

**STUDENTS' PROBLEMS IN SYNTAXES FOR
DECLARATIVE SENTENCE FORMULATION WITHIN PSG
THEORETICAL APPROACH**

SKRIPSI

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Degree (S1)

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SENTENCE FORMULATION WITHIN PSG THEORETICAL
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**Submitted to the Faculty of Tarbiyah and Teacher Training IAIN Zawiyah
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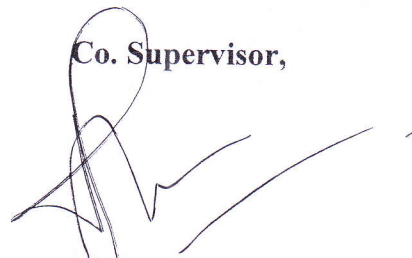
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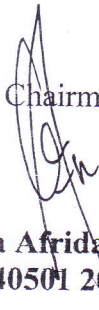
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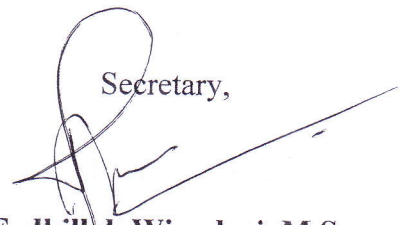
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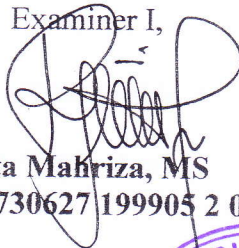
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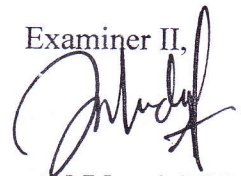
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The Researcher,

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ABSTRACT

The thesis entitle: *“The Students’ Problems in Syntaxes for Declarative Sentence Formulation within PSG Theoretical Approach”*

The focus of this study is an attempt to figure out the students’ problems in analyzing the declarative sentences at the seventh semester English Education Department IAIN Zawiyah Cot Kala Langsa. Phrase structure grammar (PSG) is one of methods in IC analysis in analyzing the sentences. In this research, the researcher used quantitative descriptive approach. The process of collecting data was done by applying the essay test. The test was conducted to 40 respondents from the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa. Based on the result of the essay test, the researcher found that the most of seventh semester students’ problems in analyzing the declarative sentences by using PSG were the lacks of vocabulary acquisition and syntactical categories. According to the result of the test, the researcher got that there were 7,5% students got excellent scores, 10% students got good scores, 10% students got adequate scores, 15% students got poor scores, and 57,5% students got very poor scores. Furthermore, based on the result of essay test, the researcher found that there were 32,7% of students who got mistakes in aspect vocabulary acquisition and 67,3% of students who got mistakes in aspect syntactical categories. According to the result of the research, the researcher suggested to the seventh semester English Education Department IAIN Zawiyah Cot Kala Langsa have to enrich their vocabulary acquisition and their comprehension in syntactical categories in order to improve their ability in analyzing the declarative sentences by using PSG theoretical approach.

Keywords: Syntaxes, Declarative Sentence, and PSG (Phrase Structure Grammar)

ABSTRACT

Name : Dian Ultari / Date of Birth : Langsa, 28 August 1995. Student Number : 1042013080. Title of Thesis : **“The Students’ Problems in Syntaxes for Declarative Sentence Formulation within PSG Theoretical Approach”**

Phrase structure grammar (PSG) is one of methods in IC analysis in analyzing the sentences. According to Robert D. Van Valin JR, there are 3 kinds of IC analysis; they are bracketing system, tree diagram, and Phrase Structure Grammar (PSG). A phrase structure grammar consists of a set of ordered rules known as rewrite rules, which are applied stepwise. In analyzing the sentence, the students have problems in analyzing the sentences by using PSG. First, the students could not identify how to construct each phrases in the sentences. Second, some of students are still not too comprehend about how this theory is working on. For instance, the researcher assumed that the students who have taken this subject is still difficult on analyzing the sentence by using the PSG Theoretical Approach. The aim of this research is to find out the students’ problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach at the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa. Moreover, the researcher used quantitative descriptive approach as methodology of the research which is used to transform a set of numbers into indices that summarize characteristics of a sample. The process of collecting data was done by applying the essay test. The test consists of 6 items of essay questions as long as 45 minutes to figure out students' problems in analyzing declarative sentence within PSR theoretical approach. The test was conducted to 40 respondents from the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa. Based on the result of the essay test, the researcher found that the most of seventh semester students’ problems in analyzing the declarative sentences by using PSG were the lacks of vocabulary acquisition and syntactical categories. According to the result of the test, the researcher got that there were 7,5% students got excellent scores, 10% students got good scores, 10% students got adequate scores, 15% students got poor scores, and 57,5% students got very poor scores. Furthermore, based on the result of essay test, the researcher found that there were 32,7% of students who got mistakes in aspect vocabulary acquisition and 67,3% of students who got mistakes in aspect syntactical categories. According to the result of the research, the researcher suggested to the seventh semester English Education Department IAIN Zawiyah Cot Kala Langsa have to enrich their vocabulary acquisition and their comprehension in syntactical

categories in order to improve their ability in analyzing the declarative sentences by using PSG theoretical approach.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the way of human communication either spoken or written. It has important roles in human's life to communicate with the others. It is a tool for people to express their feeling, argument, ideas, knowledge and thought. People always communicate to each other in their daily life. They use languages to make another understand their purpose. It enables people to learn and understand their world.

Language plays the main role in communication and interaction. There are two kinds of factors of language, external factors and internal factors. In external factors language are related to other contexts, such as the various functions of language and the social situation. The study of language does not only use linguistic science (procedure and theory) but also use other sciences (psychology and sociology). Meanwhile in internal factors language is an analysis in term of language structure, such as syntax, vocabulary, phonology, and morphology based on linguistic theories.

Internal language structure is an object of micro linguistics that involves system of sound, word formation, sentence structure and etc. The study of the rules governing the way words combined to form sentences in a language is called syntax. From the definition above, syntax is the one of linguistic studies

about structure language that can make word became phrase, clause, and sentence.

According to Van Valin, he states that Syntax is a central component of human language. Syntax discusses about the relationship between the word and other word, or other units as utterances.¹ In this case, syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences.² Thus, syntax refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within sentence.

In linguistic, syntax sets the rules, principles, processes that govern the structure sentences in a given language. It dictates how words from different parts of speech are put together in order to convey a complete thought. Syntax tries to explain and to describe human beings` ability to think and to form sentences in order to express abstract thought process. Because of that, the study of syntax is an important foundation for comprehending how we communicate and interact with each other. Syntax analyzes how language is actually used and it tries to define rules that describe what different language communities consider to be grammatical or non-grammatical. This branch of linguistics deals with a number of things, all of which help to facilitate being understood and understanding the language. Without rules of syntax, there would be no foundation from which to try to comprehend meaning from a bunch of words strung together. That`s why

¹ Abdul Chaer, *Linguistik Umum*, (Jakarta: PT. Rineka Cipta, 2007), p. 206.

² Robert D. Van Valin, *An Introduction to Syntax*, (United Kingdom: Cambridge University Press, 2001), p. 1.

many language experts emphasize that the system of rules that covers the order of words in a sentence is called syntax.

In the English Department of IAIN Langsa, syntax is one of compulsory subjects. Indeed, the students are required to take this subject in accomplishing their study. The students must learn how to form the word into a good sentence. They need to comprehend more about how to compose a good sentence with the detailed meaning. Thus, that is why the syntax is one of main subjects in the English Department of IAIN Langsa.

The students of english department have studied syntax in the fifth semester. Nevertheless, it is not to be sure that most of them could comprehend all the topics or materials in syntax subject. Especially in the sentence analysis, the students used IC (Immediate Constituent) analysis in order to analyze the sentences. IC analysis is a technique in analyzing units or constituents which form a language unit. In this case, some of students still have problems in analyzing the sentences, especially by using PSG theoretical approach. Furthermore, the students cannot identify how to construct each phrases in the sentences.

In this research, the researcher chooses the English Department of IAIN Langsa as the place of the researcher. Moreover, the researcher is interested to choose this place because the researcher is one of students of English Department of IAIN Langsa. In addition, the students are varied in their ability especially in the syntax subject. Thus, it is easier for the researcher to conduct the research in this place.

As an English subject in the English Department of IAIN Langsa, the researcher assumed that the students who have taken this subject is still difficult on analyzing the sentence by using the PSG Theoretical Approach. Furthermore, some of students are still not too comprehend about how this theory is working on. Moreover, the researcher assumes some aspects that cause the students' problems in analyzing the sentences by using PSG theoretical approach. The factors are: (1) The vocabulary acquisition; (2) Syntactical categories; (3) Tenses.

Hence, based on the descriptions above, the researcher is interested in analyzing and finding out the thesis entitled **Students' Problems in Syntaxes for Declarative Sentence Formulation within PSG Theoretical Approach.**

B. Problem of The Study

Based on the background of study above, the problem of this study is: "What are the students' problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach?"

C. Objectives of The Study

Based on the statement of the problem mentioned, this research is conducted to: "find out the students' problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach"

D. Scope of The Study

The scope of this study is limited on the declarative sentence formulation within PSG theoretical approach, especially for the seventh semester students who have taken the syntax course in the English Department of IAIN Langsa.

E. Significances of The Study

The results of the study are expected to be meaningful for:

1. Theoretical Significance

This research could add the current literatures of students' problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach.

