



**THE STUDENTS' ABILITY IN CONSTRUCTING SENTENCES AT
GRADE VIII SMP NEGERI 1 BINANGA**

A THESIS

*Submitted to Fulfillment of the requirement for the Graduate Degree of Education (S.Pd)
in English*

Written By:

SARI WULANDARI HASIBUAN

Reg Number. 14 203 00132

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



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2021

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to: Dean Tarbiyah and Teacher

items: 5 (five) exemplars

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to SARI WULANDARI HASIBUAN, entitled "THE STUDENT'S ABILITY IN CONSTRUCTING SENTENCE AT GRADE VIII SMP N 1 BINANGA" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of E. Dept. Of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb

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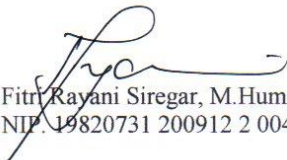
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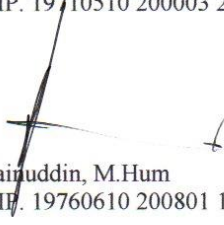

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at grade VIII SMP N 1 Binanga

ABSTRACT

This research discusses about students' ability in constructing sentencesat grade VIII SMP N 1 Binanga. This research is taken based on fact of the problems such the students poor grammer at grade VIII SMP N 1 Binanga, the teacer lack material about grammar so that students do not understand the explanation. The students less motivate in teacing learning process".

The method of the research by using descriptive quantitative. There were 26 students as sample of the research at grade VIII SMP N 1 Binanga. In collecting data, the researcher used test as instrument , the test of this research is a multiple choice testthen the researcher analyze the data, use mean score to find out students' ability and Z formula is for finding the hypothesis testing to know whether the hypothesis is accepted or rejected.

After calculating the data to show the description of the data is find that the students' ability in identifying word classes at grade VIII SMP N 1 Binanga 74.42 mean score into categorized enough category. From the hypothesis testing the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = -0.37 < Z_{table} = 0.025$ by level of significant 0.05 or 5%. Therefore, the students' ability in constructing sentences at grade VIII SMP N 1 Binanga are enough category.

Keywords: *Students' Ability, constructing sentencess.*

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di kelas VIII SMP N 1 Binanga

ABSTRAK

Penelitian ini membahas tentang kemampuan siswa dalam menyusun kalimat di kelas VIII SMP N 1 Binanga. Penelitian ini diambil berdasarkan fakta permasalahan seperti siswa kelas VIII SMP N 1 Binanga kurang menguasai materi grammar sehingga siswa kurang memahami penjelasannya. Siswa kurang termotivasi dalam proses belajar mengajar”.

Metode penelitian dengan menggunakan deskriptif kuantitatif. Sampel penelitian ini berjumlah 26 siswa di kelas VIII SMP N 1 Binanga. Dalam pengumpulan data, peneliti menggunakan tes sebagai instrumen, tes penelitian ini adalah tes pilihan ganda kemudian peneliti menganalisis data, menggunakan skor rata-rata untuk mengetahui kemampuan siswa dan rumus Z untuk menemukan pengujian hipotesis untuk mengetahui apakah hipotesis diterima atau ditolak.

Setelah dilakukan perhitungan data untuk menunjukkan gambaran data diketahui bahwa kemampuan siswa dalam mengidentifikasi kata kelas di kelas VIII SMP N 1 Binanga 74,42 rata-rata skornya masuk dalam kategori cukup. Dari pengujian hipotesis peneliti menemukan bahwa hipotesis ditolak. Hal ini dapat dibuktikan dari $Z_{hitung} = -0,37$ $Z_{tabel} = 0,025$ dengan taraf signifikansi 0,05 atau 5%. Oleh karena itu, kemampuan siswa dalam menyusun kalimat di kelas VIII SMP N 1 Binanga termasuk dalam kategori cukup.

Kata kunci: Kemampuan Siswa, menyusun kalimat.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, March 2020
Researcher

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CHAPTER I

INTRODUCTION

A. Background of Problems

English is one of international language in the world. It is an important language which is studied by students at schools, colleges, and universities so they can communicate by using English. It is used by many people in the world. In Indonesia, the needed of English as foreign language has developed by English, the students are hoped to enrich their knowledge, so they are able to apply their knowledge in the life

Writing is an activity in constructing word by word. Constructing means here is can be saide, organizing word be comes sentences. Harmer describes four main reasons for teaching writing. First, some students, instead of acquiring a language in oral way, benefit greatly from seeing the language that is written down.¹ Writing reinforces the grammatical structures and vocabulary that students have learned. Second, writing process helps students to think and to select words as well as sentences to construct good written text. It is all part of learning experience that can increase the language mastery of the students.

According to Otfinoski states that writing gives a focused way to share knowledge, thoughts and feelings. Writing can organize the student ideas to help them get about what kinds of information to include in their own

¹H. Douglas Brown, *Langueage Assasment Principles & Classroom Pranctices*, (San Francisco State University,2004), p. 189.

writing. Many students are never required to learn proper spelling or grammar so that they believe they will never achieve.

Based on pre-research in SMP Negri 1 Binanga research found that student get difficulty in learning English especially on grammar. They have problem about how to use simple present tense. The research observed that the problem might be caused by several factors namely; firstly, the students' grammar is low using the tenses. Secondly, the students did not pay attention to the teacher explanation about the lesson. Next, the students are weakly motivated and interested in English. The researcher thinks it is a big problem in every student is lack of grammar.

The students have difficulty to remember the formula because of the differences in the part of time in tenses that between what is written and what is spoken so the students were easy to be forgotten. Then, the students do not have English books related to the tenses. There is no variety in teaching grammar such as giving them the formula of tenses and asked the students to remember it. Of course, it would make the student confused using many tenses.

In this research, the researcher is looking for the data at grade VIII. It is one of junior high school in Binanga. This school is divided to four classes for first grade. Based on discussion with the teacher, the material about sentences construction in simple present tense taken from students' handbook. The teacher explains about simple present tense and examples about it. The students poor about grammar especially

constructing sentence. Therefore, the teacher lack material about grammar so that students do not understand the explanation. The students less motivate in teaching learning process.

