can help a student to make appropriate and mature use of the resources of the language.[1]

Mistaking in the structure and grammar, it will make misunderstanding to the sentences. In English there are many kinds of sentence that must be learnt they are active sentence, passive sentence and nominal sentence in declerative,

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[1] Hans P. Guth, *Concise English Handbook,* (USA: Wadsworth Publishing Company, Inc., 1969), Second Edition, p. 1.

imperative sentence, introgative sentence. Although they have learnt English four years long time

Tobe can be a main verb or a helping verb. Verb are diffrent froms depending or whether the subject is singular or plural or whether the tenses is the past, present or a future.[2]

Nominal sentence is sentence that has predicate not a verb, but can be an adjective, noun or adverb, then nominal sentence should be inserted auxiliary verb to be like is am are and was were which are used in past tense. Since English has been learnt by students, nominal sentence has been introduced

Based on the researcher's experience for Teaching Practice Program in MTs S Panca Dharma, the researcher saw that there are many students who gets difficulties about the sentences especially using nominal sentences in simple present tense and simple past tense, some of the students made some mistakes in using nominal sentence. The students told to the researcher that they do not know the pattern and the using nominal sentences especially nominal sentence in simple present tense and simple past tense in positive, negative and introgative sentence

Considering the reasons above, researcher has to conducted this research to reach of the difficulty of the students' in using nominal sentences. The researcher would like to answer these research problems By An Analyzing on

---

[2] Mary s, schats, *grammar rules (USA :* gartic press, 1998), p.10.

the Students' Ability in Using Tobe in Nominal Sentence at Grade Seven MTs S Panca Dharma Padangsidimpuan

B. Focus of the problem

Based from backgraound above thre are many problem inside in sentence of English especially nominal sentence. All tenses use nominal sentence, in order to avoid misunderstanding interpreting the problem, reseacher focus using two tense in using Tobe in nominal sentence they are simple present tense and simple past tense in positive sentence, negative sentence and introgative sentence at grade VIII MTs S Panca Darma Padangsidimpuan.

C. Definitions of Terminologies

To avoid the vagueness and misunderstandings of the research, the researcher states and clarifies the terminologies as follows:

1. Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.[3]

2. Ability is a level of skill or intelligence.[4]

3. Analysis is study of planned complex series of procedures to decide the quickest, most efficient order for carrying out those procedures.[5]

---

[3] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 441.
[4] *Ibid.*, p. 2.
[5] *Ibid.*, p. 672.

4. Tobe can be a main verb or a helping verb. Verb are diffrent froms depending or whether the subject is singular or plural or whether the tenses is the past, present or a future.[6]

5. Nominal sentence is a linguistic term that refers to a nonverbal sentence (a sentence without a finite verb).[7] As a nominal sentence does not have a verbal predicate, it may contain a nominal predicate, an adjectival predicate, an adverbial predicate or even a prepositional predicate.[8]

D. Formulation of the Problem

Based on focus of the problem above, the problem of the research can be formulated as follows:

1. To what extent is student's ability in using Tobe in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan?

2. What are students' difficulties in using Tobe in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan?

3. What are the English teacher's efforts to solve the students' problem in using Tobe in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan?

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[6] *Op., Cit* p.10.
[7] J.B. Callender, *Studies In Nominal Sentences In Egyptian And Coptic* (London University Of California Press Ltd, 1984), p 1.
[8] *Ibid.,* p. 232.

E. Aims of the Research

The objective of the problems are:

1. To describe the students' ability in using Tobe in nominal sentence at grade VIII MTs S Panca Dharma Padangsidimpuan.

2. To describe the students' difficulties in using Tobe in nominal sentencece at grade VIII MTs S Panca Dharma Padangsidimpuan.

3. To describe the efforts of English teacher in solve the students' problems in using Tobe in Nominal Sentence at Grade VIII MTs S Panca Dharma Padangsidimpuan.

F. Significances of the Research

The significance of this research had two major benefits as follow:

1. Theoretical Signification of Research

    a. Headmaster of MTs S Panca Dharma Padangsidimpuan, to make a better concept with giving facilities in teaching English in the school.

    b. The teachers of English at MTs S Panca Dharma, being a reference in teaching grammar about nominal sentence to the students in the future.

    c. Next researchers, to develop the research of the same topic.

2. Practical Signification of Research

    a. As an input for the headmaster in guiding his English teacher.

b. As an input for the English teacher in teaching and learning process especially grammar about nominal sentence.

c. As an input to the students to decrease their problems in mastery using Tobe in nominal sentence in simple present tense and simple past tense.

G. Outline of the Thesis

The outline of the thesis included in to five chapters, they are:

The first chapter is an introduction that consist of the background of the problem, focus of the problem, definition of key terms, formulation of the problem, aims of the research, significant of the research, and outline of the thesis.

The background of the problem talks about the reason to choose the title of the research. Focus of the research is made to specific discussion of the research. Definition of the key terms was used to clarify the terminologies in the title of this research. The researcher state the formulation of the problem use to give a general problem of the research. The aims of the research are made to clarify the purpose of the research. The significant of the research is made to state that the research is useful for researcher and another. The outline of the thesis is the content of the thesis generally.

The second chapter is a theoretical description consists of the tenses, formula, and the definition of Nominal sentence.

The third chapter is the research methodology that consists of the setting of the research, research design, the sources of the research, the technique for collecting the data and instrument, technique of checking trustworthiness and the technique of data analysis. Setting of research were the place and schedule. The sources of the research were the participant of the data. The technique for collecting the data and instrumentation was the way and instrument to get the data. Techniques of checking trustworthiness were used to reduce the bias of the data and to improve the validity of the collected. The techniques of data analysis are the way to analyze the data collected.

The fourth chapter is the result of the research consists of students ability, students difficulties, the effort of English teacher to solve the difficulties of students in Nomina at grade VIII MTs S Panca Dharma Padangsidimpuan.

The fifth chapter is closing that consists of conclusions and suggestion from the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Tenses

Tenses are verbs that can change to show the times. The verb included of the regular and the irregular verb. The using of a verb into tenses has relation when the speaker in writing and speaking express the utterance in English. Jatanthy Dakshina Murthy stated "tense is a term used in grammar to indicated the action or event".[1]

On other hand, Hilman Fariz Mukti says:"Tense berarti bentuk kata kerja yang menunjukkan waktu, tense juga menunjukan waktu dari suatu aktivitas (tindakan) dan tingkat penyelesaian aktivitas (tindakan) tersebut".[2] (Tense means the changing of verb to show the time and of an activity or action and it is also shows the level of its perfection).