2. Practical Significance

a. For the teacher

This is the way for the lecturer to evaluate the teaching method of syntax subject in the teaching learning process. In addition, it is expected for the lecturer to improve the students' comprehension about PSG Theoretical Approach.

b. For the student

For the students, it is one of ways to find out the student's weaknesses in using PSR theoretical approach. Furthermore, it is expected for the student to find out other strategies to comprehend more about PSG Theoretical Approach.

c. For the reseacher

This study is expected for the researcher to be able to extend the researcher's knowledge about the student's problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Syntax

a. Definition of Syntax

Syntax is the study of the rules governing the way words are combined to form sentences in a language. Syntax is the study of sentence structure.³ Syntax is the study of the way in which phrases and sentences are structured out of words.⁴ According to Robert D. Van Valin, he stated that Syntax is a central component of human language.⁵

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order and punctuation. It is the study of the rules whereby words or other elements of sentence structure are combined to form the grammatical sentences. From the definition above, syntax is the linguistic study about structure language that can make word became phrase, clause, and sentence.

There are some reasons for studying syntax, from general humanistic or behavioral motivations to much more specific goals such as those in the following:

³ László Varga, *Introduction to English Linguistics*, (Eötvös Loránd University: Budapest, 2010), p. 56.

⁴ Andrew Radford, *English Syntax: An Introduction* (United Kingdom: Cambridge University Press, 2004), p. 1.

⁵ Robert D. Van Valin, *An Introduction to Syntax*, (United Kingdom: Cambridge University Press, 2001), p. 1.

- To help us illustrating the patterns of English more Effectively and clearly
- To enable us analyzing the structure of English sentences in a systematic and explicit way

In understanding a complex sentence, knowledge of English syntax can be a great help. Syntactic or structural knowledge helps us to understand simple as well as complex English sentences in a systematic way.⁶

b. Transformational Generative Grammar (TGG)

The most influential of all modern linguistic theories is *transformational generative* grammar. This theory was first made public through *Syntactic Structures* (1957) by N. Chomsky. Transformational Generative Grammar (TGG) is a system of language analysis that recognizes the relationship among the various elements of a sentence and among the possible of sentences of a language and uses processes or rules (some of which are called transformations) to express these relationships.⁷ Transformational grammar which is usually generative grammar describes a language with the help of transformational rules. It involves logical reasoning to understand fully the meaning of the selected words.

The central idea of transformational grammar is that they are, in general, distinct and that the surface structure is determined by repeated application of certain formal operations called “grammatical transformations” to objects of a more elementary sort. A generative grammar must be a system of rules that can iterate to generate an indefinitely large number of structures. This system of rules

⁶ Jong-Bok Kim, et.al, *English Syntax: An Introduction* (Center For The Study of Language and Information, 2008), p. 7-8.

⁷ <https://www.britannica.com/topic/transformational-grammar/> accessed on 28 Juni 2017

can be analyzed into three major components of a generative grammar: the syntactic, phonological, and semantic components.⁸

Consequently, the syntactic component of a grammar must specify, for each sentence, a deep structure that determines its semantic interpretation and a surface structure that determines its phonetic interpretation. Moreover, the deep structure implies a more abstract form underlying the structure of a sentence. While the surface structure refers to the actual form of the structure of a sentence used. Thus, the transformational grammar consists of a body of formal rules to enable transforming the deep structures to the surface structures.

c. Syntactical Categories

A syntactic category is a type of syntactic unit that theories of syntax assume.⁹ Syntactic categories is also called as lexical categories/word classes. A lexical category is a syntactic category for elements that are part of the lexicon of a language.

1) Word

Word is the smallest unit in syntax and has a meaning. Word is the single unit of language that has meaning and can be spoken or written.¹⁰ There are two words that very important to sentence formation. They are lexical and non lexical. The lexical consists of Noun (N), Verb (V), Adjective (Adj), Preposition (P), and Adverb (Adv). And the non-lexical consists Determiner (Det), Auxiliary (Aux),

⁸ Noam Chomsky, *Aspects of The Theory of Syntax*, (America: The M.I.T Press, 1965), p. 16-17.

⁹ https://en.wikipedia.org/wiki/Syntactic_category accessed on 19 Juni 2017

¹⁰ <http://dictionary.cambridge.org/dictionary/english/word> accessed on 19 Juni 2017

degree word and Conjunction (Conj).

a) Noun

Noun includes name of person, place and thing.

E.g. *Tiger, Johnson, book.*

b) Verb

Verb is a word that uses to show an action.

E.g. *jump, run.*

c) Adverb

A word that uses to describes a verb and sometimes an adjective.

E.g. *hardly, friendly.*

d) Adjective

Adjective is a word that uses to modify a noun. Adjectives are words that modify a noun; either name an inherent attribute of a thing.¹¹

E.g. *beautiful, short, sweet.*

e) Preposition

Preposition is a word that uses to represent the connection between nouns to another words.

E.g. *but, by, beside, in, at.*

¹¹ Marjolijn Vespoor, et al, *English Sentence Analysis*, (Amsterdam: John Benjamins Publishing Company, 2000), p. 92.

f) Conjunction

Conjunction is a word that uses to connect two words, sentence, or phrases.

E.g. *and, but, or, so*.

g) Interjection

Interjections are words that literally are interjected into a sentence.¹²

E.g. *oh, well, blast, damn, and so on*.

h) Determiner

Determiner included articles (*the, a, an*), demonstratives (*this, that*), possessive determiners (*my, their*), quantifier (*many, few*), numerals, distributive (*each, any*) that occurs together with noun and serves to express the reference that noun in the context.

i) Degree word

Degree word is a word that can precede adverb or adjective to indicate the extent to which they apply, e.g. *too, so, very, and more*.

j) Auxiliary

Auxiliary is a verb that determiner the tense or aspect of another verb in a verb phrase, e.g. *is, am, and are*.

2) Phrase

Phrase is a group of words, which gives meaning, but not complete

¹² *Ibid*, p. 112.

meaning. According to Baker, phrase structure is about the way in which sentence is organized into successively smaller units.¹³ There are types of larger phrases are formed:

a) Noun Phrase (NP)

Noun phrase can be optionally modified by determiners, adjective and noun. (usually a proper noun, pronoun, mass noun, or plural). A Noun phrase is a group of word that does the work of a noun.¹⁴

E.g. “The front door” and “the gamekeeper”.

b) Verb Phrase (VP)

Verb phrase minimally consists of a single verb by a noun phrase, adverb phrase, and prepositional phrase.

E.g. “walk slowly” and “have been reading”.

c) Adverb Phrase (AdvP)

Adverb phrase of an adverb as a head, optionally and following by modifying elements. Adverb phrase is a group of words that does the work of an adverb.¹⁵

E.g. “after the learning” and “quite”.

d) Adjective Phrase (AdjP)

Adjective phrase consist of an adjective as head, optionally proceeded and

¹³ C. Baker, *English Syntax*, (London: The MIT Press, 1989), p. 29.

¹⁴ Wren & Martin, *High School English Grammar and Composition*, (Kuala Lumpur: Crescent News), p. 158.

¹⁵ *Ibid*, p. 156.

followed by modifying elements.

E.g. “tomorrow night”.

e) Prepositional Phrase (PP)

Prepositional phrase consists of preposition followed by a noun phrase.

The prepositional phrase serves as adjunct in the modal structure of the clause.¹⁶

E.g. “at Convention Hall” or “On the burning deck”.

3) Clause

Clause is a group of words that forms part of a sentence, and has a subject and a predicate of its own.¹⁷ Clause is a syntactic unit which level is above the phrase unit and below the sentence unit.¹⁸ An independent clause and a dependent clause are two kinds of clause. An independent clause contains of a subject verb, it also demonstrate and can stand by itself. A dependent clause contains of a subject also verb and cannot stand by itself.

a) Noun Clause

A noun clause typically acts as a subject of a verb or as the objects of verb or preposition. A noun clause is a dependent clause that can be used the same ways as a noun or pronoun.¹⁹

E.g.: “I don’t know about *what you’re talking about*”.

¹⁶ M.A.K Halliday, *An Introduction to Functional Grammar*, (United States of America: Oxford University Press Inc., 2004), p. 360.

¹⁷ *Ibid.*, p. 159.

¹⁸ Abdul Chaer, *Sintaksis Bahasa Indonesia*, (Jakarta: PT. Rineka Cipta, 2015), p. 41.

¹⁹ <http://www.dailygrammar.com/Lesson-276-Clause-Review.htm/> accessed on 18 Juni

b) Adverb Clause

An adverbial clause typically modifies its entire main clause, at beginning of sentence, in the middle of sentence, and at the end of sentence. Adverb clause is a dependent clause that functions as an adverb which the entire clause modifies a verb, an adjective, or another adverb.²⁰ An introductory adverbial clause is usually set off by commas, especially if the clause is long.²¹

E.g.: “.....when I went to Japan”

c) Adjective Clause

An adjectival phrase modifies a noun phrase. The adjective clause modifies a preceding noun or a pronoun.²² It's typically come at the end of their noun clause. Most adjectival clauses start with pronouns, like: whom, who, whom, which, that.

E.g.: “I meet the kid who wins the speech competition”.

4) Sentence

A sentence is the largest independent unit of grammar.²³ Orthographically, the sentence begins with a capital letter and is terminated by a full stop. In meaning terms, the role of sentence is to express one or more ideas or ‘propositions’ from the ideational component.²⁴ According to Charles F. Hockett, a sentence is a grammatical form which is not in construction with any other

²⁰ https://en.wikipedia.org/wiki/Adverbial_clause/ accessed on 18 Juni 2017

²¹ Marcella Frank, *Modern English*, (New York: Prentice-Hall Inc, 1972), p. 234.

²² *Ibid*, p. 276.

²³ <https://www.thoughtco.com/sentence-grammar-1692087/> accessed on 18 Juni 2017

²⁴ G. David Morley, *Syntax In Functional Grammar*, (Britain: Paston PrePress, 2000), p.25.

grammatical form.

Haryono and Bryan state that there are three kinds of sentences based on their purpose and the types of response from the hearer; declarative sentence, interrogative sentence, imperative sentence, and exclamatory sentence.

a) Declarative sentence, the most common type, commonly makes a statement.

Declarative sentences are primarily used to convey information under the form of statements. E.g.: "I live in Langsa city".

b) Interrogative sentence is commonly used to request information but sometime not rhetorical question. E.g.: "Do you think that she is a beautiful girl?"

c) An imperative sentence is command tells someone to do something.