The success of the teaching-learning process depends on several factors. The most of important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process. One way to realize it is by making the teacher know and understand of teaching English. The teacher should be able to choose the appropriate learning of teaching English for students.

The problems are ; The students poor about grammar especially constructing sentence. Therefore, the teacher lack material about grammar so that students do not understand the explanation. The students less motivate in teaching learning process.

Based on the observation to the school the researcher find that students of the grade VIII SMP Negeri 1 Binanga they still have problems especially Constructing sentences. The students do not understand the constructing sentences because of lack of grammar **“The Student Ability in Constructing Sentences At Grade VIII SMP N 1 Binanga”**.

B. Identification of the Problems

Based on the background of the problems above the constructing sentences at grade VIII SMP N1 Binanga are: 1) The students poor about grammar especially constructing sentence.; 2), Therefore, the students lack of understanding in constructing sentences, so that teacher find it difficult to explain the material being taught. and 3) The students less motivate in teaching learning process.

C. Focus of Problem

Based on the background of the problem above, there are many problems for students in learning English including in grammar especially in constructing sentence and researcher focuses on ability in constructing sentences in simple present tense.

D. Formulation Of The Problem

Based on the problem above, the researcher formulation of the problems on the question “ How is the students’ ability in constructing sentences, especially simple present tense at grade VIII SMP N 1 Binanga”?.

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of this research. Is to describe students’ ability in constructing sentences, especially simple present tense at grade VIII SMPN1 Binanga”.

F. Significances of Research

The significance of this research is expected to be useful for the teacher to improve their teaching of constructing the sentences. It is also expected to be useful for the students in increasing their ability in constructing the sentences. There significances of the research:

1. Theoritically

- a. the result of this study is useful for English teachers at junior high school level to get information about the students' ability in constructing the Sentences.
- b. It can be improved the students ability in learning English, especially in learning in Constructing The Sentences.
- c. The other, the result of the research is hoped the other research who will conduct further research in some topic. This research can give them information about the the students' ability in Constructing The Sentences, and to other researcher who have same title to reserach.

2. Practically

- a. To English teacher of SMP N 1 Binangato know the solution of the problem and improve their teaching and learning especially in Grammar.
- b. As an input for the reader especially the English learners that is research is expected to be able to improve their knowledge in learning Grammar.

- c. This research can give information about the student's ability in identifying the students' ability in Constructing the Sentences, in order to improve the quality of teaching.

G. Defenition of the Key Terms

According to the topic this research "students' ability in constructing the sentences at grade VIII SMP N 1 Binanga". The researcher used some terminologies in it, the terminologies used in it regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1. Students' Ability

Students is someone who is studying in a certain school, collage or university. In this case, the students refer to grade VIII SMP N 1 Binanga. Ability needs mental and braveness to o something. In this case, the ability is the skill and quality to identifying word classes of students at grade VIII SMP N 1 Binanga. It can be concluded that students' ability is capacity, power and potential of the students to do something in physical and mental.

2. Sentences

A sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request or command. So, a

sentence is a group of words that contains a subject and a verb and expresses a complete thought.

Based explanation above, the researcher concludes “Students’ Ability In Constructing Sentences, especially simple present tense and simple past tense at Grade VIII SMP N 1 Binanga”, is the detailed study or examination of the process of recognizing/ finding/ discovering of word classes in order to know the skill or quality of grade VIII SMP N 1 Binanga.

H. Outlines of Thesis

The systematic of this research is divided into Three chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it consists of background of the problems, identification of the problems, limitation of the problem, formulation of the problems, purposes of the research, significances of the research, definition of the operational variables, and outline of the thesis.

In chapter two, it consists of the theoretical descriptions, which the sub chapters consist of the theoretical description of Students’ Ability In Constructing the Sentences, lecture strategy and ability in constructing sentences based on the picture. Then, review related findings, conceptual framework and hypothesis.

In chapter three, research methodology which consists of place and time of the research, research design, population and sample, instruments of collecting data, procedures of research and techniques of data analyzing.

CHAPTER II

THEORETICAL DESCRIPTION

A. Students' Ability

Students' ability from two words are student and ability, student is a person usually over the age of 16, who studying at university or collage. Person who observes or has a particular interest of something.² Then, students also mean a person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.³ Then according to victoria, students is a person who is studies or investigates or a person who is enrolled for study at school, collage, etc.⁴

Based on definition above, the researcher concludes that the students is a person who is studying on the school, collage and university.

Ability is the power to do something physical or mental. Mariam says that "Ability is a quality or being able, especially in physical, mental or legal power to perform".⁵ So, ability is quality in physical, mental or legal power to perform to do something. According to Victoria ability is capacity or power to do something physical and mental. That's means to do something consist of physical

²A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1187.

³, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 2000), p. 442.

⁴Victoria Neufelt and David B. Guralmik, *Webster's New World Collage Dictionary*, (USA: Macmillan, 1996), p. 1330.

⁵A. Mariam Webster, *Webster's collegiate thesaurus*, (USA: Massa Chusettes, 1976), p. 33.

or mental achievement.⁶So can be determined as a skills, expertness or talent.

Based on definition above, the researcher concluded that the students ability is a power level of skill or intelligence of a person who is studying in a university or collage in performing something. Students' ability is a person who has a level of a skill or a intelligence in identifying works that person is studying at Junior High School up to a university or college. So, ability is the talent or special nature power to do something well of the students. Studentsability is understanding or power of the students or the knowledge of the students and get good score in the class. Especially on constructing sentences.

B. Sentences

A sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request or command. So, a sentence is a group of words that contains a subject and a verb and expresses a complete thought.

These are sentences:

1. Dodi breathes.

⁶Victoria Neufelt& David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Macmillan, 1995), p. 2.