Thus, some the definitions of tense above, researcher assumes that see agrees with Jayanty statement because her opinion told that the tense is a term to show the time so researcher concludes that tense is the form of verb to show an action based on time.

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[1]Jayanty Dakshina Murthy *Contemporary English Grammar (New Delhi, : Book Palace, 1990)*, p. 151.

[2]Hilman Fariz Mukti, *Complete Eenglish Grammar (*Yogyakarta: Absolut, 2009), p. 177.

In English, tense is divided into three classes namely: present, past, future.[3] And each of them has four forms, they are : simple, continuous, perfect and perfect continuous.[4]

1. Present Tense

   ➢ Simple present tense

   ➢ Present continuous tense

   ➢ Present perfect tense

   ➢ Present perfect continuous tense

2. Past Tense

   ➢ Simple past tense

   ➢ Past continuous tense

   ➢ Past perfect tense

   ➢ Past perfect continuous

3. Future Tense

   ➢ Simple future tense

   ➢ Future continuous tense

   ➢ Future perfect tense

   ➢ Future perfect continuous tense

So, that writing tenses is the ability to communicate sentences, exactly with explanation in particular time. As stated at the topic of the study before,

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[3]Jayanthi Dakshina Murthy, *Loc. Cit.,* 151.
[4]Ahmad Izzan, *Basic English Grammar* (Jakarta : Lesain Blank, 2008), p. 125.

in this study, the researcher only focuses this research in both simple present tense and simple past tense in using nominal sentence in declarative, negative and introgative sentence.

4. Simple Present Tense

Simple present tense is form of time the uses stated action a do repeated, or habitual action not correlation with time. Acocording Jayanthy Dakshisina Murthy "the simple present tense is use to know that action takes places at present, it is known as the present tense".[5] Than, the indonesia experts stated such as:

Wahyu purnomo says that: "simple present tense digunakan untuk menyatakan suatu peristiwa atau perbuatan yang dilakukan secara berulang-ulang (perbuatan yang sudah menjadi suatu kebiasaan) dan digunakan untuk menyatakan suatu general truth (kebenaran umum), yaitu suatu hal yang benar atau sesuai dengan kenyataan".[6]

The simple present tense is used to express an event or action habits (an action have has became a habits), a thing that is true in general. And according to Otong setiawan djhure the simple present tense is information happen, statement habitual action, general truth, to express what may happen at the time of speaking.[7]

[5]Jayanty Dakshina Murthy, *Loc. Cit.,* p. 151.

[6]Wahyu purnomo, *English Grammar and Everyday Conversation* (Surabaya: Amelia, 2005), p. 29.

[7]Otong Setiawan Djhure, *Functional English Grammar* (Bandung: Yrama Widya, 2008), p. 80.

Thus, some the definitions of simple present tense above, researcher assumes that agrees with Wahyu purnomo statement as on her opinion. Simple present tense in nominal can be divided in to three forms on the formula. They can be seen as the bellow:

The formulation of simple present tense in nominal.[8]

a. Positive

Formula : Subject + to be (is am are) + Complement

Example:

➢ He *is a teacher.*

➢ We *are* students.

➢ It *is* a cat.

b. Negative

Formula Subject + tobe (is am are + not +   + Complement

Example:

➢ He *is not a teacher.*

➢ We *are* not students.

➢ It *is not* a cat.

[8]Dani Setiawan, *16 Tenses* (Jakarta: PT. Suka Buku, 20011), p. 7-11.

c. Interrogative

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

Example:

> *is* He *a teacher ?*

> *are* We students ?

> *is* It a cat ?

5. Simple Past Tense

The simple past tense is form of time uses to adverb event that became past time and end the past time. The simple past is use of a complete action that happened at one specific time in the past.[9] According to Betty Schrampfer Azar, simple past tense is uses to talk about activities or situations that began and ended at a particular time in the past.[10] Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to shown that an action was completed.[11]

So, the researcher can be conducted that, past tense is an activity or situation at a particular time in the past. Simple past tense in nominal can be divided in to three form on the formula. They are can be seen as the bellow:

---

[9]Cliffs, *TOEFL:Tes of English as a Foreign Language* (New Delhi: WilyDreamtechd, 2005), p. 59.
[10]Betty Schrampfer Azar, *Fundamentals of English Grammar* (Jakarta: Bina Rupa Aksara, 1993), p. 32.
[11]Jayanthi Dakshina Murthy. *Loc. Cit*., p. 151.

The formulation of simple past tense.[12]

a. Positive

Formula : subject + tobe (was were) + comlement

Example:

- ➢ He *was a teacher.*

- ➢ We *were* students.

b. Negative

Formula : Subject + to be (was were)+ not + complement

Example:

- ➢ He *was not a teacher.*

- ➢ We *were not* students.

- ➢ It *was not* a cat

c. Interrogative

Formula : Tobe (was were) + Subject + complement

Example:

- ➢ Was He *a teacher?*

- ➢ Were We students?

---

[12]Dani Setiawan, *Op,. Cit.,* p.58.

B. To be

Verb to be can be a main verb or a helping verb. Verb are diffrent froms depending or whether the subject is singular or plural or whether the tenses is the past, present or a future.[13]

1. Am, Is and Are

The words am, is, are also verbs, but they are not action words. They are the simple present tense of the verb be. Use am with the pronoun I, and is with the pronouns he, She and it. Use are with the pronouns you,we and they.[14]

2. Was and Were

The verbs was and were are also forms of the verb be. Was is the simple past tense of am and is. Use was with the pronouns I,he,she and it, and with singular nouns.[15]

C. Sentence

1. Definition of Sentence

Sentence is a group of words have a sense consist a subject and predicate. Below some opinions quated from some experts which stated about definition of the sentence :

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[13] Mary s, schats, *grammar rules (USA :* gartic press, 1998), p.10.
[14] Howard sargeant, *Op. Cit.*, p. 83.
[15] *Ibid.,* p. 104.

- Jayanthi stated that "sentence is a group of words which makes complete sense.[16]

- Oshima and Hogue said "a sentence is a group of word that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate.[17]An oral and written communication is made up of one or more units called sentences.

- Linda Gerot and Peter Wignell " sentence is a unit of written language[18]

- R. W. Zandvoort ". A sentence is a word or set of words followed by pause and revealing an intelligible purpose.[19]

based on the authors opinion reseacher conclude sentence is a group of words that expresses a complete idea and that includes a subject and a predicate. The sentences can be anlayzed base on the aim of the kinds. Base on the aim the sentence divided into declarative sentence, Introgative sentence. Exclamatory sentence and imperative.