E.g.: "Go to the convention hall at 7.30 tomorrow morning!".

One traditional scheme for classifying English sentence is by the number and types of finite clauses. According to Vespoor, there are four types of sentence:

a) Simple Sentence

A simple sentence is a sentence structure that contains one independent clause and no dependent clauses. Basically, it has one subject and one verb but there is simple sentence with compound subject or compound verb.

E.g.:

- *Leo works in New York*

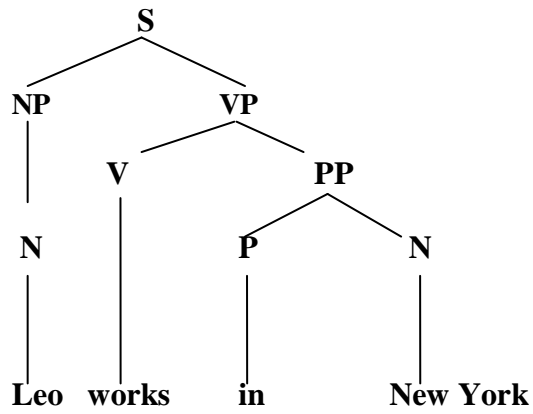


Figure 2.1 The Simple Sentence

- *Leo and Mark work in New York*

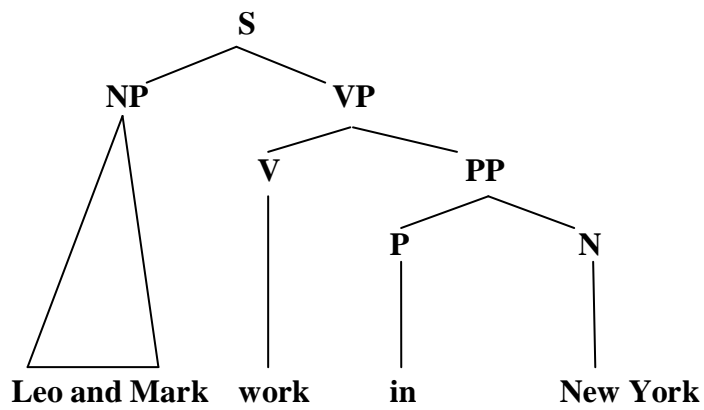


Figure 2.2 The Simple Sentence with compound subject.

- *Leo works and lives in New York.*

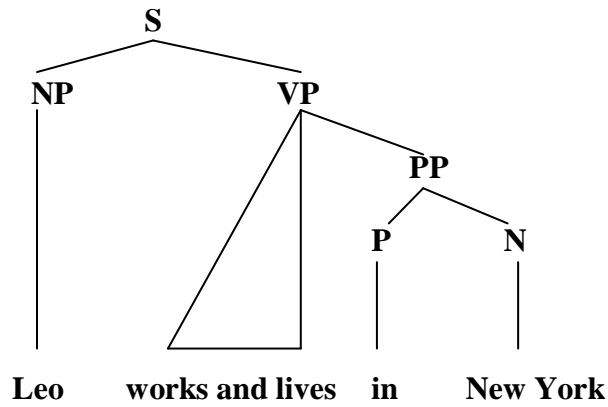


Figure 2.3 The Simple Sentence with compound verb

b) Compound Sentence

A Compound sentence contains two or more main clauses.²⁵ The clauses are joined by a coordinating conjunction (with or without a comma), a correlative conjunction (with or without a comma), or a semicolon that functions as a conjunction.

E.g. "Sania is a smart girl, but she doesn't have friend".

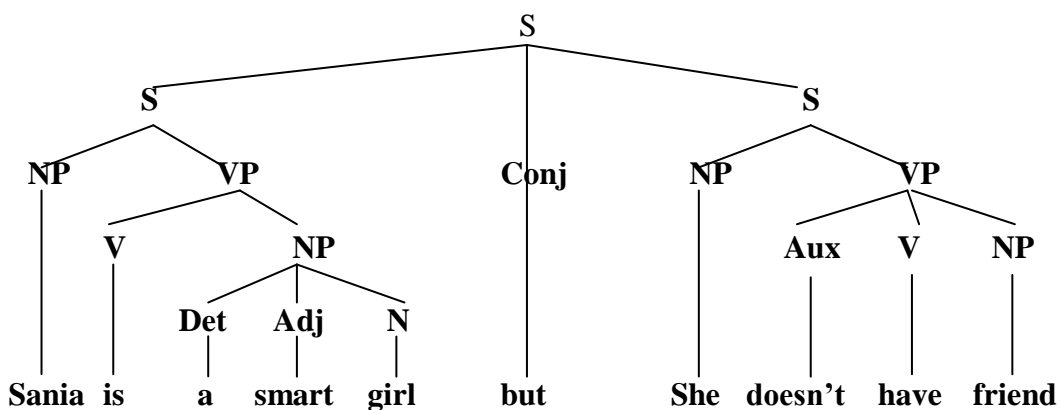


Figure 2.4 The Compound Sentence

²⁵ *Ibid*, p. 69.

c) Complex Sentence

A complex sentence is a sentence with an independent clause and at least one dependent clause (subordinating clause). Complex sentences are the sentences which contain more than one clause.²⁶

E.g.:

Mark felt better after the teacher said that he get good score.

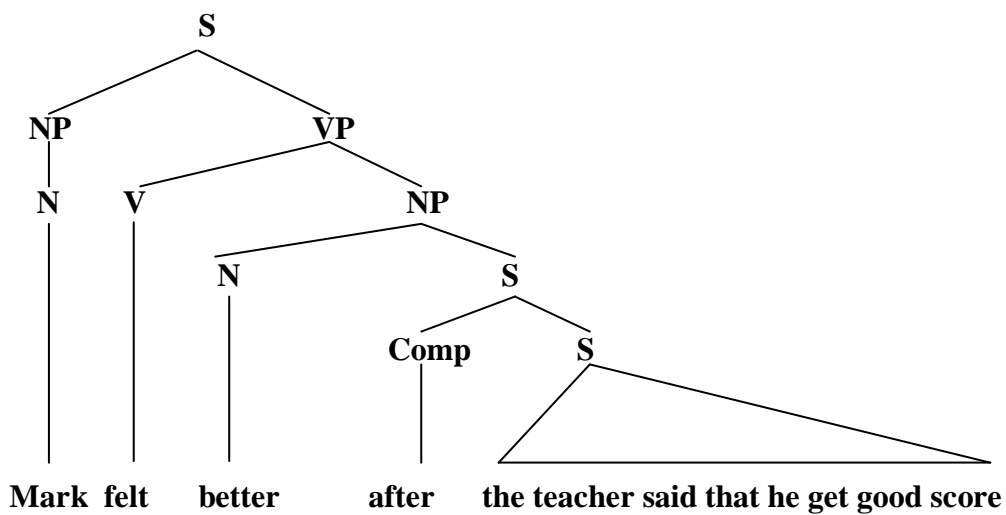


Figure 2.5 The Complex Sentence

d. Compound-Complex Sentence

A compound complex sentence is a sentence with at least two independent clauses and one or more dependent clauses (which can also be called subordinate clause).

E.g.:

²⁶ Andrew Radford, et al, *Linguistics An introduction: 2nd Edition*, (New York: Cambridge University Press, 2009), p. 250.

“A tone is what we write in music and a note is the symbol that we write down”

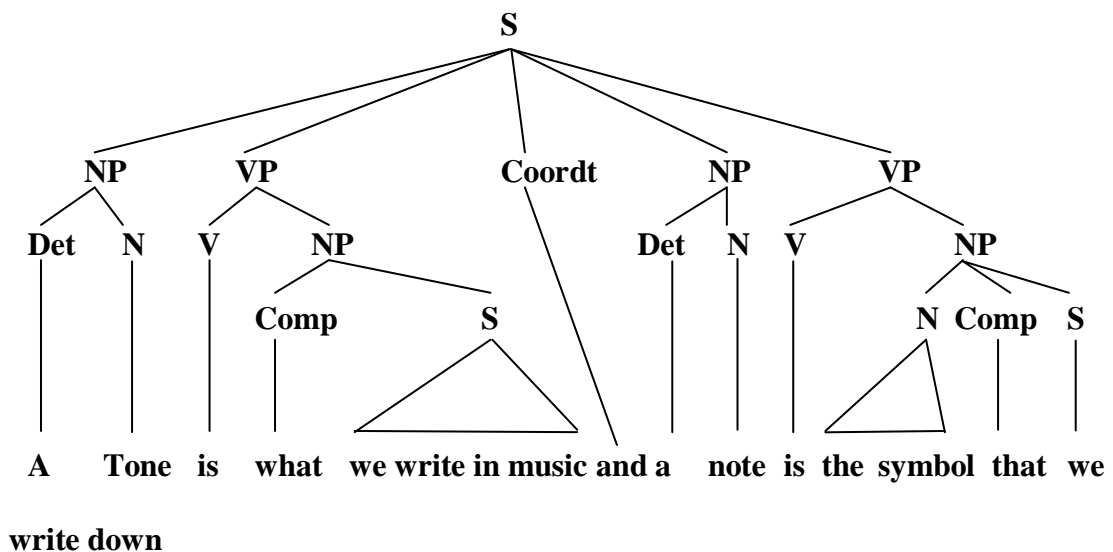


Figure 2.6 Compound Complex Sentence

2. PSG (Phrase Structure Grammar)

a. Immediate Constituent Analysis (ICA)

In the classical form of generative grammar, the phrase structure rules generate the deep structure (D-structure) and surface structure (S-structure).²⁷ All sentences have both deep structure and surface structure. A deep structure represents the meaning, and a surface structure represents the sound. In other words, deep structure determines its semantic interpretation and surface structure determines its phonetic interpretation.