2. Dodi loves Any.
3. Are you Student ?
4. Does Dodi love Any?
5. Hurry! (the subject is "you")
6. Don't cheat! (the subject is "you")

a. Kinds Of Sentence

There are four kinds of sentences, simple sentences, compound sentence, complex sentences, and compound complex sentence. Before it, sentences can be classified based on the function (purpose) of the sentences. Concerning the purposes, there are four kinds of sentences, namely declarative, interrogative, imperative, and exclamatory.⁷ *Declarative* means the speaker makes a positive or negative statement. Then, *interrogative* means the speaker asks a question in the form of yes/no, wh-, or tag. Later, *imperative* means the speaker gives a command or makes a request. The last, *exclamatory* means the speaker expresses strong feeling.

Moreover, the sentences may be classified according to structure; simple, compound, complex, or compound complex. As Steffani said, sentences can also be identified based on the structure of the sentences. Each type is explained or given an example in detail below.⁸

⁷Angel Acott Smith and Kay Curtis, *Grammar: Part II of the Sentence*, Academic English: The National Literacy Secretariat of Human Resources Development Canada, 1999, p.29.

⁸Susan A Steffani, *Identifying Embedded and Joined...*, p.45.

1. Simple sentence

Simple sentence as, “a single sentence is a sentence consisting of one clause. It means that the constitution for each sentence element such as subject and predicate is only one entity”.⁹ The quotation implies that a simple sentence contains a single subject and predicate. It describes only one thing, idea, or question, and has only one verb, and the relation between subject and verb is as one unity.

Example:

a. Irsan lives in Sidimpuancity.

This simple Irsan sentence has one independent clause which contains one subject, Irsan, and one predicate, lives in Sidimpuancity.

b. Dodi and Irsan live in Sidimpuancity.

This simple sentence has one independent clause which contains two subjects, Dodi and Irsan, and one predicate, live in Sidimpuancity. This sentence has two subjects, known as a compound subject: Dodi and Irsan.

c. Hasan Basri speaks and writes English well.

This simple sentence has one independent clause which contains one subject, Hasan Basri, and one predicate, speaks and writes English well. This predicate has two verbs, known as a compound predicate: speaks and writes.

⁹Moeliono, Anton M. and Soendjono Dardjowidjodjo. *Tata Bahasa Indonesia*. Balai Pustaka. Jakarta, 1988), p.286.

d. Marhamah and Karmila love English and always get 'a'.

Marhamah and Karmila are a compound subject, and love and get are a compound verb.

2. Compound sentence

Compound sentences are made up of two or more simple sentences combined using a conjunction such as and, or, or but. They are made up of more than one independent clause joined a coordinating conjunction.¹⁰

Example:

a) Rifqi and Uli love each other very much although the distance between their home is so far.

Rifqi *and* Uli love each other very much is an independent clause.

Although the distance between their homes *is so far* is an dependent clause.

b) After finishing class, Ikhsan and all the students of pbi 3,4 go home.

But :Ikhsan and and all the students of pbi 3,4 go home after finishing class. (no comma between them).

3. Complex sentence

Complex sentences describe more than one thing or idea and have more than one verb in them. They are made up of more than one

¹⁰Betty Schramper Azar, *Fundamentals of English Grammar* (Jakarta: Binarupa Aksara, 1993), p.128.

clause, an independent clause (that can stand by itself) and a dependent (subordinate) clause (which cannot stand by itself).¹¹

Example:

- a) The students of English education department of State Islamic University of Makassar go refreshing every last semester, and they usually have fun.
- b) Do you want to stay here, or would you like to go shopping with me?

Notice that a compound sentence has a comma before the coordination conjunction. There are only seven coordinating conjunctions in English : but, and, or, so, nor, yet, and for.

It's possible to connect three simple sentences. (don't connect more than three, however, and don't use the same conjunction twice.) E.g.: we love go refreshing, but last year we didn't enjoy it, so this year we will do something different during our vacation.

4. Compound - Complex Sentences.

Complex-compound sentences are made up of two independent clauses and at least one dependant clause.¹²

¹¹Betty Schramper Azar, *Fundamentals of English Grammar...*p.130.

¹²Betty Schramper Azar, *Fundamentals of English Grammar...*p.133.

Example:

- a) Muhammad Nurenjoys learning reading, butJojo, who is smart at reading, enjoys learning speaking.

Independent clause :

Muhammad Nurenjoys learning reading.

Jojollearning speaking.

Dependent clause :

who is smart at reading

- b) Ari always comes late to campus, but Muhammad Nur, whose house is so far from campus, always comes early.

Independent clause :

Ari always comes late to campus.

Mhd. Nuralways comes early.

Dependent clause :

whose house is so far from campus

b. Sentence Elements

As mentioned above that sentence is a group of related words that includes subject and verb, it,s also has the elements. The elements include subject (S), verb (V), object (O), or complement (C). Complement can be adverb (Adv) or adjective (Adj). Related to this, Walter Schweiket¹³.

¹³Walter Schweiker, *The Order of Prepositional Phrase Structure of The Clause*, Amsterdam:John Benjamins Publishing Company, 2005, p.7.

1) Subject

The first most important is the subject. It is grammatically independent of the other sentence element. In syntactic terms, a number of criteria can be used to define the subject:¹⁴

- a) The subject is a noun phrase.
- b) It occurs with all types of verbs.
- c) Subject pronouns are in the **nominative** case. For *example, he, she* are the forms of the pronouns used as subject, while the **accusative** forms *him, her* are used as object. Compare **Helike** *she* with *she* **likes** *him*.
- d) The subject precedes the verb phrase (except in clauses with **inversion**, such as question, where the subject follows the **operation**).
- e) The subject determines the **number** of the verb phrase, depending on whether the subject is singular or plural. Compare *she* **works** *late* <singular> with *they* **work** *late* <plural>.
- f) The subject noun phrase of a transitive verb can be moved after the verb, and preceded by *by* to make a clause with a **passive** verb. Compare **Kate** *saw it* with *it was seen* **by Kate**.

The researcher concluded that the subject of a sentence must be a noun phrase. The subject is the noun phrase or pronoun

¹⁴Douglas Biber, et.al., *Grammar of Spoken and Written English*, taken from <http://libgen.io/get/84A22F2B168B70/Douglas>, accessed at April 27, 2016 retrieved on 09.26 WIB.

that immediately precedes the verb or auxiliary in pragmatically neutral clauses.