---

[16] Jayanthy Dakshina murthy, Op. Cit,. p. 235.

[17] Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (America: Addions Wesley Publishing Company, 1983), p. 121.

[18]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p. 82.

[19]R. W. Zandvoort, *A Handbook of English Grammar* (Singapore: Singapore Offset Printing, 1975), p. 195.

2. Four Kinds of Sentence

Howard sargean said in his book basic english grammar there are four kind of sentence, [20] there are declarative sentence. Introgative sentence. Exclamatory sentence and imperative sentence.

a. declarative sentence.

A declarative sentence makes a statement. A declarative sentence ends with a period. Name else declarative sentence is positive sentence.

Example :

➢ It is raining.

➢ Tom is a diligent boy

b. An interrogative sentence.

An interrogative sentence asks a question. An interrogative sentence ends with a question mark (?)instead of a period.

Example :

➢ Where are my keys?

➢ Why is the sky blue?

c. An exclamatory sentence.

An exclamatory sentencemakes a very strong statement called an exclamation. It shows a strong feeling such as surprise or anger. An

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[20] Howard sargeant,*basic english grammar* (United States : Saddleback Educational Publishing , 2007), p. 118.

exclamatory sentence ends with an exclamation point (!)instead of a period.

Example :

     ➢   How beautiful she is!

     ➢   The silly boy!

d.   An imperative sentence

An imperative sentence gives an order. An imperative sentence can end with an exclamation point (!)if the order is very firm. Name else of an imperative sentence is negative sentence.

Example :

     ➢   Hurry up please

     ➢   Be honest please

Jonggi m. Sitompul said[21] based on the predicate of a sentence, a sentence can be classified two classification, they are **nominal sentence** and **verbal sentence** (berdasarkan predikatnya sentence di kelompokkan menjadi dua yaitu nominal sentence dan verbal sentence.

3. Nominal sentence

a. Definition of nominal sentence

Nominal sentence is a sentence without verb. According to windy novia Nominal sentence is "sentence which the predicate is not a verb but

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[21] Jonggi m. sitompul,*english grammarfor beginner* (jakarta :pt grasindo, 2007), p. 68.

is joined to the subject by a copula containing a verb".[22]It means that 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, in simple present tense and was, were an simple past tense.

b. Forms of nominal sentence

Nominal sentence divided in three forms they are positive, negative and introgative sentence.

1) Declarative nominal sentence in simple present tense

Table. 1
Formula : S + to be + complement

I	Am	
She He It	Is	Complement
You They We	Are	

Example :

`   (+) <u>They are doctors</u>
            S To be   C

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[22] Windy Novia, *Op.Cit.,* p. 285.

2) Negative nominal sentence in simple present tense

This will be negative sentences by adding 'not' after tobe.

Table. 2
Formula : S + tobe + not + complement

I	Am	not	
She He It	Is	not	Complement
You They We	Are	not	

Example :

      (-) <u>They are not doctors</u>
           S   tobe+not C

3) Interrogative nominal sentence in simple present tense

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence.

Table. 3
Formula : tobe + S + complement

Am	I	
Is	She He It	Complement
Are	You They We	

Examples :

      (?) <u>Are they doctors?</u>
          To be S   C

4) declarative nominal sentence in simple past tense.

Table. 4
Formula : S + to be + complement

I She He It	Was	Complement
You They We	Were	

Example :

`   (+) <u>They were doctors</u>
            S   To be   C

5) Negative nominal sentence in simple past tense

This will be negative sentences by adding 'not' after tobe.

Table. 5
Formula : S + tobe + not + complement

I		Not	Complement
She He It	was	not	
You They We	were	not	

Example :

        (-) <u>They were not doctors</u>
            S   tobe+not   C

6) Interrogative nominal sentence in simple past tense

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence.

Table. 6
Formula :   tobe + S + complement

was	I She He It	Complement
were	You They We	

Examples :

(?) <u>were they doctors?</u>
    To be   S   C

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds Of The Reseach

The method of the research will be done conducted by used the descriptive method. The descriptive method is a kind of method used in the research and this research will be done used a qualitative approach. Qualitative approach is used for investigating a variety of educational problems an issue it's used to the terming ad descript the way things.

While according to Abdul Azis that copied by Burhan Bungin in Analisis Data Penelitian Kualitatif , "Pendekatan Kualitatif adalah salah satu pendekatan utama yang pada dasarnya adalah sebuah label atau nama yang bersifat umum saja dari sebuah rumpun besar metodologi penelitian". (Qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on explanation above, in this research used a qualitative approach. The researcher used descriptive research to search students' ability in using to be in Nominal Sentence At Grade VIII MTs S Panca Dharna Padangsidimpuan.

B. Time and Place of the Research

This research done in conducted at MTs S Panca Dharma Padangsidimpuan. It is located at Jln. Tapian Nauli Aek Tampamg Padangsidimpuan. This subject of research is grade VIII students' of MTs S Panca Dharma Padangsidimpuan in 2014/2015 academic year. The research will be done from August up to September 2014.

C. Source of Data

In this research, all of the data were taken from 2 (two) sources, they are primary sources of the data: they were the test and observation and the secondary sources of data were: interview with the headmaster and the English teacher at MTs S Panca Dharma Padangsidimpuan, while the informant of their research will be 20 students of grade VIII, English teacher, and the headmaster.

D. Instrument of the Collecting Data

Based on the sources of data, the researcher used the observation, interview and test as an instrument for collecting the data, this research uses the qualitative research.

L.R. Gay state: "Qualitative research sometimes combines qualitative (e.g. observation) and qualitative (e.g. test scores) data in studies, resulting in the need for statistical analysis".[1]

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[1] *Ibid., p.* 109.

Jhon W. Crewsell said that there are steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observation and interview, document and visual materials.[2]

Suharsimi Arikunto state that: "Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain".[3]Based on the statement above, the researcher choosen the instrument of collecting data in this research. They are :

1. Interview

Interview is a purposeful interaction, usually between two people, focus on one person trying to get information from the other person.[4] Interview is given for the English teacher and students for getting data about the students' ability in Using Nominal Sentence at MTS S Panca Dharma Padangsidimpuan. So this interview is one of the techniques data by doing oral interview in individual meeting.

2. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligence in Using Nominal Sentence order to gather the data accurately on students' in Using Nominal Sentence,

[2] Jhon W. Crewsell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches,* (USA:Saga Publication. Inc, 2002), p. 185.

[3] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT. Rineka Cipta,2003), p. 223.

[4] L.R. Gay and Peter Airasian, *op.cit.,* p. 219.