In linguistics, Immediate Constituent Analysis or IC analysis is a method of sentence analysis that was first mentioned by *Leonard Bloomfield* and

²⁷ Laurel J. Brinton, *The Structure of Modern English*, (Amsterdam: John Benjamins Publishing Company, 2000), p. 163.

developed further by Rulon Wells.²⁸ It is a method in analyzing a sentence by dividing constituents into sub component parts.²⁹ The process reached a full-blown strategy for analyzing sentence structure in the early works of *Noam Chomsky*. This is a technique for breaking down a sentence into its immediate constituents; in turn, these constituents are broken into their immediate constituents. In this case, the words are organized into units which are then organized into larger units. these units are called constituents, and the hierarchical organization of the units in the sentence is called its constituent structure. Eventually, constituents are reached which cannot be divided up further; these are the ultimate constituents.

The most comprehensive grammars based on the principle of IC analysis are E. Nida, *A Synopsis of English Syntax* (1960) and B. Strang, *Modern English Structure* (1962). In structural grammars, linguistic systems are considered as ensembles formed of elements subordinate to combination laws which characterize the whole ensemble.

IC Analysis is that system of grammatical analysis that breakup sentences into sequential layers, or constituents until in the final layer, and every constituent consists of only a word or meaningful part of a word.³⁰ Each language unit assumed as units consist of two or more constituents directly form the units.

²⁸ https://en.wikipedia.org/wiki/Immediate_constituent_analysis/ accessed on 20 Juni 2017

²⁹ Nina Afrida. *Student's Ability in Transforming a Sentence: Deep and Surface Structure*. (Langsa: Jurnal of Linguistic, Literature, and Language Teaching, 2016), Vol. 2, No. 2: 56

³⁰ Badri AbdulHakim, et.al. *Immediate Constituent Analysis (ICA)*. (Aligarh Muslim University: International Journal of Scientific and Research Problem, 2005), Vol.5, No. 6:1.

According to Robert D. Van Valin JR and Randy J. Lapolla, there are 3 kinds of IC analysis; they are bracketing system, tree diagram, and Phrase Structure Grammar (PSG). Here are the patterns of Immediate Constituents Analysis.³¹

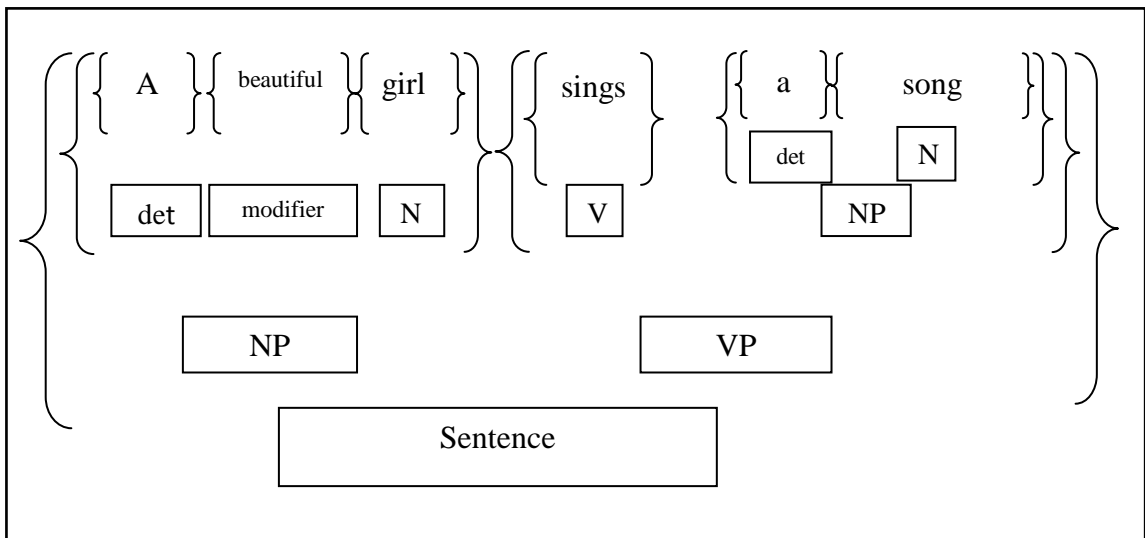


Figure 2.7 Bracketing System

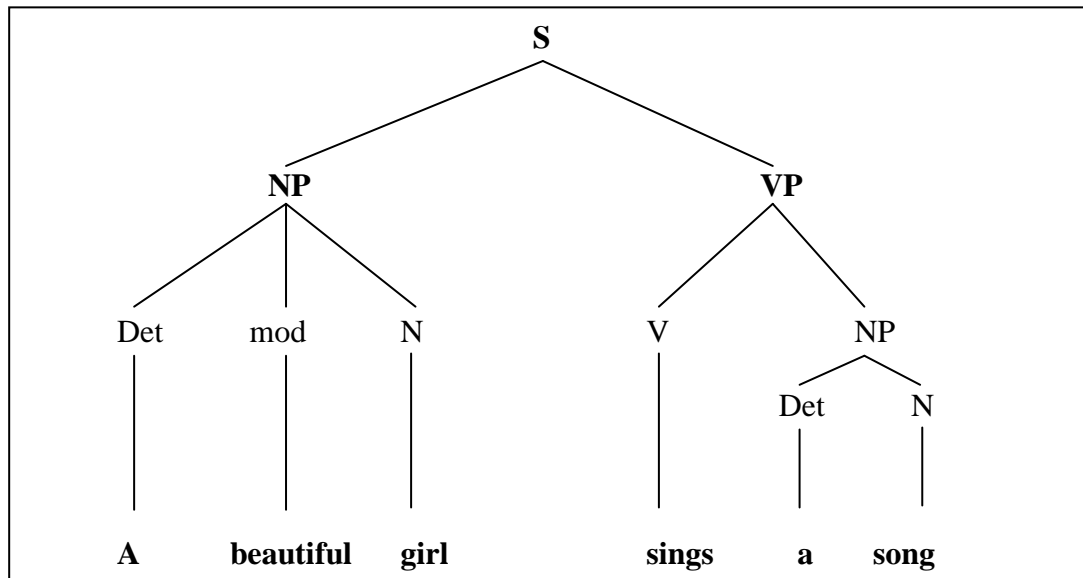


Figure 2.8 Tree Diagram

³¹ Robert D. Van Valin, JR and Randy J. Lapolla, *Syntax: Structure, meaning and Function*, (New York: Cambridge University Press, 1997), p. 17-67.

PSR (Phrase Structure Rules)

a. S = Np + Vp

b. Np1 = Det1 + Mod + N1

c. Vp = V + Np2

d. Np2 = Det2 + N2

e. Det1 = A

f. Mod = beautiful

g. N1 = girl

h. V = sings

i. Det2 = a

j. N2 = song

Figure 2.9 PSG (Phrase Structure Grammar)

b. The Form of Phrase Structure Grammar

A phrase structure grammar consists of a set of ordered rules known as rewrite rules, which are applied stepwise. A rewrite rule has a single symbol on the left and one or more symbols on the right.

$A \rightarrow B + C$

$C \rightarrow D$

Chomsky offered the view that grammar is a set of rules for forming sentences. A sentence (S) such as *The headlights penetrated the darkness* consists of a noun phrase (NP) followed by a verb phrase (VP). In turn, the VP consists of

a transitive verb (V) and an NP; the last NP consists of a Det and a N. This information can be represented in a tree diagram:

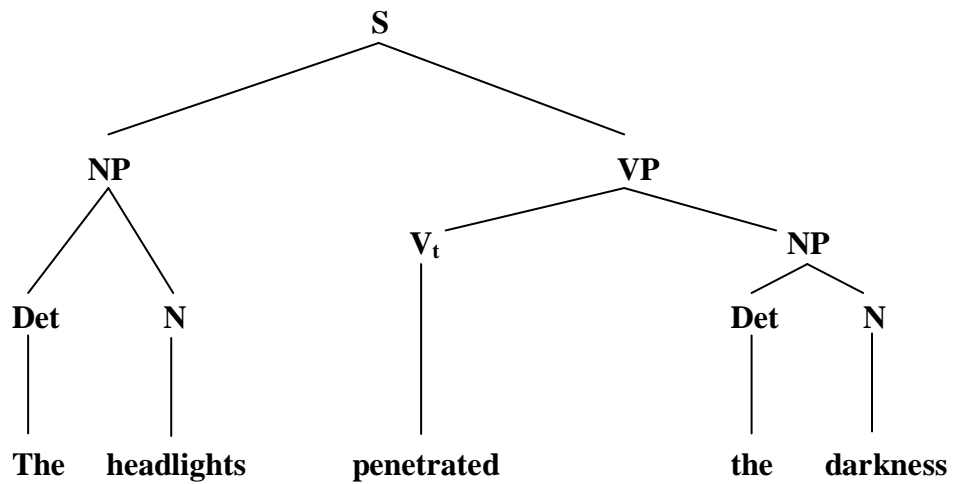


Figure 2.10 Tree Diagram

Such an analysis becomes generative when it is expressed in the form of rules:

1. S → NP + VP
2. NP1 → Det1 + N1
3. VP → Vt + NP2
4. NP2 → Det2 + N2
5. Det1 → The
6. N1 → headlights
7. Vt → penetrated
8. Det2 → the
9. N2 → darkness

Rules such as those which allow for a single symbol at a time to be rewritten or replaced by another symbol are known as phrase structure rules. By

applying these rules it would be possible to produce, to “generate” the sentence.³² By starting with the sentence label ‘S’ and applying a sequence of phrase structure rules, one could define a ‘derivation’ that terminated in the expression that would be the starting point for procedures of IC analysis.³³

c. The Aspects in Analyzing Sentences by Using PSG

1) Vocabulary Acquisition

Vocabulary is central to language and of critical importance to the typical language learner.³⁴ Vocabulary cannot be separated from the language; it is an important part of language. According to Hari Mukti Krida Laksana, he states that vocabulary is a component of a language that maintains all information about meaning and using words in language.³⁵ It can be said that vocabulary is the smallest unit of speech that processes individual meaning and can be used to interact one with another.