2) Verb

The second most important constituent of the predicate is the verb. The predicate is the part of the sentence that contains a verb phrase and its complements.¹⁶ The predicate always includes the verb and the words which come after the verb. The predicate verb in a sentence is a word or a group of words that tells what is said about the simple subject. In other words, predicate is the things come after the subject of a sentence. Many different elements may come after the verb, including: object, prepositional phrase, adjective, and verb. For example: pollution (S) has devastated (V) **many rivers** (O). Ozone and other green house gases (S) are (V) often **in the news** (PP), and the earth (S) is becoming (V) **warmer** (Adj), and Natural resources that provide energy (S) will run out (V) **eventually** (Adv). It concluded that the predicate usually follows the subject and identifies an action or a state of being.

¹⁶Sidney Greenbaum and Gerald Nelson, An Introduction to English Grammar, taken from <http://libgen.io/get/A91BED60328/GeraldNelsonSidney%20GreenbaumAn%20Introduction20En>, accessed at December 11, 2015 retrieved on 13.07 WIB.

3) Object

Randolph stated that an object like a subject is a noun phrase or clause with nominal function; normally follows the subject and the verb phrase.¹⁷ Further, a number of criteria can be used to define the object as stated by Douglas Biber:¹⁸

- a) An object is a noun phrase.
- b) It usually follows the verb.
- c) It only occurs with transitive verbs.
- d) An object pronoun is in the accusative case. For example, in *He likes her* and *She likes him*, the accusative forms *her* and *him* fill the object position.
- e) The object noun phrase of a transitive verb can be moved to become subject of the corresponding passive clause. Compare *Everyone deserted me* with *I was deserted (by everyone)*.

From the definitions above, the researcher concludes that the object of a sentence is a receiver of an action that the subject usually performs. The subject and the verbs (action) of a sentence are directly in the object.

¹⁷Randolph Quirk, et. Al., A Grammar of Contemporary English, taken from <http://libgen.io/get/7ACA8196EE66F85AEF3129CE8A29639BI>, accessed at March 16, 2016 retrieved on 10.14 WIB.

¹⁸Douglas Biber, et.al., *Grammar of Spoken and Written....*p.49.

4) Complement

Complement is the fourth element of a sentence it usually completes the meaning of the sentence. A complement (subject or object) defines a noun phrase, an adjective phrase, or a clause which minimal function: follows the subject, verb phrase, and (if one is present) object it does not become subject through the passive transformation. It is concluded that the complement often consists of an adjective or noun phrase.

Examples of adjective:

a) Adorable

The baby is so adorable

b) Beautiful

Riana has a beautiful girl

c) Clean

We have to always keep the house clean

d) Handsome

Adam is very handsome, just like his father

Examples of noun

a) My bestfriend

My bestfriend always on my side

b) food

we all need food to live

c) Money

She needs money right now

d) School

Raisa is going to school

C. Constructing Sentences

a. Definition of constructing sentences

A sentence is a collection of words that convey sense or meaning and is formed according to the logic of grammar. Clear, short sentences are preferable, and more effective, than long, complex ones. The simple sentence consists only of a noun, a naming word, and a verb or action word.¹⁹

b. Example of constructing sentences

1. "Mery walked", Mery is the naming noun and walked is the action verb. Mery is the proper noun in the example sentences above but can be substituted in following sentences by the pronoun she. A pronoun is a word that can be used instead of a noun when a noun has already been mentioned. Other pronouns are *he*, *we*
2. *ey* and *it*.
- 3 "Mery walked toward the hotel" Mery is the subject noun (a personal or thing performing the action of walking), and the hotel is the object noun (a personal or thing towards which the action. is directed).

¹⁹<https://www.skillsyouneed.com.>write>, accessed on Thursday 17th of March 2020, on 19.56 pm.

D. Tenses

In English there are 16 tenses, of which there are 5 tenses that really need to know, namely:

1. simple past tense

This simple past tense is the opposite of the simple present tenses where this English tense has a function to describe an event that has happened in the past. The characteristic of this English tense is that there is a time specifier or the time of events that have occurred when we want to make past story, most sentences must be arranged using this English tense.

The English tense formula used to make simple past tense sentences is as follows:

Subject + verb2

Example :

- Yesterday
 - 2 minutes ago
 - In 1945 last Thursday
 - This morning
 - Last night
- Positive sentence
- Last year, he always worked until night
 - in 1945 Indonesia declared independence
 - I just talked to make 2 minutes ago
- Negative sentence

- He did not go to school this morning
- They did not eat their dinner last night

➤ Interrogative sentence

- Did he pay the bill yesterday?

Answered with “ yes, he has,” or “ no, he has not.”

2. simple present tense

Basically, the simple present tense is one of the English tenses that is often used in the preparation of English sentence, because this simple present tense in its use can function to state facts, habits or routines as well as events that occur at the present time.

As for the English tense formula used to form simple present tense sentences, this is relatively simple, namely :

Subject + verb 1 (base/present form)

Example :

- Always
- Every
- Never
- Normally
- Often
- Sometimes
- Usually
- Seldom

➤ Positive sentence

- Mario works in a plumbing company
- Mario always works very hard in the company
- Mario walks to work every day

➤ Negative sentence

- Mario dose not work very hard in the company
- Mario dose not come on time very often

➤ Interrogative sentence

- Dose he work very hard in the company?

Answered with “ yes, he dose,“ or “ no, he dose not.”

3. simple future tense

Basically, this simple future tense is an English tense which has a function to describe an action which will come and cannot be influenced other actions. In addition, this simple future tense can also be used to make decisions and promises in the future spontaneously or make assumptions or predictions related to the future.

The English formula used to make this simple future tense is as follows :

Subject + will +verb 1 (present form)

Subject + be (is/ are/ am) + go-ing to +verb 1 (present form)

Example :

- In a year
- Next tomorrow
- Next week

- Five day letter

➤ Positive sentence

- He is going to be a journalist when he graduates next year

➤ Negative sentence

- He will not play computer games anymore because he understands how harmful they are

➤ interrogative sentence

- Will he go to the cinema tomorrow with us?