Appropriate with the instrument of this research, the researcher wanted to know the ability of students In using Nominal sentence in writing test, the material Nominal Sentence that had been tested are: Using nominal Sentence in simple Present tense and Simple Past tense in declarative, negative and introgative sentence.

Table 1. Indicator of the text

NO	Indicators	Items	Number of test	Score
1.	Students are able to use tobe "am" in Nominal Sentence in Simple Present in declarative sentence	1	1	5
2.	Students are able to use tobe " is" in Nominal Sentence in Simple Present in declarative sentence	1	2	5
3	Students are able to use tobe "are" in Nominal Sentence in Simple Present in declarative sentence	1	3	5
4	Students are able to use tobe "am not" in Nominal Sentence in Simple Present tense in negative sentence	2	4,5	10
5	Students are able to use tobe "is not" in Nominal Sentence in Simple Present tense in negative sentence	1	6	5
6	Students are able to use tobe "am" in Nominal Sentence in Simple Present tense in introgative sentence	1	7	5
7	Students are able to use tobe "is" in Nominal Sentence in Simple Present tense in introgative sentence	2	8,9	10

8	Students are able to use tobe "are" in Nominal Sentence in Simple Present tense in introgative sentence	1	10	5
9	Students are able to use tobe "was" in Nominal Sentence in Simple Past tense in declarative sentence	2	11,12	10
10	Students are able to use tobe "were" in Nominal Sentence in Simple Past tense in declarative sentence	1	13	5
11	Students are able to use tobe "was not" in Nominal Sentence in Simple Past tense in negative sentence	2	14,15	10
12	Students are able to use tobe "were not" in Nominal Sentence in Simple Past tense in negative sentence	1	16	5
13	Students are able to use tobe "wes" in Nominal Sentence in Simple Past tense in introgative sentence	2	17, 18	10
14	Students are able to use tobe "were" in Nominal Sentence in Simple Past tense in introgative sentence	2	19,20	10
	total	**20**	**20**	**100**

Based on above table, it can be known that there are 20 question as instrument of the research, the score of a question is 5 thus 5 x 20 is 100, it means that the score of all the question, further, if a students can answer all of the question she/he will get 100 as the highest score.

E. The Techniques of Data analysis

After data has been collected, the research analyzed the data by using some steps, they are:

1. To check the true or false data.

2. To count of sum of the true from the students answer and then classified it based on their score.

3. Calculate the their result(mark) by using mean score, the formula is below:

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

Note:

M: Mean score (average)

n: Sum of respondents

$\sum x$: Total of the result.[5]

4. Description of data, it is done to describe or interpret data that have been collected systematically.

5. After conclusion, it is done to conclude the discussion solidly and briefly.

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[5]Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), hlm, p. 81.

F. Technique of the Data Trustworthiness

There are many techniques to determine the data trustworthiness but the researcher only used triangulation stated by Lexy J. Moleong, "triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data".[6] Triangulation is used to check the trustworthiness data with compare the result of observation, interview and the result test.

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[6] Lexy J Moleong. *Metodologi penelitian kualitatif*, (Bandung: Remaja Rosdakarya, 1999), p. 175-183.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

1. General Findings

The research was conducted in Madrasah TsanawiyahSwastaPanca Dharma which address in AekTampang, Padangsidimpuan. Based on observation, if it was looked the location of this school is very strategic because this school stood in the centre of society. So, the other society get easy to reach it.

MTs S Panca Dharma Padangsidimpuan has 107 students, 42 students were boys and 65 students were grils.[1]In this research, the students that made as participant were all of the grade VIII in MTs S Panca Dharma. The sum of them were 20 Students. 8 students were boys and 12 students were girls. The sum of the teacher in MTs S Panca Dharma Padangsidimpuan were 16 people, the sum of English teacher were 3 people and 1 employer.

Their lessons were: English, Fiqih, Ilmu Pendidikan Sosial, Keterampilan, Agama, Matematick, Al-Qur'an Hadits, Ilmu Pendidikan Alam, Pengembangan Diri, Akidah Akhlak, Seni Budaya, Bahasa Indonesia, Teknologi Informasi dan Komunikasi,Pendidikan Jasmani, Pendidikan

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[1]Drs. Ali Musa, Headmaster of MTs S Panca Dharma Padangsidimpuan, Private interview at 14th August 2014.

Pancasila dan Kewarganegaraan, Bahasa Arab, and Sejarah Kebudayaan Islam.

MTs Panca Dahrma Has five classrom, the grade VII has 2 classrom, grade VIII one Classrom and IX two classrom. Generally, this school has some equipments and facilities as follows:

Table 1.

facilities and indstructure in MTs S Panca Dharma Padangsidimpuan

No	The Name of the Unit	Total
1	classrooms	5
2	teacher office	1
3	headmaster office	1
4	administration office	1
5	bathrooms	2
6	library	1
7	Sport facilities	1

table 2.

Decription of students' data in MTs S Panca Dharma Padangsidimpuan

no	Class	Students		
		grils	Boys	Total
1	VII	25	15	40
2	VIII	12	8	20
3	IX	28	19	47
Total		65	42	107

table 3.

Decription of Teachers' data in MTs S Panca Dharma Padangsidimpuan

No	Teachers Name	Potition/ Study
1	Drs. Ali Musa	Headmaster
2	Zulfikri, S.Pd	Bahasa Inggris, Teknologi Informasi dan Komunikasi (TIK)
3	Syamsuddin, S.Pd	Pendidikan Jasmani
4	Toni, S. pd	Bahasa Inggris Ilmu Pendidikan Sosial
5	Fitri Sri Hartati, S.Pd	Bahasa Inggris, Ilmu Pengetahuan Sosial (IPS)
6	Eni Juana S.Pd	Pendidikan Kewarganegaraan (PKn)
7	Desmita S.Pd. I	Pendidikan Kewarganegaraan (PKn)
8	Donna Hairani S.Pd	Ilmu Pengetahuan Alam (IPA)
9	Drs. Ibrahim	Pendidikan Jasmani
10	Sri wahyuni	Employer
11	Maria Ulfa HRP, S. Pd. I	Fikih
12	Donna Hairani S.Pd	Matematika Geografi
13	Sarianna, S, Ag	Aqidah Akhlak
16	Nurhidayah. S. Ag	SKI

2. Specific Findings

a. **The Description of Using Nominal Sentence In simple Present Tense and Simple Past Tense at VIII Grade MTs S Panca dharma Padangsidimpuan**

Based on the result of the test given to respondents, it can be seen that score of respondents between 15 up to 95 It means that the highest score gotten by respondent is 95 and the lowest score is 15. The description result of answer of students ability in using Nominal sentence in simple present tense and simple past at grade VIII Madrasah TsanawiyahSwastaPanca Dharma Padangsidimpuancan be seen in table below.