Vocabulary is an essential part of language learning. In order to gain the four skills of students of learning, vocabulary acquisition takes an important role in it. Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. It also refers to the process of learning the words of a language.³⁶

³² Ioana Murar, et.al, *English Syntax The Simple Sentence*, (Craiova: Editura Universitaria, 2011), p. 6.

³³ James P. Blevins, et.al, *The Cambridge Handbook of Generative Syntax*, (New York: Cambridge University Press), p. 4.

³⁴ James Coody and Thomas Huckin, *Second Language Vocabulary Acquisition*, (New York: Cambridge University Press, 1997), p. 5.

³⁵ Harimukti Krida Laksana, *Kamus Linguistik*, (Jakarta: PT Gramedia Pustaka Utama, 1993), p. 127.

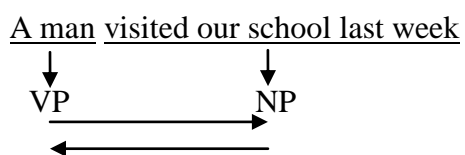
³⁶ <https://www.thoughtco.com/vocabulary-acquisition-1692490> accessed on 27 July 2017

Vocabulary should be taught especially for foreign language teaching learning activity. Eventhough the students have mastered grammatical form, they could not communicate the foreign language without acquiring their vocabulary. Vocabulary acquisition is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without acquiring the vocabulary.

The vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesian and English context. The students are able to communicate both verbally or in writing. In addition, vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas. As the result, the vocabulary acquisition will be increase in their minds.

The nature of vocabulary learning is very complex which involves a great deal more than just memorizing the meaning of a word. In analyzing sentences, the students lack of vocabulary acquisition. Moreover, the students tend to misplace the symbol of each syntactical categories since they do not comprehend some of vocabulary in the sentence.

E.g: The subject of the sentence misplaced.



2) Syntactical Categories

Syntactic categories are defined as a set of words that can fill the same (or highly) grammatical roles, i.e., that are syntactically similar.³⁷ Syntactic categories are part of a speaker's knowledge of syntax. Syntactic categories is also called as lexical categories/word classes.

Syntactic categories include both phrasal categories such as NP, VP, AdjP (adjective phrase), PP (prepositional phrase), and AdvP (adverbial phrase), as well as lexical categories such as noun (N), verb (V), preposition (P), adjective (Adj), and adverb (Adv). Each lexical category has a corresponding phrasal category. Following is a list of lexical categories with some examples of each type:³⁸

Lexical categories

Noun (N) *puppy, boy, soup, happiness, fork, kiss, pillow, cake, cupboard*

Verb (V) *find, run, sleep, throw, realize, see, try, want, believe*

Preposition (P) *up, down, across, into, from, by, with*

Adjective (Adj) *red, big, candid, hopeless, fair, idiotic, lucky*

Adverb (Adv) *again, carefully, luckily, never, very, fairly*

In analyzing the sentences, the students comprehension about syntactic categories is really crucial. Yet, the phrasal categories is being the main element in analyzing the sentence by using PSR theoretical approach. Moreover, the acquisition of syntactic categories is a crucial step in the process of acquiring

³⁷ Stella Frank, et al., *Sentence Types and Syntactic Categories*, (University of Edinburgh), p. 5.

³⁸ Victoria Fromkin, et al., *An Introduction to Language: 9th ed*, (New York: Nelson Education Ltd, 2009), p. 128.

syntax. Thus, the syntactic categories is being one of issues in sentence analysis by using PSR theoretical approach.

3) Tenses

Tenses in english language are the study of actions related to their times. According to Graver, the term “tense” is used to refer a verb form, not to chronological time. Tense is a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking.³⁹ English verbs are used to express the aspect (simple, continuous or perfect) of an action or event. Most of linguists state that there are three tenses in English; present, past, future.⁴⁰

Grammarly, the first word of a finite verb phrase is either present or past. Usually, the tenses mean present time and past time , ‘now’ and ‘then’.

Present : I think we’re going to like it.

We live right at the top.

Past : We heard about it through a friend.

We were getting pretty desperate.⁴¹

³⁹ <https://www.englishclub.com/grammar/tense-what.htm> accessed on 29 July 2017

⁴⁰ Ismail Çakir, *Problems in Teaching Tenses to Turkish Learners*, (Theory and Practice in Language Studies, 2011), Vol.1, No.2, p. 124.

⁴¹ John Eastwood, *Oxford Guide To English Grammar*, (New York: Oxford University Press, 1994), p. 78.

Tenses in English language are sometimes challenges not only for the learners of English as a foreign language, but also for the native speakers of English language themselves. The students tend to speak fluent English and communicate effectively although they know nothing about the aspect of tenses. Good master in using tenses is much more important in communicating messages, views and ideas.

According to Harmer, there are three group of grammatical mistakes. Two of them are “slips”, and “errors”. When it is a “slip”, students usually understand that they have made a mistake and are therefore able to correct themselves. On the other hand, “errors” require correction and explanation as learners do not have language knowledge needed to correct these types of mistakes yet.⁴²

3. Declarative Sentence

Declarative sentence is a sentence that used to share the information, point of view or a fact.⁴³ It is normally end in a period and full stop. A Declarative sentence maybe divided into two kinds; they are the affirmative sentences and the negative sentences.⁴⁴

- a. Positive (Affirmative) Sentence, it is the sentence in which the subject is present and generally precedes the verb and the predicate in the positive form.

E.g : - The girl reads a novel

⁴² Jeremy Harmer, *The Practice of English Language Teaching: 4th Edition*, (London: Pearson Education Ltd., 2007), p. 137.

⁴³ <http://englishsentences.com/declarative-sentence/> accessed on 20 Juni 2017.

⁴⁴ Sanggam Siahaan, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 194.

- My father buys a luxurious car

b. Negative sentence, it is formed by means of the negative particle “not” which is put after the verb (auxiliary, modal, link verb).

E.g : - I do not like rainy weather

- They do not understand my problem

According to Abdul Chaer, based on its use, the declarative sentence is divided into some kinds, those are:

1) To give a factual information or the experience of the speaker.

E.g :

- My lecturer is very beautiful

- People are afraid of terrorism in these days

2) To state the decision or the judgment.

E.g :

- I'm satisfied with your service

- I personally think this food is too salt

3) To state the deal, caution, advice, etc.

E.g :

- I hope you'll be fine there

- You should learn more before the examination

4) To state the feeling.

E.g :

- I'm grateful for your kindness

- The girl is sad because her father was died

5) To give the explanation or the details to someone.

E.g :

- I explain to you that she is a daughter of the President.

- I inform you that he will come late

B. Previous Study

The first previous research is “The Syntax Analysis on Declarative Sentence in Ann Jungman’s Lucy Keep The Wolf From The Door” which was conducted by Uswatun Khasanah in 2016. This research focused on the sentence structure that used in Ann Jungman’s Short Story Lucy Keep The Wolf From The Door. The objective of her research is a short story from Ann Jungman Lucy Keep The Wolf From The Door. She used documentation method to classify the sentences in this short story. The researcher also used random sampling to determine the sample. From this sampling, she found the sample which is in chapter II. This research is described the frequency of simple, compound and complex sentence in this short story. Besides, this short story has 53,6% or 15 simple sentences, 17,8% or 5 compound sentence, and Both complex sentence and compound complex sentence have the same frequency; they are 4 sentences or 14.3%.

Another research about students’ vocabulary acquisition was done by Retnaningtyas Wulandari Wisnu Putri in 2013. She studied about Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag Through Games in

The Academic Year of 2012/2013. The objective of her research is the VII grade students in SMP 2 Grabag. This research focused on how the improvements of students in vocabulary acquisition through the use of games. To analyze the data, she used class action research method. The results from Retnaningtyas's research showed that there were improvements of students' vocabulary acquisition. It could be seen from the results of classroom observation toward students' achievement during the lesson. In addition, the implementation of the games and the complementary actions were successful to help the students in memorizing and understanding new words easily.

This research is about the students' problems in syntaxes for declarative sentence formulation within PSG Theoretical Approach. This research had some differences from other research. First, the data that used by researcher was different from the previous studies. Second, the research method used in this research is quantitative descriptive research method.

C. Conceptual Framework

As explained in the literature review, Phrase Structure Grammar (PSG) is one of the way in analyzing the sentences. A phrase structure rule consists of a set of ordered rules known as rewrite rules, which are applied stepwise. A rewrite rule has a single symbol on the left and one or more symbols on the right. In syntax, It generates the deep structure (D-structure) and surface structure (S-structure). A deep structure represents the meaning, and a surface structure represents the sound.

In analyzing the sentences by using PSG theoretical approach, the students find many problems and difficulties, especially when they have to comprehend the rules and apply it in the written form. Besides, the assumption that the weakness of seventh semester students in English Department is that they lack vocabulary in their minds. The students lack in acquiring their vocabulary in their daily life. As the result, they could not consider the meaning of the words when they analyze the sentences by using PSG theoretical approach.

In relation to the students' problems in analyzing sentences, the less comprehension of syntactical categories seems to be another weakness of them. A syntactic category is a type of syntactic unit that theories of syntax assume. In other words, syntactical category is also called as word classes. The students seem confused in determining the phrases in syntactical categories. They could not consider which phrases they need to write when they analyze the sentences. Thus, it shows that they do not comprehend the syntactical categories or the word classes.

Tenses in english language are the study of actions related to their times. Tenses in English language are sometimes challenges for the learners of English as a foreign language. Nowadays, the students tend to speak fluent English and communicate effectively although they know nothing about the aspect of tenses. Good master in using tenses is much more important in communicating messages, views and ideas. In this case, the tenses comprehension is also important in analyzing the sentences. The students need to know the type of tenses in the sentences in order to generate the deep structure and the surface structure.

From the statements above the researcher assumes that the students' problems in analyzing the sentences by using PSG theoretical approach are the students' lack in vocabulary acquisition, the less comprehension of syntactical categories, and the lack of tenses comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Study

1. Place

The research was held in IAIN Zawiyah Cotkala Langsa. It is located on Jalan Meurandeh, Kota Langsa, Provinsi Aceh. The researcher decided the location based on several reasons, they are:

- a. The college has variety students, so the population and sample are having variation of student ability.
- b. The researcher is one of student at English Department of IAIN Zawiyah Cotkala Langsa. So, it makes the research easier to apply it.