Answered with “ yes, he will,” or “ no, he will not.”

4. future continuous tense

Future continuous tense or what are also called future progressive tenses have the function of showing an action that occurs at a certain time. These English tenses function in the future and also action that will definitely occur in the near future in the future.

The English tenses formula used to form the future continuous tense or future progressive tense is as follows :

Subject + will + verb ing + (continuous form)

Example :

- Tomorrow
- Morning
- In one year

➤ Positive sentence

- He will be delivering the speech to undergraduates at p.m tomorrow afternoon
- Negative sentence
 - He will not be doing the task in the office this afternoon, because he is sick
- Interrogative sentence
 - Will he be playing football next morning in the playground?
Answered with “ yes, he will or “no, he will not.”

5. future perfect tense

According to the function of the future perfect tense, this tense can be activity will be completed at a certain point in time in the future, essentially, this English tense emphasizes an action that will and at a certain time in the future.

The English tense formula used to form the future perfect tense is as follows :

Subject + will +have + verb 3 (past participle)

Example :

- by next Monday
- in a week
- positive sentence
 - He will have finished the task by next Monday
- Negative sentence

- He will not have finished the given task by tomorrow evening

➤ Interrogative sentence

- Will he have finished the task in a week?

Answered with “ yes, he will.” or “ no, he will not.”

Of all the tenses above, the researcher only focuses on one simple namely the simple present tense.

1) Simple Present Tense

The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great! Pauline loves pie. I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day. Ms. Jackson travels during the summer. Hamsters run all night.

Typically, when we want to describe a temporary action that is currently in progress, we use the present continuous tense can't come to the phone right now because she **is brushing** her teeth.

F. Evaluation Of Constructing Sentences.

Evaluation exactly, predictable what is the activity. Terms of evaluation is known almost for everyone, especially for education. Evaluation is the activities of data collected or information to compare of criteria, then take the conclusion. This conclusion it is mean as result of evaluation. That means of criteria in evaluation of education is provision that taken out by ministry of national education. Easy example is provision of graduate from education of academy.²⁰

Based on the definition above the researcher can conclude that with the evaluation to students, it is known how the students' category in simple past tense and simple past tense.

G. Review of Related Findings.

Many researches are talking about students' category in simple present tense and simple past tense. Related to this research, some researches had been as follow:

First, research has been conducted by Siti Kurotun (2013) in IAIN Walisongo. Siti Kurotun's research entitled "The Students Ability In Constructing Sentence By Using Picture (A Class Room Action Research At Seventh Grade Of SMP Plus Az-Zahro Pegandon In The Academic Year Of 2014/ 2015)". She found some problems in SMP Plus Az-Zahro Pegandon from students and teacher. The result of the research was mean score of the students in the pre-test was 66.26, whose the highest and lowest score in turn were 88,

²⁰ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (cet. 5; Jakarta: PT Rineka Cipta, 2013), p. 36.

and 32 and they averagely got 7.21 in the post-test having 85 as the biggest, and 55 as the smallest score. It indicated that the students' scores improved during the implementation of peer tutoring.²¹

Second, research has been conducted by Nurhayati (2013). Nurhayati's research entitled "The Students' ability in constructing sentence(A Classroom Action Research of the Eight Grade Students of MTs SudirmanJatipuro in Academic Year 2012/2013)". She found some problems in MTs SudirmanJatipuro from students and teacher. The teacher still uses monotonous method to teach the students. The teacher explain about constructing sentence especially simple present tense and simple past tense, to order the students construct the sentences and answer the question.²² It made the students feel boring in studying English and they did not give attention to the teaching and learning process. In grammar, the teacher did not ask them construct sentence. It can make the students have some problems in constructing sentence. The problems are they don't have enough grammar, difficulties in using grammar, difficulties in spelling, and difficulties in organizing theiridea.

The difference between this research with both of them research before

²¹SitiKurotun,*The Students Ability In Constructing Sentence By Using Picture (A Classroom Action Research)atSMP Plus Az-ZahroPegandon*", 2014/2015, accessed from <http://eprints.uny.ac.id/19826/1/Yanuar%20Irakas%20Prihatno%2009202244030.pdf>, Retrieved on 20th 2019 at 08.15 a.m.

²²Nurhayati, *The Students' ability in constructing sentence(A Classroom Action Research of the Eight Grade StudentsAcademic Year 2012/2013)* at MTs SudirmanJatipuro,<http://Ejournal.Umpwr.Ac.Id/Index.Php/Scripta/Article/View/1527>, Accessed On Saturday 17th of March 2020.

is that in this research, the researcher will investigate about the effectiveness to increase students' in grammar. Whereas the previous research has done by Nurhayati, she used the students ability in identifying in constructing sentences in writing text

. The similar this research before is that in this research, the researcher will investigate about the effectiveness of students' Ability In Constructing the Sentences. Similar with the previous research has done by Nurhayati. The difference between this research with both of them research before is that in this research, Nurhayati investigated using a classroom action research. While the researcher investigated about an experimental research.

H. Hypothesis of Research.

According to L. R Gay says, "A hypothesis is a tentative prediction of the results of the research findings".²³ Hypotheses, on the other hand are predictions the researcher holds about the relationship among variables.²⁴ So, it can be said that hypothesis is a provisional of prediction result in a research. Based on the background of the problems above, in this research the students' Ability in construction the sentences at VIII grade SMPNegeri 1 Binanga low enough category.

²³ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis And Application*, (New York: Prentice Hall, 2000), p.71.

²⁴ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (2nd ed; New Delhi: Sage Publications, 2003), p. 108.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at SMP Negeri 1 Binanga. This subject of research is twelfth of students at SMP 1 Negeri Binanga academic years 2019/2020. This research starts from Maret 03th, 2020 until April 30th, 2020. The researcher was done until finish.