Table 4.

the description result of answer of students' using to be in nominal sentence in simple present tense in declarative

No Test	Indicators	Students	Correct	Score	Fault	Total score
1	am	20	17	85	15	100
2	is	20	15	75	25	100
3	are	20	19	95	5	100
TOTAL				255	45	300

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \; x \; \sum Item \; x \; Nilai \; Item \; tertinggi} \; X \; 100\%$$

$$= \frac{255}{}$$

$$\text{20 x 3 x 5} \qquad \text{x} \atop \text{100\%}$$

$$= \qquad \textbf{85 \%}$$

From the data above, it can be known that the students understood about using to be in nominal sentence in declarative sentence :test number 1 using "am" were 17 students (85%). Test number 2 using "is:were 15 students (75%) and test number 3 using "are"were 19 students (95%)Result of the test above about using tobe innominal sentence in simple present tense in positive, all students understaood about sentence were 85 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in declarative sentence. Students mistakes test number 1 using " am" are 3 students (15%), students forgot the pattern of to be am in sentence, they didnt answer the text of the reseach. test number 2 using "is" are 5 students (25%), students didnt know which pronoun used by is, and they used two tobe in the sentence. and test number 3 using "is" 1 students (5%), student forgot the pattern of sentence he didnt answer the text. All students mistakes about sentence are 15 %

Table 5.

the description result of answer of students' using to be in nominal sentence in simple present tense in negative

No Test	indicators	students	correct	score	fault	Total score
4	Am not	20	13	65	35	100
5	Am not	20	11	55	45	100
6	Is not	20	12	60	40	100
TOTAL				180	120	300

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \times \sum Item \times Nilai\ Item\ tertinggi} \times 100\%$$

$$= \frac{180}{20 \times 3 \times 5} \times 100\%$$

$$= \mathbf{60\%}$$

From the data above, it can be known that the students understood about using to be in nominal sentence in simple present tense in negative sentence :test number 4 using " am not" are 13 students (65%). Test number 5 using "am not" were 11 students (55%) and test number 6"using is not" are 12 students (60%) Result of the test above about the using tobe in nominal sentencein simple present tense in negative, all students understaood about sentences were 60 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in simple present tense in negative sentence. Students mistakes test number 4 using " am not" are 7 students (35%), students didn't use not in tobe of negative nominal sentence. test number 5 using "is not" are 9 students (45%) students use "were" in nominal in sentence in simple present tense and test number 6 using "are not" are 8 students (40%), students use double tobe simple present tense in sentence of the text. All students mistakes about sentences are 40 %

Table 6.

the description result of answer of students' using to be in nominal sentence in simple present tense in introgative.

No Test	Indicators	Students	Correct	Score	Fault	Total score
7	am	20	10	50	50	100
8	is	20	12	60	40	100
9	is	20	10	50	50	100
10	are	20	12	60	40	100
TOTAL				220	140	400

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \times \sum Item \times Nilai\ Item\ tertinggi} \times 100\%$$

$$= \frac{220}{20 \times 4 \times 5} \times 100\%$$

$$= \mathbf{55\ \%}$$

From the data above, it can be known that the students understood about using to be in nominal sentence in simple present tense in introgative test number7"am" are 10 students (50%). Test number 8 "is" are 12 students (60%), test number 9 "is"are 10 students (50%) and test number 10"are" are 12 students (60%).Result of the test above about the using to be in nominal sentence insimple present tense in introgative, all students understaood about sentences are 55 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in simple present tense in introgative test number 7 "am" are 10 students (50%) students used double tobe in sentence. Test number 8 "is" are 8 students (40%) students use tobe in simple past tense to nominal sentence in simple present tense, test number 9 "is" are 10 students (50%) students didn't answer of the text and students forgot pattern of the sentence. and test number 10 "are" were 8 students (40%), Students don't use tobe in sentence. all students mistakes about using to be in introgative in nominal sentence in simple present tense are 45 %.

Table 7.

the description result of answer of students using to be in nominal sentence about simple past tense in declarative.

No Test	Indicators	Students	Correct	Score	Fault	Total score
11	were	20	13	65	35	100
12	was	20	13	65	35	100

13	were	20	12	60	40	100
TOTAL				190	110	300

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \ x \ \sum Item \ x \ Nilai \ Item \ tertinggi} \ x \ 100\%$$

$$= \frac{190}{20 \ x \ 3 \ x \ 5} \ x \ 100\%$$

$$= \textbf{63,3 \%}$$

From the data above, it can be known that the students understood about using to be in nominal sentence in simple past tense in declarative sentence :test number 11"were" are 13 students (65%). Test number 12 "was" are 13 students (65%), test number 13 "were" are 12 students (60%).Result of the test above about using to be in nominal sentence insimple past tense in declarative, all students understaood about sentences are 63.3 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in simple past tense in declarative : test number 11 "were" are 7 students (35%), students use tobe simple present in sentence. Test number 12 "was" are 7 students (40%), students don't use tobe in sentence. test number 13 "was" are 8 students (40%), students don't anwer the text, students forgot pattern of the sentence.

Result of the test above about using to be in nominal sentence insimple

past tense in declarative, all students mistakes about sentences were 37.7

%.

Table 8.

the description result of answer of students using to be in
nominal sentence about simple past tense in negative

No Test	Indicators	Students	Correct	Score	Fault	Total score
14	Was not	20	11	45	55	100
15	Was not	20	5	25	75	100
16	Were not	20	10	50	50	100
TOTAL				120	180	300

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \ x \ \sum Item \ x \ Nilai \ Item \ tertinggi} \ x \ 100\%$$

$$= \frac{120}{20 \ x \ 3 \ x \ 5} \ x \ 100\%$$

$$= \textbf{40 \%}$$

From the data above, it can be known that the students understood

about using to be in nominal sentence in simple past tense in negative

sentence :test number 14"was not" are 9 students (45%). Test number 15

"was not" are 5 students (25%), test number 16 "were not" are 10 students

(50%). Result of the test above about using to be in nominal sentence

insimple past tense in negative, all students understaood about sentences are 40 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in simple past tense in negative sentence :test number 14"was not" are 11 students (55%), students forgot use not in tobe in sentence. Test number 15 "was not" are 15 students (75%) students use tobe in simple present in sentence, test number 16 "were not" are 10 students (50%) students don't answer the sentence, students forgot the pattern of the sentence .Result of the test above about using to be in nominal sentence in simple past tense in negative, all students mistakes about sentences are 60 %.