2. Time

The study was conducted on first semester of academic year 2017-2018. The researcher did the study as long as two months, from June until August 2017.

B. Population and Sampling

1. Population

Population is represent entire/all subject research. The population is composed of object generalization region or subjects that have certain qualities and characteristic.⁴⁵ In the other hand, population is a group of subject research who will be generalized by the result of the research. As a population, this subject

⁴⁵ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), p. 117.

must possess features or characteristic which distinguish it from another group of subject.⁴⁶

The population in this research was the seventh semester students of English Department at IAIN Zawiyah Cotkala Langsa. It was done because they have studied and took syntax course in the previous semester. There are 3 units of the seventh semester students of English Department at IAIN Zawiyah Cotkala Langsa that consists of unit 1, unit 2 and unit 3.

Table 3.1 The Population of the Seventh Semester Students

NO	UNIT	FEMALE	MALE	POPULATION
1.	Unit 1	21	5	26 Students
2.	Unit 2	18	3	21 Students
3.	Unit 3	20	-	20 Students
TOTAL		59	8	67 Students

2. Sampling

Sample is a small group from a population. According to Sugiono sampel is some of amount and characteristic owned by population.⁴⁷ However, James said that sample is a group of element (e.g., persons) or single element from which data are or have been obtained.⁴⁸

Sampling is a technique in taking sample. To determine the sample, there are some techniques of sampling. One of them is by using simple random

⁴⁶ Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 2007), p. 77.

⁴⁷ *Ibid.*, p. 118.

⁴⁸ James H. McMillan, *Educational Research Fundamentals For Consumer Fifth Edition* (USA: Pearson Education, 2008), p. 110.

sampling which is used by the researcher. This is done randomly without caring about classification or without observe the levels of population. The method of this sampling was chosen randomly by putting names/numbers of all population members in a bowl (lottery) and take some as the sample. Thus, the researcher chose about 40 students from the three units as the sample to this research by using Slovin Formula with margin error 10 percent.

$$n = \frac{N}{1+N(e^2)}$$

$$n = \frac{67}{1+67 (10\%^2)}$$

$$n = \frac{67}{1+0,67}$$

$$n = \frac{67}{1,67} = 40,11$$

C. Method of The Research

In this research, the researcher uses quantitative approach. Quantitative approach is an approach in research where the data which is produced is in form numeral and the analysis use statistic.⁴⁹ The design of this research is descriptive design where we are purposed to give indications, facts, or events systematically and accurately about certain population as stated by Sugiyono.

According to Noor, descriptive design includes a research which try to describe the phenomenon, event or moment that happens right now. It gives more

⁴⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitative, Kualitative, dan R&D*, (Bandung: Alfabeta, 2010), p.13.

focus on the actual problem when the research went on.⁵⁰ Thus, the researcher uses this design because the researcher is interested to know the students' problems in syntaxes for declarative sentence formulation within PSG theoretical approach.

D. Technique of Collecting Data

Technique of collecting data is the way collecting data that used in this research. In this study, the researcher uses a test to collect the data. A test is an instrument that requires subject to complete a cognitive task by responding to a standard set of questions. In this research, test was given to know the students' ability and problems in an analyzing the declarative sentences by using PSG theoretical approach.

In short, there are some procedures of collecting the data, as follows:

- a. Give a test to the students to know their ability and mistakes in analyzing the declarative sentences by using PSG theoretical approach.
- b. Analyze the score and interpret their mistakes in analyzing the declarative sentences.
- c. Make a conclusion based on the research.

E. Technique of Analyzing Data

In quantitative studies, the data are collected by the researcher, who apply statistical techniques to understand the meaning of the numbers. In this

⁵⁰ Juliansyah Noor, *Metodologi Penelitian* (Jakarta: Kencana Prenada Media Group, 2011), p. 34.

sense, statistical procedures are applied after the data collection to obtain the results of the study. For that reason, descriptive statistic is used to transform a set of numbers into indices that summarize characteristics of a sample. Statistics are the procedures that summarize and analyze quantitative data.⁵¹

F. Research Instrument

There are some data collection methods used in this research. One should pay attention to the reliability of the data and play an important role to the quality of the obtained data. Data collection methods is the way of collecting data that used in this research. In this study the researcher uses test as the way to collect data and it will be discusses in the following part. The material of the test is taken from english book which related to the syntax course. Then, the instrument used in this study is a test as many as 6 items of essay questions as long as 45 minutes to figure out students' problems in analyzing declarative sentence within PSG theoretical approach.

1. Test

Test is a series of questions or exercises that used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.⁵²

Test is given to the seventh semester student of English Department of IAIN Zawiyah Cotkala Langsa, so that the researcher could identify the students'

⁵¹ James H. Mcmillan, *Educational Research: Fundamentals for The Consumer* (Boston: Pearson Education Inc., 2008), p.134.

⁵² Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 6.

problems in analyzing the declarative sentence within PSG theoretical formulation. The researcher uses the essay technique to test the students ability. The test consisted of 6 questions and the time allocation of the test was about 45 minutes. Yet, the researcher conducted a test to the students which was held in English Department of IAIN Zawiyah Cotkala Langsa on August to 40 students.

2. Research Instrument Test

Before the instrument of the declarative sentence analysis test is used in research, the researcher is going to conduct the try out to 30 respondents first, Then, it was done to know the characteristic every items that consist of validity, reliability, the level of difficulty. These can be explained below:

a. Validity Test

The most complex criterion of an effective test and the most important principle of language testing is validity. Validity referred to how well a test measured or what it purported to measure. It is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment.

Test of validity of the instrument was done to 30 respondents. To examine the validity of the data, the researcher used and computed the data by using IBM SPSS 21.0 version program for windows. This application is able to determine a valid or invalid an instrument easier. The value (score) of probability obtained from *Analyze- Correlate Bivariate* then compared to alpha (0.005) or r_{table} .

Here are the rubrics of assessment for validity test.

Table 3.2 The Rubrics of Assessment for Validity Test

No.	Aspects in Assessment	Maximum Score
1.	The students are able to identify kinds of phrases of the declarative sentence correctly.	6
2.	The students are able to determine the name of each words in each phrases of the declarative sentence	4
	Total Score	10

Here are the indicators for assessment of the validity test.

Table 3.3 The Indicators of Assessment

No.	Scores	Predicate
1	86-100	Excellent
2	66-85	Good
3	46-65	Enough
4	26-45	Bad
5	0-20	Worst

After analysis by using IBM SPSS 21.0 version program for windows, the researcher found that: In the essay test that consisted of 10 items. There were 4 invalid (dropped) items, namely: item 4, 7 ,8 and 9. The invalid items were thrown away and could not be used in this research. The validity criterion of the item was: if $r_{total} > r_{table}$ it meant that the items were valid. Meanwhile if $r_{total} <$

r_{table} it meant that the items were invalid. The raw score can be seen at the appendix. For more details, we can see in the following table below:

Table 3.4 The Result of Validity Test

No. Item	r_{total}	r_{table}	Interpretation
1	0,806	0,312	Valid
2	0,760	0,312	Valid
3	0,704	0,312	Valid
4	0,221	0,312	Invalid
5	0,669	0,312	Valid
6	0,492	0,312	Valid
7	0,281	0,312	Invalid
8	0,140	0,312	Invalid
9	0,248	0,312	Invalid
10	0,498	0,312	Valid

In addition, the researcher also used content validity based on the course objectivity. The content validity in this research can be showed as follow:

Table. 3.5 Content Validity

No.	Indicators	Items	Totals
1.	Identifying some vocabulary with the same spelling and different meaning	1, 6	2
2.	Determining each phrases in syntactical categories	2, 3	2
3.	Recognizing the type of tenses	4, 5	2

b. Reliability Test

Reliability is the stability and consistency of the results of repeated measurements over time.⁵³ It referred to the consistence of scores. Reliability is the permanence or the accuracy of an evaluation tool. An evaluation tool or test called a reliable, if the test is reliable, consistent, or stable productive and reliable level of thoroughness.

For the easier process, the researcher uses IBM SPSS 21.0 version program for windows. The menu SPSS used by the researcher was *scale – reliability analyst*, and saw the *Cronbach Alpha*. The value (score) of probability obtained from reliability analyst then it was made an interpretation from the *Cronbach Alpha*.

From the analysis, the researcher found that the essay test that conducted to 30 respondents had Cronbach's alpha: 0,764. To give the interpretation toward the coefficient correlation found, we can see the interpretation of the coefficient correlation below:

Table. 3.6 The Interpretation of Item Reliability

Value of r	Interpretation
0,81 - 1,00	High to Very High
0,61 - 0,80	Substantial
0,41 - 0,60	Moderate
0,21 - 0,40	Low
0,00 - 0,20	Negligible

⁵³ <http://tulaporanpenelitian.com/2014/10/18.html> accessed on 29 Juni 2017

Table. 3.7 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,764	6

Based on the analysis above, the result of reliability test of 6 items of instrument was 0,764. Therefore, the interpretation from the value of r had substantial reliability.

G. Data Analysis

1. Normality Test

Normality tests are used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Normality test is intended to show that the sample data come from a normally distributed population.

To examine the normality of the test, the researcher used *kolmogorov-smirnov test* with IBM SPSS 21.0 version program for windows. The value (score) of probability obtained from bivariate analyst then compared to alpha (0,05) or r_{table} . The validity criterion of the item was: if $p (sig.) > 0,05$ it meant that the variables distribute normally. Meanwhile if $p (sig.) < 0,05$ it meant that the variables do not distribute normally.

The result can be seen in the table below.