B. The Method of Research

The research used Quantitative It means the researcher was applied quantitative research as a kind of descriptive. Quantitative research with descriptive method is purpose to describe about situations, phenomenon or happens. So, it can be concluded that quantitative descriptive research means to describe the phenomenon and in this research, the researcher was describe about the students' ability in constructing sentences at grade VIII SMP Negeri 1 Binanga.

C. Population and Sample

1. Population

According to Suharsimi Arikunto, "Population is all the subject of research". According to Ott and Longnecker "a population is the set of all measurements of interest to the sample collector".²⁵ The populations the

²⁵Ott, Lyman R. and Michael T. Longnecker, *An Introduction to Statistical and Data Analysis*, (Belmont: Brooks/Cole Cengage Learning, 2010). p.5

research consist of 3 classes with 85 students. It can be seen in the table below:

Table. I

The total of students at VIII grade SMP Negeri1 Binangain
2019-2020 academic years

No.	Class	Total
1.	VIII-1	30
2.	VIII -2	26
3.	VIII -3	29
	Total of students	85

2. Sample

This research used simple random sampling for taking sample of this research. The researcher use random sampling because the population in this research is 30 students and 26 is more that 85. So, the researcher take SMP N 1 Binanga. Basrd on the explanation above, the sample of this reseach can be see in the table below:

So, It is describes in the following below:

Table II

Sample of the Research at Eleventh grade in SMP
Negeri 1 Binanga.

NO.	Classes	Total
1	VIII- 1	30
2	VIII- 2	26
3	VIII-3	29
	Total of the students	85

Based on the table above, it could be seen that every class, in this research the sample would be take from all class randomly.

D. The Instruments of Collecting Data

Instrument is a tool that can be used by the researcher to collect the data. In this research, the researcher use a test. Then, the test is used for analyzing the students' ability in constructing sentences order to know the students' score objectively and measured learning outcome directly. The types of this test is essay test. In this test, the students must construct 20 sentences about with tenses simple present and simple past tense. In this test the researcher make the indicator of test constructing sentences as stated in the table below.

TABLE III

Indicators of test Constructing Sentence

Types of test	Indicators	Items	Number	score	Total score
Makes Constructing Sentence	Simple Present Tense	20	1,2,3,4,5,6, 7,8,9,10,11, 12,13,14,15, 16,17,18,19,20	5	100
TOTAL		20			100

Based on the table of indicators of test above, the researcher gives 100 values for the respondents' correct answer of translating totality.

E. The Validity of instruments

In applying the research, the researcher has validated completing test. The test means to analyze the items of the test comprehensively.

In this case, the researcher used item validity to establish the validity of the instrument, that is test.

1. Item validity

To know the validity of the each question has been referred to list *r* biserial with *r_t* in 5% significant: 0, 361 and 1% significant: 0, 463. So, if $r_{account} > r_{table}$ the test is classified valid.

To get the validity of the test, the formula of *r point biserial* can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score of the total score

SD_t : Standard Deviation of the total score

p : Presentation of the right answer of the item tested

q : presentation of the wrong answer of the item tested validity.²⁶

²⁶Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 258.

After the researcher had done validity of the test with calculate test based on formular *pointbiserial*, the researcher got that there were 21 items classified into valid, and 14 item classified into invalid test. So, the researcher took 20 items as test in this research.

F. The Technique of Collecting Data

After preparing the test, the researcher has given the test to the sample of the reseacrch, then has tried to fine out the result. There are some step to collect date:

1. Preparing the test. Made test in essay test. The test consist of 20 items.
2. Makes validity of the test use item validity.
3. After making the item test valid, gave students the test and the time to do the test.
4. Then determine the time of doing the test. The time of during test in 60 minutes.
5. Give chance of time for students as ask something left or unclear in duing the test.
6. Ask the students to do test and monitor the students during the test is doing.
7. After students finish answering the test, collect their answer to be analyzed.

G. Test Validity of instruments

In applying the research, the researcher has validated completing test. The test means to analyze the items of the test comprehensively.

In this case, the researcher used item validity to establish the validity of the instrument, that is test.

1. Item validity

To know the validity of the each question has been referred to list r biserial with r_t in 5% significant: 0,361 and 1% significant: 0, 463. So. If $r_{account} > r_{table}$ the test is classified valid.

H. Techniques of Analysis Data

After collecting their answer, the researcher analyzed the result of the test with mean score. The average scores of students are interpreted in descriptive data with the formula as follow:

1. To know the range of the data, the formulation is:

$$\text{Range} = \text{high score} - \text{low score}$$

2. To know the total of classes (BK), with the formula:

$$1 + 3.3 \log n$$

3. To know the interval (i) used formula:

$$I = \frac{R}{BK}$$

4. To know the mean score used the formula:

$$M = \frac{\sum \text{Score}}{\sum \text{Responden}}$$

5. To know the median score used the formula:

$$Me = Bb + \left(\frac{\frac{1}{2}n - f}{fM} \right)$$

6. To know the modus score used the formula:

$$Mo = l + \left(\frac{d1}{d1+d2} \right) i$$

7. In getting the percentage the researcher were calculated using the pattern:

$$X = \frac{\sum X}{N} \times 100$$

Explanation:

X : The mean of the students

$\sum x$: Total of the score

N : The students' size

8. Z -Test

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x: data that includes hypothesis categories

n: all of data

p: hypothesis proportion²⁷

After calculating and scoring students' answer sheet. Then their score are calculating into the criteria score interpretation on the table below:

²⁷Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), p. 80.