Table 9.

the description result of answer of students using to be in nominal sentence about simple past tense in introgative

No Test	Indicators	Students	Correct	Score	Fault	Total score
17	was	20	7	35	65	100
18	were	20	13	65	35	100
19	was	20	13	65	35	100
20	were	20	8	40	60	100
Total				205	195	400

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \; x \; \sum Item \; x \; Nilai \; Item \; tertinggi} \; x10\%$$

$$= \frac{120}{20 \text{ x } 3 \text{ x } 5} \text{ x } 100\%$$

$$= \quad \textbf{40 \%}$$

From the data above, it can be known that the students understood about using to be in nominal sentence in simple past tense in introgative sentence :test number 17"was " were 7 students (35%). Test number 18 "were " were 13 students (65%), test number 19 "was"were 13 students (65%) test number 20 "were "were 8 students (40%)Result of the test above about using to be in nominal sentence insimple past tense in introgative, all students understaood about sentences were 51,25 %.

From the data above, it can be describe that the students mistakes about using to be in nominal sentence in simple past tense in introgative sentence :test number 17"was " are 13 students (65%), students use double tobe in sentence. Test number 18 "were " are 7 students (35%), students don't use tobe in sentence. test number 19 "was" are 7 students (35%) student didn't use tobe in sentence. Students forgot the pattern of sentence. test number 20 "were "are 12 students (60%) students use tobe simple present in sentence. Result of the test above about using to be in nominal sentence insimple past tense in introgative, all students mistakes about sentences are 48,75 %.

After analyzing the data that has been collected from the respondents, it was gotten that the value of the mean score (M) of the grade VIII of students MTs S Panca Dharma Padangsidimpuan in 2014/2015 academic year in students Ability In Using Nominal sentence was 58,5% and it can be categorized to the enough category. To know the description about the classification or the criteria of the An analysis On the Students Ability Using Nominal Sentence at Grade VIII Panca Dharma Padangsidimpuan in 2014/2015 academic year, look the following table:

Table 10

The Criteria Score Interpretation[2]

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	**Enough**
61% - 80%	High
81% - 100%	Very high

Table 11

The Classification of The Students' ability inUsing to be in Nominal Sentence at Grade VIII in MTs S Panca Dhrama Padangsidimpuan in 2014/2015Academic Year

Classification	Criteria	Total of students	Percentage
0% - 20%	Very low	4	20%
21% - 40%	Low	-	-
41% - 60%	Enough	6	30%
61% - 80%	High	5	25%
81% - 100%	Very high	5	25%
Total		20	100%

According to the classification above, it can be seen that:

1) There are 5 of the students that can be categorized in to very high category.

2) There are 5 of students that can be categorized in to high category.

3) There are 6 students that can be categorized in to enought category.

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[2]Riduan.*BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitiPemula*, (Bandung:Alfabeta, 2005) p.89

4) There are no students that can be categorized in to low category.

5) There are 4 of students that can be categorized in to very low category

b. The Difficulties that Faced by Students Ability in Using to be in Nominal Sentence at Grade VIII MTs S Panca dharma Padangsidimpuan.

Based on the students result test in Nominal Sentence in simple present tense and simple past tense in declarative, negative and intogative sentence have mean 58,5 score. The students have ability in Using to be in Nominal Sentence were enough categories.

Beside that the researcher also was interviewed to the students and the English teacher. Based on the result of the interviewed to students, there were some diffulties that usully faced by students when Using Nominal Sentence in simple present tense and simple past tense. Based on the result of interview to students, there were students' difficulties inUsingto be inNominal Sentence in simple present tense and simple past tense in declarative, negative and introgative sentence:

1) Diffiuculties Students Using to be in nominal sentence in simple present tense in declarative sentence

Sapran said He is very low mastering vocabulareand He difficulties using to be in nominal sentence in simple present tense because he dont know the meaning of the sentence

2) Diffiuculties Students Using to be in nominal sentence in simple present tense in negative sentencce

   Risky said he dont know and he difficulties answer to be in tense in negative and he dont know the meaning of the sentence some students made answer ame with declarlarative sentence

3) Diffiiuculties Students Using to be in nominal sentence in simple present tense in introgative sentence some students dont know about introgative sentence like sapran he didnt answer the question when researcher give the test

4) Difficulties Students Using to be in nominal sentence in simple past tense in declarative sentence. Eka priska said she did not know about was and were

5) Difficulties Students Using to be in nominal sentence in simple past tense in negative sentence, some students did not understand about formula of nominal sentence especially negative sentence in past tense like saut he mistakes test number 16, whe reseacher interview him he said I I dont undestand

6) Difficulties Students Using to be in nominal sentence in simple past tense in declarative sentence Fauziah She like study English and he known using Nominal Sentence in present and past tense but She did

not know definition of tobe. [3] helmi she known about the Nominal Sentence in simple past tense and she thought nominal sentence is sentence without verb.[4]

Many students didn't know about grammar and especially sentence but there some know tenses and many student didnt know tobe but they known is, am, are and was, were. they often seen that in text they didnt know is, am, are and was, were name of that are tobe[5] many students did not know of pronoun and they did not understand use nominal sentence.

interview to English teacher, Zulfikri said that:

> There are some difficulties that usually faced by students in Using Nominal Sentence especially in simple present tense and simple past tense in declarative, negative and introgative sentence, they are poor vocabulary and they dont know pattern about it so they are difficulty in learning English[6] especially Nominal sentence

Further, she said:

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[3] Fauziah, *The student at grade VIII MTs S Panca Dharma Padangsidimpuan, Personal interview*, 13th August 2014

[4]Helmi,*The student at grade VIII MTs S Panca Dharma Padangsidimpuan, Personal interview*, 13th August 2014

[5]Students,*The student at grade VIII MTs S Panca Dharma Padangsidimpuan, General interview*,   13th August 2014

[6]Zulfikri, *English teacherMTs S Panca Dharma Padangsidimpuan, Private interview*,   13th August 2014

There are students lazy in learning English.[7] They are more intresting in other lesson than english. but some students like study english and they always better score than other their friends

So, based on result of interview with the English teacher, it can be concluded that the students some difficulties in learning Nominal Sentence .Based on interview to headmaster, the headmaster said:

Some students of MTs S Panca Dharma Padangsidimpuan had difficulties in learning English, especially at grade VIII, They don't have motivation to study English. They lazy and boring to study English, it mode they have low score in English.[8]

c. The Efforts of the English Teacher in Overcoming Difficulties of Students ability in using to be in nominal sentence in simple present tense and simple past tense

Based on the interview to Mr.Zulfikri,S.Pd as one of the English teacher in MTs S Panca Dharma, he said that, he anticipated the difficulties of the students in Using Nominal Sentence were:[9]

1) The English teachers often repeat the lesson and give more examples which example were near or familiar with their life and English teacher invited the students one by one write their example in the blackboard.