Table. 3.8 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Total_Score
N		30	30	30	30	30	30	30
Normal	Mean	4,60	6,00	5,60	5,00	1,00	3,40	25,60
Parameters	Std.	4,818	4,639	4,621	4,749	3,051	4,553	18,076
a,b	Deviation							
Most	Absolute	,330	,339	,296	,287	,528	,372	,141
Extreme	Positive	,330	,235	,254	,287	,528	,372	,141
Differences	Negative	-,269	-,339	-,296	-,287	-,372	-,228	-,111
Kolmogorov-Smirnov Z		1,808	1,857	1,622	1,573	2,894	2,040	,771
Asymp. Sig. (2-tailed)		,003	,002	,010	,014	,000	,000	,592

a. Test distribution is Normal.

Based on the normality test, the researcher obtained the value of KS-Z = 0,771 with p (sig.) = 0,592 (p.sig) > 0,05). So, The result showed that the data distributed normally.

2. Descriptive Percentage of Data

After collecting the data in this research, the researcher did the data analysis obtained from respondents. To examine the data, the researcher used the descriptive percentage in order to find out the scores percentage and the aspects percentage in this research. In this step, the researcher described the result of the research in percentage number as the following pattern:

$$P = \frac{F}{N} \times 100\%$$

Explanation :

P = Percentage

F = Frequency of the scores

N = The number of responden

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. FINDING

1. Description of Data

This current research was conducted at Faculty of Tarbiyah and Teachers Training English Education Department on August 2017. The researcher did the test to 40 students as sample of the population. Based on analysis description toward research data by using IBM SPSS 21.0 version program for windows, the descriptive statistics of variables can be seen on the table below:

Table 4.1 Description of Data

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Test_Results Valid N (listwise)	40 40	75	17	92	1889	47,23	3,343

Descriptive Statistics							
	N	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Test_Results Valid N (listwise)	40 40	21,146	447,153	,651	,374	-,484	,733

Based on the table above, it showed that the value of mean (the average values) of the data is 47,23, the value of minimum score is 17, the value of maximum score is 92 and the value of standard deviation is 21,146. In addition, it also showed that the value of skewness is 1,74 and the value of kurtosis is -0,66. Hence, the data distributed normally because the values of skewness and kurtosis are among the value -2.00 until 2.00.

2. The Test Results

As the researcher said in Chapter III, the instrument of collecting the data was in the form of essay test that consist of 6 items. Then, the researcher tabulated the total score of the essay test based on the scale by the maximum score was 100.

Table 4.2 The Interpretation of The Essay Test

No.	Scores	Interpretation
1	85-100	Excellent
2	70-84	Good
3	55-69	Adequate
4	50-54	Poor
5	0-49	Very Poor

After analyzing the data and describing the interpretation, the researcher found the description of each learner's essay test. Thus the data of the students' essay test can be seen in the following table:

Table 4.3 The Scores of Learner's Essay Test

N	Respondent	Result	
		Score	Interpretation
1	DDA	21	Very Poor
2	MI	45	Very Poor

N	Respondent	Result	
		Score	Interpretation
3	ML	92	Excellent
4	RS	35	Very Poor
5	NR	38	Very Poor
6	CAH	17	Very Poor
7	KA	38	Very Poor
8	AA	75	Good
9	AAH	48	Very Poor
10	DM	42	Very Poor
11	AI	35	Very Poor
12	RN	38	Very Poor
13	H	82	Good
14	MA	28	Very Poor
15	MS	75	Good
16	NAD	51	Poor
17	RA	92	Excellent
18	RO	34	Very Poor
19	RP	51	Poor
20	PNM	28	Very Poor
21	W	38	Very Poor
22	YM	31	Very Poor
23	R	34	Very Poor
24	SRP	51	Poor
25	AH	51	Poor
26	CN	21	Very Poor
27	DW	82	Good
28	LW	51	Poor
29	MU	17	Very Poor
30	MTP	38	Very Poor

N	Respondent	Result	
		Score	Interpretation
31	MM	28	Very Poor
32	M	41	Very Poor
33	NY	68	Adequate
34	N	85	Good
35	NS	58	Adequate
36	NQ	28	Very Poor
37	SFA	61	Adequate
38	NU	21	Very Poor
39	RY	52	Poor
40	AP	68	Adequate

In analyzing the data, the researcher used IBM SPSS 21.0 version program for Windows to examine the data, here is the histogram of the test results of students' essay test.

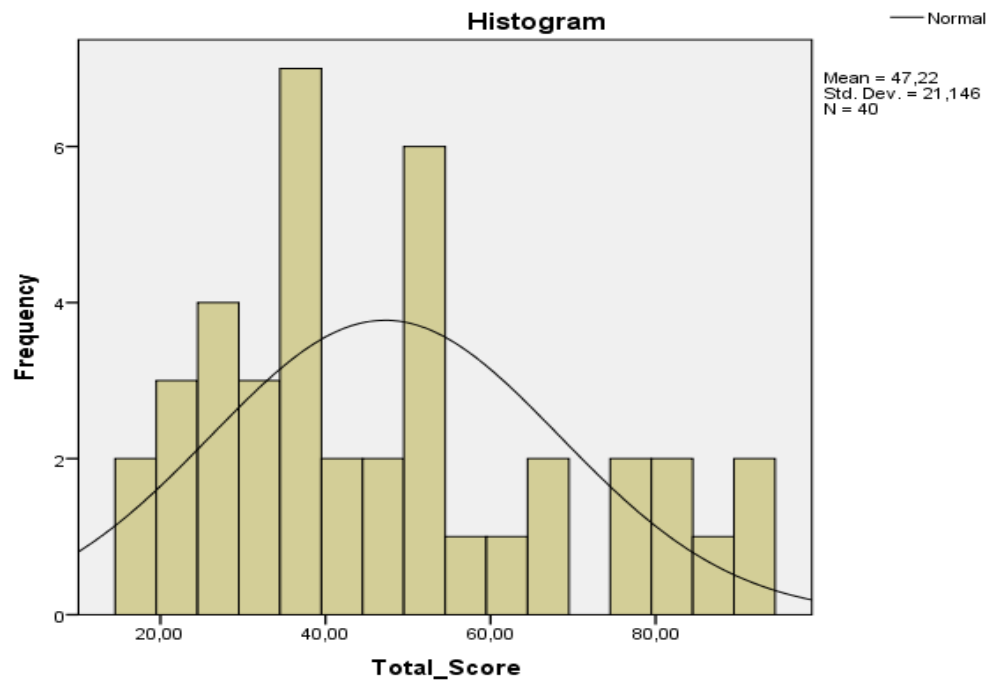


Chart 4.1 The Histogram of Learner's Essay Test

In addition, the researcher also used IBM SPSS 21.0 version program for Windows to figure out the frequencies of the test results. The raw score can be seen in Appendix. Here is the percentage of the test results of students' essay test.

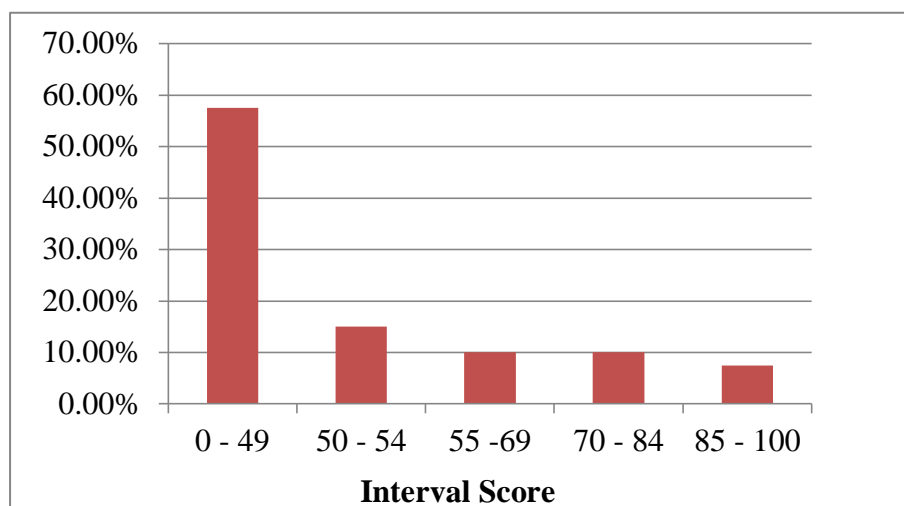


Chart 4.3 The Percentage Scores of Learner's Essay Test

Based on the data descriptive above, the result of Essay test score divided into five categories. There were 3 students or 7,5 % (the interval score 85-100) who got excellent scores, 4 students or 10 % (the interval score 70-84) who got good scores, 4 students or 10 % (the interval score 55-69) who got adequate scores, 6 students or 15 % (the interval score 50-54) who got poor scores, and 23 students or 57,5 % (the interval score 0-49) who got the very poor scores.

Hence, it can be concluded that the level of the seventh semester students' ability of English Education Department IAIN Zawiyah Cot Kala Langsa in analyzing the sentences by using PSG theoretical approach were very poor. The classification of interval can be seen from the frequency result by using IBM SPSS 20.0 version program for windows in Appendix.

a. Description of The Data Aspects

After the researcher examined the data, the researcher found two aspects of the students' problem in analyzing the sentences by using PSG theoretical approach, these are vocabulary acquisition and syntactical categories. Here is the answer of some students who have been asked to do the tests.

Student 1

1) A seller sells sea shells on the sea shore

S = NP + VP
NP1 = Det1 + N1
VP = V + NP2 + PP
NP2 = Det2 + N2
PP = P + NP3
NP3 = Det3 + N3
Det1 = A
N1 = seller
V = sells
Det2 = sea
N2 = shells
P = on
Det3 = the
N3 = sea shore

Here, the student 1 made a mistake in determining the words in phrase NP2. She did not determine the type of syntactical categories of the word 'sea' correctly. In this sentence, the word 'sea' included as a noun with the word 'shells'. Hence, the words 'sea shells' are as a noun (N2) in this sentence.