Table IV

The Classification quality of the students' score²⁸

NO.	Interval	Predicate
1	0%–20%	Very low
2	21% –40%	Low
3	41%–60%	Enough
4	61%–80%	High
5	81%–100%	Very high

After the researcher found mean scores of all students, it is consulate the criteria as follows:

- a. If the value of mean score is 81-100, it can be categorized into very high.
- b. If the value of mean score is 80-61, it can be categorized into high.
- c. If the value of mean score is 41-60, it can be categorized into enough.
- d. If the value of mean score is 21-40, it can be categorized into low.
- e. If the value of mean score is 0-20, it can be categorized into very low

²⁸ Riduan. *BelajarmudahpenelitianuntukGuru-karyawandanpenelitipemula*. (Bandung :Alfabeta,2005),p.89

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order the students' ability in constructing sentences at grade VIII SMP N 1 Binanga. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general. Then to test the hypothesis, the researcher used formula of Ztest. the detailed description of data as follows:

A. Description of the Data

Absolutely, to know the extent of the students' ability in constructing sentences classes at grade VIII SMP N 1 Binanga, the researcher used test as instrument of the collecting the data. The researcher asked the students to constructing sentences classes based on the matching test. the total of test in the matching is 20. Then, the instrument given for the grade VIII students of SMP N 1 Binanga, after conducting the test, the following results were obtained:

Of the 20 students who got a score of 55 there were three students with a score 60 obtained by two students with a score 65 obtained by three students with a score 70 obtained by three students with a score 80 obtained by four students with a score 85 obtained by three students with a score of 90 obtained by two students and 95 for the score two students. next, the values are soredet from the lower number in order to find out the deta whether the value is low or high

Based on the total scores of grade VIII students of SMP N 1 Binanga in identifying constructing sentences is 1.935. It can also seen that there were students have got 95 as the highest score and there were have 55 as the lowest score.

Based on the clearly that quality score the students' score in identifying constructing sentence is differently. There were many students have low, enough, and high. It means that the ability at grade VIII SMP N 1 Binanga in 2020-2021 academic year in constructing sentences is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table V

The resume of variable score in constructing sentences

No	Statistic	Variable
1	High score	95
2	Low score	55
3	Mean score	74.42
4	Median score	61.07
5	Mode	69.07

From the table above, it was known that the high score for variable in identifying word classes had been searched from 26 students, and based on the total of sample research the highest score is 95 and low score is 55, mean score 74.42, meadian is 61.07, and mode is 69.07.

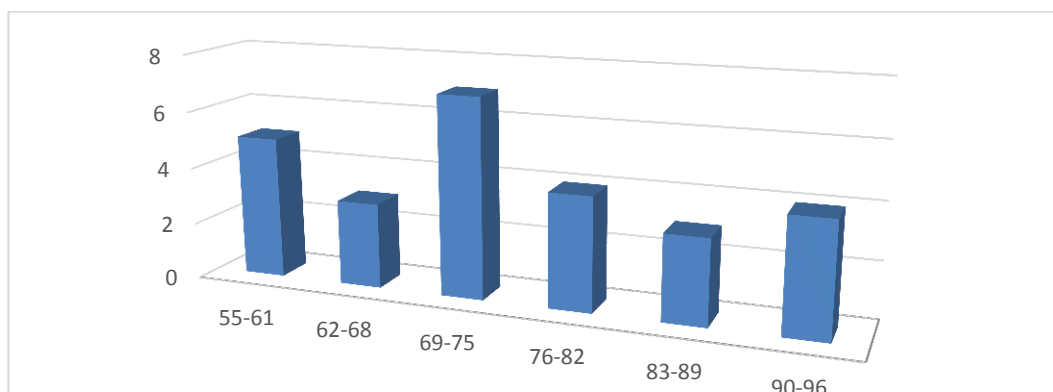
Based on the calculation mean score was 74.42. So, application in identifying word classes was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in constructing sentences which interval 7.

Table VI

The Frequency Distribution in Constructing Sentences

No	Interval Class	Frequency Absolute	Frequency Relative
1	55 – 61	5	50 %
2	62 – 68	3	30%
3	69 – 75	7	70%
4	76 – 82	4	40%
5	83 – 89	3	30%
6	90 – 96	4	40%
I = 7		26	100 %

Based on the table above, it can be drawn at histogram as below:



Picture 1 : The histogram the students ability in constructing sentences at grade VIII SMP N 1 Binanga

Based on the table above, it was known that the variable revelation students' ability in identifying word classes shown that the respondent at 55-61 were 5 students (50 %), interval 62-68 were 3 students (30 %), interval 69-75 were 7 students (70 %), interval 76-82 were 4 students (40 %), interval 83-89 were 3 students (30 %), interval 90-96 were 4 students (40 %),

B. Hypothesis Testing

The hypothesis of the research are "The Students' Ability In Constructing Sentences at Grade VIII SMP N 1 Binanga was 74.42 is enough ability". Based on the collected data, the data has been analyzed to prove hypothesis by using formula Z-test. It can be seen as follow:

$$Z = \frac{\frac{x}{n} - P}{\sqrt{\frac{P(1-P)}{n}}}$$

$$Z = \frac{\frac{15}{26} - 0.75}{\sqrt{\frac{0.75(1-0.75)}{26}}}$$

$$Z = \frac{0.725 - 0.75}{\sqrt{\frac{0.75(0.25)}{26}}}$$

$$Z = \frac{-0.025}{\sqrt{\frac{0.1875}{26}}}$$

$$Z = \frac{-0.025}{\sqrt{0.016654}}$$

$$Z = \frac{-0.025}{0.129}$$

$$Z = -0.193$$

Calculation Z_{table} :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}(0.05)$$

$$0.025 = 0,025$$

Based on the calculation it can be concluded that $Z_{\text{count}} = -0.37$ was greater than $Z_{\text{table}} = 0.025$ ($Z_{\text{count}} = -0.37 < Z_{\text{table}} = 0.025$ by level 0.05). So, from the result above the researcher concluded that the hypothesis is rejected by using Z-test. Because $Z_{\text{count}} = -0.37 < Z_{\text{table}} = 0.025$.

The meaning in the level 5% the students' ability in constructing sentences at grade VIII SMP N 1 Binanga have enough ability.

So, students ability in constructing sentences at grade VIII SMP N 1 Binanga was enough ability according to table VI. The classification quality of the students' score. It was 74.42 category.