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[7]*Ibid.*
[8]Ali Musa, *HeadmasterMTs S Panca Dharma Padangsidimpuan, private interview*, 13th August 2014

[9]*Ibid.*

2) Before the English teacher gave the new lesson, first the English teacher gave chance or time students to something left or not clears about the lesson.

3) The English teacher gave task for students.

B. The Discussion

The result of this research which the title "Students' ability in Using To be in Nominal Sentence at Grade VIII in MTs S Panca Dharma Padangsidimpuan can be categorized in to enough category (58, 5).

There 2 (two) factors that influence the students' ability, they were: the first, internalfactors (factors from the child it self) involve; physiology factors such as health; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.[10]

To anticipate the learning difficulties, thes English teacher efforts were the English teacher often repeated the lesson especially in nominal sentence in simple present tense and simple past tense in declarative, negative and introgative then the English teacher asked the students to know the vocabularies from their sentence. The other, the English teacher always motivated the students in learning

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[10]MuhibbinSyah, *PsikologiBelajar,* (jakartaGrapindoPersada, 2008), p. 182-184

process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.[11] In addition, according to YatimRiyanto that to overcome learning difficulties can be done through remedial.[12]Base on the explanation above the researcher can conclude thet the learning difficulties can be anticipated through tutoring and remedial.

C. Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

1. On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough.

2. The students also did not do the test seriously. So, the researcher took the sets answer directly without care about it.

3. Reseach is lack representatively about students ability using in nominal sentence because no more two indicator in test

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[11]Muliasa, *Menjadi Guru Profesional,* (BandungRemajaRosdaKarya, 2008), p. 121.
[12]YatimRiyanto.*ParadigmaBaruPembelajaran*, (Jakarta:Pranada Media Group,2009), p. 140.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the researcher take the conclusions about this research as the following:

1. The result of this research which the title "An Analysis on the Students' Ability in Using To Be in Nominal Sentence at Grade VIII MTs S Panca Dharma Padangsidimpuan. Academic year 2014/3015, they can be categorized into **Enough category**. It can be seen from the value of the Mean Score (M) got by the students, that is 58,5%.

2. The students difficulties Using To Be in Nominal Sentences were:

    a. The students Difficulties in vocabulary and memorizing vocabulary.

    b. Some of them didn't know about Pronoun, tobe and tenses, that will use in Nominal Sentence.

3. The efforts of the English teachers in overcoming difficulties of students in Using Nominal Sentence at grade VIII MTs S Panca Dharma Padangsidimpuan.

    a. The English teachers often repeat the lesson and give more examples which example were near or familiar with their life and English teacher invited the students one by one write their example in the blackboard.

b. Before the English teacher gave the new lesson, first the English teacher gave chance or time students to something left or not clears about the lesson.

c. The English teacher gave task for students.

B. Suggestions

After take the conclusions, the researcher want give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the headmaster top motivate his teacher to increase their ability in study English.

2. It is suggested to the English teacher to:

   a. Before studying the students to pray together in the class.

   b. Before studying the Nominal Sentence, the students had know and mastery about vocabulary and tobe,

   c. Apply the suitable strategies, methods, ways or etc, which can improve help them understand in learning English. Especially in Nominal Sentence.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from perfect one due to the limitation of the researcher material, knowledge and experience.

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THE STUDENTS' SCORE IN USING NOMINAL SENTENCE IN SIMPLE PRESENT TENSE AND SIMPLE PAST TENSE IN DECLARATIVE, NEGATIVE AND INTROGATIVE SENTENCE AT GRADE VIII MTs S PANCA DHARMA PADANGSIDIMPUAN

No	Responden Inisial	RESPONDENT ANSWER OF EACH ITEM NUMBER																				SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	AA	5	5	5	5	5	5	0	0	0	0	5	5	5	0	0	0	0	5	5	0	55
2	AT	5	5	5	5	5	5	0	0	0	0	5	5	5	0	0	0	0	5	5	0	55
3	AP	5	5	5	5	5	5	5	5	5	5	5	5	5	0	0	0	5	5	5	5	85
4	AE	5	5	5	5	5	5	0	0	0	0	5	5	5	0	0	0	0	5	5	0	55
5	BS	5	5	5	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	20
6	DI	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	95
7	ED	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	95
8	EF	5	0	5	0	0	0	5	5	5	5	5	5	5	5	5	5	0	0	0	0	60
9	KN	5	5	5	5	5	5	0	0	0	0	5	5	5	5	0	5	0	5	5	0	65
10	KA	0	0	5	0	0	0	0	5	0	0	5	5	0	5	5	5	0	5	5	5	50
11	NL	5	5	5	5	5	5	5	5	5	5	0	0	0	5	0	5	5	5	5	5	80
12	ST	5	0	0	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
13	WA	0	0	5	0	0	0	0	5	0	5	0	0	0	0	0	0	0	0	0	0	15
14	PA	5	5	5	5	5	5	5	5	5	5	0	0	0	0	0	0	5	5	5	5	70
15	RP	5	5	5	5	0	0	5	5	5	5	5	5	5	5	5	5	0	0	0	0	70
16	SN	5	5	5	5	5	5	0	0	0	0	5	5	5	0	0	0	0	5	5	0	55
17	NH	5	5	5	0	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	85
18	JM	5	5	5	0	0	0	5	5	5	5	5	5	5	0	0	0	5	5	5	5	70
19	19	0	0	5	5	0	5	0	0	0	0	0	0	0	0	0	5	0	0	0	0	20
20	20	5	5	5	0	0	0	5	5	5	5	0	0	0	5	5	5	0	0	0	0	50
		85	75	95	65	55	60	50	60	50	60	65	65	60	45	25	50	35	65	65	40	1170
	TOTAL																					1170

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$M = \frac{\sum Score}{\sum Responden \times \sum Item \times Nilai\ Item\ tertinggi} \times 100\%$$

$$= \frac{1170}{20 \times 20 \times 5} \times 100\%$$

$$= 58{,}5\%$$

APPENDICES II

GUIDANCE OF INTERVIEW

A. Interview to the Students

1. What do you like study English?

2. What do you know about tenses?

3. What do you know about simple present tense?

4. What do you know about simple past tense tense?

5. What do you know about Nominal Sentence?

6. What do you know tobe ?

7. What Do you know the tobe of nominal sentence in simple present tense?

8. What do you know the tobe of nominal sentence in simple past tense?

9. Can you use tobe to nominal sentence in simple present tense and simple past tense?

10. What are you difficulties to learn Nominal Sentence?

11. What are the efforts done by the students to using Nominal sentence text at MTs S Panca dharma?

B. Interview to the English Teacher

1. How is the ability of the student's in study English?

2. How is the student's ability in using nominal sentence in simple present tense and simple past tense?

3. What are the methods do you often use in teaching English especially in using nominal sentence in simple present tense and simple past tense?