2) The boys bow in the bow

S = NP + VP
NP = Det1 + N
VP = V1 + PP

PP = P + Det2 + V2
 Det1 = The
 N = boys
 V1 = bow
 P = in
 Det2 = the
 V2 = bow

Here, the student 1 made a mistake in generating the phrase PP. She did not determine the symbol that represent the word 'bow' correctly. In this sentence, there are two words of 'bow' that have the same spelling but different meaning. These words have different function in context and meaning. Hence, it meant that the students' lack in vocabulary acquisition since they didn't know the meaning of these words.

Student 2

3) The basketball player saw a bat behind the bat

S = NP + VP
 NP1 = Det1 + Adj + N1
 VP = V + NP2 + PP
 NP2 = Det2 + N2
 PP = P + NP3
 NP3 = Det3 + N3
 Det1 = The
 Adj = basketball
 N1 = player
 V = saw
 Det2 = a
 N2 = bat
 P = behind
 Det3 = the
 N3 = bat

Here, the student 2 made a mistake in determining the word in phrase NP1. She generated the type of syntactical categories of the word 'basketball' incorrectly. In this sentence, the word 'basketball' is as a modifier (Mod) that has function to modify the word 'player'. Hence, the phrase NP1 could be generated to be Det1 (The), Mod (basketball) and N1 (player).

6) A beautiful sewer saw a saw in the sewer

S = NP + VP
NP1 = Det1 + Mod + N1
VP = V1 + NP2 + PP
NP2 = Det2 + V2
PP = P + NP3
NP3 = Det3 + N2
Det1 = A
Mod = beautiful
N1 = sewer
V1 = saw
Det2 = a
V2 = saw
P = in
Det3 = the
N2 = sewer

Here, the student 2 made a mistake in generating the phrase NP2. She generated the symbol that represent the word 'saw' incorrectly. In this sentence, there are two words of 'saw' that have the same spelling but different meaning. These words have different function in context and meaning. It meant that the students' lack in vocabulary acquisition since they didn't know the meaning of these words. Hence, the phrase NP2 could be generated to be Det2 (A) and N2 (saw).

After analyzing and scoring the data, the researcher made a description and interpretation of each aspect. Thus the data of the students' essay test based on each aspects can be seen in the following table:

Table 4.4 The Scoring Aspects of Learners' Mistakes in Essay Test

N	Respondent	Aspects			Total of Aspects
		Vocabulary Acquisition	Syntactical Categories	Tenses	
1	DDA	-	√	-	1
2	MI	-	√	-	1
3	ML	-	√	-	1
4	RS	-	√	-	1
5	NR	-	√	-	1
6	CAH	√	√	-	2
7	KA	√	√	-	2
8	MAA	-	√	-	1
9	AAH	-	√	-	1
10	DM	-	√	-	1
11	AI	√	-	-	1
12	RN	√	-	-	1
13	H	-	√	-	1
14	MA	√	√	-	2
15	MS	-	√	-	1
16	NAD	-	√	-	1
17	RA	-	√	-	1
18	RO	√	√	-	2
19	RP	-	√	-	1
20	PNM	√	-	-	1
21	W	√	√	-	2
22	YM	-	√	-	1

N	Respondent	Aspects			Total of Aspects
		Vocabulary Acquisition	Syntactical Categories	Tenses	
23	R	-	√	-	1
24	SRP	-	√	-	1
25	AH	-	√	-	1
26	CN	-	√	-	1
27	DW	-	√	-	1
28	LW	-	√	-	1
29	MU	√	√	-	2
30	MTP	√	√	-	2
31	MM	√	√	-	2
32	M	√	√	-	2
33	NY	√	√	-	2
34	N	√	-	-	1
35	NS	-	√	-	1
36	NQ	√	√	-	2
37	SFA	-	√	-	1
38	NU	√	√	-	2
39	RY	-	√	-	1
40	AP	√	-	-	1
Total		17	35	-	52

Here is the chart percentage of each aspects in learner's mistakes of Test Results.

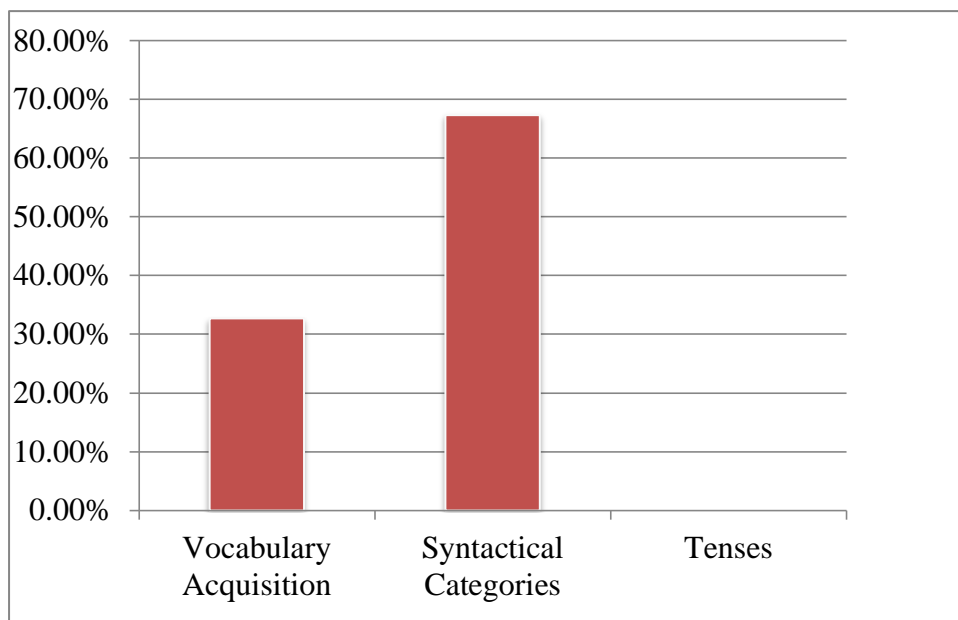


Chart 4.4 The Scoring Aspects Percentage of Learner's Essay Test

Based on the data descriptive above, there were two aspects in students' problems in syntaxes for declarative sentence formulation within PSG theoretical approach in the seventh semester students in English Education Department IAIN Zawiyah Cot Kala langsa, these were vocabulary acquisition and syntactical categories. There were 32,7 % of students who got mistakes in aspect vocabulary acquisition and 67,3 % of students who got mistakes in aspect syntactical categories. Thus, it can be concluded that students' problems in syntaxes for declarative sentence formulation within PSG theoretical approach at the seventh semester students in English Education Department IAIN Zawiyah Cot Kala langsa were lacks of vocabulary acquisition and lacks of comprehension in syntactical categories.

B. Discussion

As stated in the previous chapter this research conducted to figure out the students' problems in syntaxes for declarative sentence formulation within PSG theoretical approach at the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa. The finding then can be categorized into two points: 1) description of the students' ability in syntaxes in analyzing the declarative sentences by using PSG theoretical approach; and 2) description of the students' problems in syntaxes in analyzing the declarative sentences by using PSG theoretical approach.

Description of the students' ability in syntaxes in analyzing the declarative sentences by using PSG theoretical approach.

Theoretically, Phrase structure grammar (PSG) is one of ways in analyzing the sentences. It is a set of ordered rules known as rewrite rules. PSG is supposed to generate the deep structures into the surface structure. In addition, phrase structure grammar (PSG) is also a way of knowing the students' comprehension about phrases and another element in the sentences.

The result of this study indicated that the students ability in syntaxes in analyzing the declarative sentences by using PSG theoretical approach is very low. Eventhough each students have varied scores, but most of them got very poor scores. It showed that most of students tended not to have interests and comprehension toward PSG theorethical approach. They did not know how this theory was working on. In addition, they also tend to accomplish the task without

realizing the rules of the theory first. Hence, it caused the students' ability in analyzing the sentences is very low.

The finding revealed that there were 3 students who got excellent scores (7,5%), 4 students who got good scores (10%), 4 students who got adequate scores (10%), 6 students who got poor scores (15%), and 23 students who got very poor scores (57,5%). Based on the result, the level of the seventh semester students' ability of English Education Department IAIN Zawiyah Cot Kala Langsa in analyzing the sentences by using PSG theoretical approach were very poor.

Description of the students' problems in syntaxes in analyzing the declarative sentences by using PSG theoretical approach.

In this case, the research indicated that there were two aspects of students' problems in analyzing the declarative sentences by using PSG theoretical approach, these are vocabulary acquisition and syntactical categories. These aspects were very crucial when the students need to analyze the sentence by using PSG theoretical approach. Besides, these two aspects affected the students ability in analyzing the sentence correctly.

The finding revealed that there were 32,7% of students who got mistakes in aspect vocabulary acquisition and 67,3% of students who got mistakes in aspect syntactical categories. Thus, it can be concluded that students' problems in syntaxes for declarative sentence formulation within PSG theoretical approach at the seventh semester students in English Education Department IAIN Zawiyah

Cot Kala langsa were lacks of vocabulary acquisition and lacks of comprehension in syntactical categories.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This current research entitled “*The Students’ Problems in Syntaxes for Declarative Sentence Formulation within PSG Theoretical Approach at the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa*” had conducted. Based on the research of data obtained, the researcher made conclusions and suggestions as follow:

A. Conclusions

Based on finding and discussing in the previous chapter, it revealed that there were 32,7% of students who got mistakes in aspect vocabulary acquisition and 67,3% of students who got mistakes in aspect syntactical categories. Hence, the conclusion was taken in this research was the students’ problems in syntaxes for declarative sentence formulation within PSG theoretical approach at the seventh semester students of English Education Department IAIN Zawiyah Cot Kala Langsa were lacks of vocabulary acquisition and lacks of comprehension in syntactical categories.

B. Suggestions

1. Learners have to improve their vocabulary acquisition in order to help them in comprehending the sentence analysis.

2. Learners should enrich their comprehension about syntactical categories and recognize each of their function in sentence analysis.
3. Lecturers motivate and stimulate the learners in order to strengthen their ability in analyzing the declarative sentence by using PSG theoretical approach.
4. The researcher suggests the other researchers to do the research in the similar area especially in sentence analysis method.

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