C. Discussions

Many researches are talking about students' category in simple present tense and simple past tense. Related to this research, some researches had been as follow:

First, research has been conducted by Siti Kurotun (2013) in IAIN Walisongo. She found some problems in SMP Plus Az-Zahro Pegandon from students and teacher. The result of the research was mean score of the students in the pre-test was 66.26, whose the highest and lowest score in turn were 88, and 32 and they averagely got 7.21 in the post-test having 85 as the biggest,

and 55 as the smallest score. It indicated that the students' scores improved during the implementation of peer tutoring.²⁹

Second, research has been conducted by Nurhayati (2013) in IAIN Surakarta. She found some problems in MTs Sudirman Jatipuro from students and teacher. The teacher still uses monotonous method to teach the students. The teacher explain about constructing sentence especially simple present tense and simple past tense, to order the students construct the sentences and answer the question.³⁰ It made the students feel boring in studying English and they did not give attention to the teaching and learning process. In grammar, the teacher did not ask them construct sentence. It can make the students have some problems in constructing sentence. The problems are they don't have enough grammar, difficulties in using grammar, difficulties in spelling, and difficulties in organizing their idea.

The difference between this research with both of them research before is that in this research, the researcher will investigate about the effectiveness to increase students' in grammar. Whereas the previous research has done by Nurhayati, she used the students ability in identifying in constructing sentences in writing text. The similar this research before is that in this research, the

²⁹Siti Kurotun, *The Students Ability In Constructing Sentence By Using Picture (A Classroom Action Research)* at SMP Plus Az-Zahro Pegandon", 2014/2015, accessed from <http://eprints.uny.ac.id/19826/1/Yanuar%20Irakas%20Prihatno%2009202244030.pdf>, Retrieved on 20th 2019 at 08.15 a.m.

³⁰Nurhayati, *The Students' ability in constructing sentence (A Classroom Action Research of the Eight Grade Students Academic Year 2012/2013)* at MTs Sudirman Jatipuro, <http://Ejournal.Umpwr.Ac.Id/Index.Php/Scripta/Article/View/1527>, Accessed On Saturday 17th of March 2020.

researcher will investigate about the effectiveness of students' ability in constructing the sentences. Similar with the previous research has done by Nurhayati. The difference between this research with both of them research before is that in this research, Nurhayati investigated using a classroom action research. While the researcher investigated about a quantitative research.

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time :

- a. because the students' had the activities. Beside,
- b. the time with was given to be students' not enough.
- c. Then, students also did not do the test seriously. So,
- d. the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were threats the writer, the researcher helping from the entire advisors, headmaster and English teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that students' ability in identifying word classes was categorized into high category. It can be seen from the value of the percentage from mean score gotten by students, that is 74.42 mean score. Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{\text{count}} = -0.37 < Z_{\text{table}} = 0.025$. So "the students' ability in constructing sentences at grade VIII SMP N 1 Binangawas accepted".

B. Suggestion

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

1. It is suggested to the Headmaster, Drs.Saiful Bahri to motivate his teachers, especially English teachers of SMP N 1 Binanga, to keep motivating their students in studying English.
2. It is suggested to the English teachers, especially to the grade VIII English teachers before studying about vocabulary, or word classes. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in word classes. The teacher should be serious to teach about this. Even, up to university, the students still learn about this

topic and the last is word classes that is basic knowledge to able grammar in writing skill. So, be sure that the students have been understood first.

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

APPENDIX

INSTRUMENT

Nama :

Class :

Re arrange these sentences into good sentences!

Example : 1. is – this – good – tea – it – I like

This tea is good, I like it.

1. Goes – to – he – office – train – by – daily.
2. Moves –the - round - - earth- sun - the.
3. Always – goes – she – bed - to - early.
4. Cloud – from –the – falls – rain
5. Baby – the – for – ten –hours – every – night -sleeps.
6. I – sit – at – the – usually – desk – class – in - everyday.
7. Desk – sits – of – her – on –the – she -corner.
8. She – eats – dinner – always – with – famliy – her – six – around – o'clock.
9. Usually – she – walks - instead.
10. Reads – she – motning – the- evry – morning - paper.
11. Two – drink – of – he – coffee – cup – morning – evry.
12. In – the – morning – they – watch – usually – cartoons.
13. My – call – to – need – I –parent – today .
14. This – is – tea – good – it – like – I.
15. Uses – a dictionary – he look – up – to –spelling – the – some – of – words.
16. Like – to – they – play – catch.
17. Hear – the – sound – they – gulls – sea – of – waves – of – the.
18. Budi – always – on – time – comes.
19. Santi's – bites – a beautiful – cat – bird.
20. My friend – english – learn – and – shop – at – everyday – I – english.

APPENDIX V

KEY WORD

21. He goes to office by train daily.
22. The earth moves round the sun.
23. She always goes to bed early.
24. Rain falls from the cloud.
25. The baby sleeps for ten hours every night.
26. I usually sit at the same desk in class everyday.
27. She sits on the corner of her desk.
28. She always eats dinner with her family around six o'clock.
29. She usually walks instead.
30. She reads the morning paper every morning.
31. He drinks two coffee every morning
32. They usually watch cartoons in the morning.
33. I need to call my parents today.
34. This tea is good, I like it
35. He uses a dictionary to look up the spelling of some words.
36. They like to play catch.
37. They hear the sound of sea gulls and the sound of the waver.
38. Budi always comes on time.
39. Santi's cat bites a beautiful bird.
40. My friend and I learn English at English shop everyday





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1. **Rayendriani Fahmei Lubis, M. Ag.** (Pembimbing I)
2. **Yusni Sinaga, S. Pd, M. Hum** (Pembimbingan II)

Di Padangsidimpuan

Assalamu'Alaikum Wr. Wb

Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi program studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Terimakasih.

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Adalah benar telah mengadakan penelitian di SMP Negeri 1 Barumun Tengah untuk memperoleh data dan informasi dalam rencana penelitian untuk Skripsi Mahasiswa Program Sarjana INSTITUT AGAMA ISLAM NEGERI (IAIN) PADANG SISIMPUAN dengan judul :

“The Students’ Ability in Constructing Sentences at Grade VIII SMP Negeri 1 Binanga”

Demikian surat Keterangan ini di perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Binanga, 29 September 2020
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