4. What are the difficulties in teaching English especially using nominal sentence in simple present tense and simple past tense?

5. How do you solve the student's problem in study English, especially in using nominal sentence in simple present tense and simple past tense?

C. Interview to Headmaster

a. What is the background of Madrasah Tsanawiyah Negeri Batang Angkola?

b. How is the geographical location?

c. How many English teacher are in MTs S Panca dharma?

d. How many students are in MTs S Panca dharma?

An Analysis On the Students' Ability In Using Nominal Sentence At Grade VIII MTs S Panca Dharma Padangsidimpuan

Nama :...

Test

Jawablah soal- soal berikut ini menurut kemampuan anda.

A. Lengkapi kalimat berikut dengan menggunakan **is, am, are**

Contoh : I am a driver

1. I .... a doctor
2. She .... a singer
3. They.......................teachers

B. Lengkapi kalimat **simple present tense** berikut kedalam **bentuk negatif**

Contoh: we are not bad

4. I .... a sailor
5. I..........................from padangsidimpuan
6. He....................... a good teacher

C. Lengkapi kalimat **simple present tense** berikut kedalam **bentuk introgative**

Contoh : are you fine?

7. .... I a stupid ?
8. .... She sleepy ?
9. .... He a football player ?
10. .... They finalist of competition of sing ?

D. Lengkapi kalimat berikut dengan **was, were**

Contoh : he was a student.

11. He ....very tired yesterday
12. We ....on holliday last week
13. She.................born on july 1990

E. Lengkapi kalimat **simple past tense** berikut kedalam **bentuk negatif**

Contoh : they were not farmer.

14. It ....very nice letter
15. Mr deni ....in the office yesterday
16. You ....friendly to my sister

F. Lengkapi kalimat **simple past tense** berikut kedalam bentuk **introgative**

Contoh : were you fine?

17. ....She fat since two years ago ?
18. ....you winner the competition last month ?
19. ....He Curious about the movie ?
20. ....they tired yesterday ?

APPENDIX IV

KEY OF ANSWER THE TEST

    A. SIMPLE PRESENT TENSE IN DECLARATIVE
1. AM
2. IS
3. ARE

    B. SIMPLE PRESENT TENSE IN NEGATIVE
4. AM NOT
5. AM NOT
6. ARE NOT

    C. SIMPLE PRESENT TENSE IN INTROGATIVE
7. AM
8. IS
9. IS
10. ARE

    D. SIMPLE PAST TENSE IN DECLARATIVE

11. WAS
12. WERE
13. WAS

    E. SIMPLE PAST TENSE IN NEGATIVE
14. WAS NOT
15. WAS NOT
16. WERE NOT

    F. SIMPLE PAST TENSE IN INTROGATIVE
17. WAS
18. WERE
19. WAS
20. WERE

omor   : Sti.14/C/PP.OO.9/Skripsi /241/2013

amp   : -------

erihal   : *Pengesahan Judul dan Pembimbing Skripsi*

Padangsidimpuan, 12/ 12/ 2013

Kepada Yth;

Bapak/Ibu:

1. DR. Mahmuddin Siregar, M.A
2. Yusni Sinaga, M. Hum

Di-

    Padangsidimpuan

ssalamu 'Alaikum Wr. Wb

engan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji elayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai erikut:

ama   : Saddam Lubis

im   : 09 340 0059

em/Thn Akademik   : IX (Sembilan) 2013/2014

ur/Prodi   : TARBIYAH/TBI-2

udul Skripsi   : AN ANALYSIS ON THE STUDENTS ABILITY IN USING NOMINAL SENTENCE AT GRADE VIII MTs S PANCA DHARMA PADANGSIDIMPUAN

    Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

    Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Prodi TBI

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I
Acc. 5. 19/12 -

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BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING II

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Nomor :In. 19/E.8b/TL.00.9/1348/2014   Padangsidimpuan, 13 Agustus 2014

Lamp. : -

Hal   : *Mohon Bantuan Informasi*
         Penyelesaian Skripsi.

Kepada
Yth, Kepala MTs S Panca Dharma Padangsidimpuan

        Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan
menerangkan bahwa :

Nama   : **Saddam Lubis**
NIM   : 093400059
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI
Alamat   : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan
Judul **"An Analisys on the Students Ability in Using Nominal Sentence at Grade VIII
MTs S Panca Dharma Padangsidimpuan in 2013/2014 Academic Year".** Sehubungan
dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan
maksud judul di atas.

        Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

                                    a.n. Rektor
                                    Dekan Fakultas Tarbiyah dan
                                    Ilmu Keguruan

                                    Hj. Zulhimma, S.Ag., M.Pd
                                    NIP.197207021997032003

YAYASAN PENDIDIKAN PANCA DHARMA
MADRASA TSANAWIYAH PANCA DHARMA
KECAMATAN PADANGSIDIMPUAN SELATAN
KOTA PADANGSIDIMPUAN

Alamat :Jl. Tapian Nauli no. 35 Aek Tampang Kecamatan Padangsidimpuan Selatan.

SURAT KETERANGAN
No 26/27/MTsPD/08/2014

aya yang bertanda tangan dibawah ini :

Nama   : Drs. Ali Musa

Nip   :

Golingan   :

Jabatan   : Kepala MTs S Panca Dhrama Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama   : Saddam Lubis

Nim   : 09 340 0059

Jurusan : Tadris Bahasa Inggris 2

Fakultas : Tarbiyah dan Ilmu Keguruan

Bahwasanya telah mengadakan penilitian di MTs S Panca Dharma Mulai Agustus 2014 sampai selesai dengan Judul **"An Analysis On The Students' Ability In Using Nominal Sentence At Grade VIII MTs S Panca Dharma Padangsidimpuan."**

Demikian surat keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan 14 Agustus 2014
Kepala MTs S Panca Dhrma
Padangsidimpuan

Drs. Ali Musa