

**STUDENTS' PROBLEM IN CONSTRUCTING SENTENCE PATTERNS IN
ENGLISH SUBJECT AT THE EIGHT GRADE OF MTs AL-IKHLAS
TANAH TERBAN**

SKRIPSI

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STATEMENT OF APPROVAL

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THE EIGHT GRADE OF MTS AL IKHLAS TANAH TERBAN**

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STATEMENT OF CERTIFICATION

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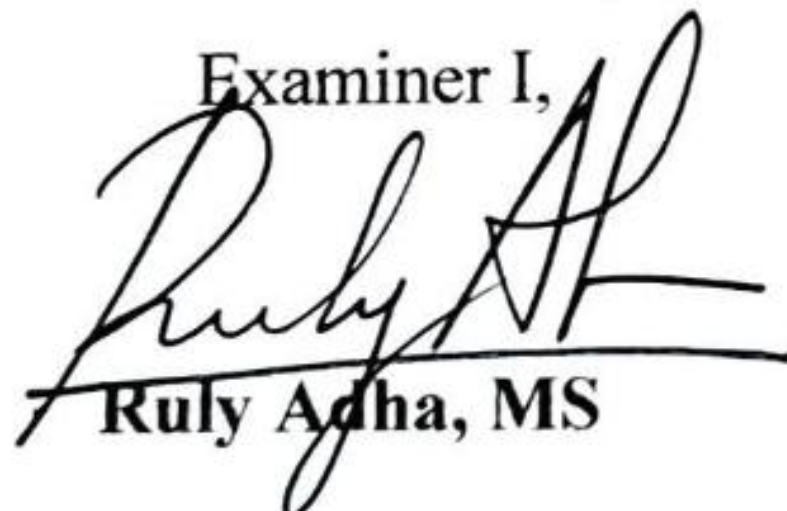
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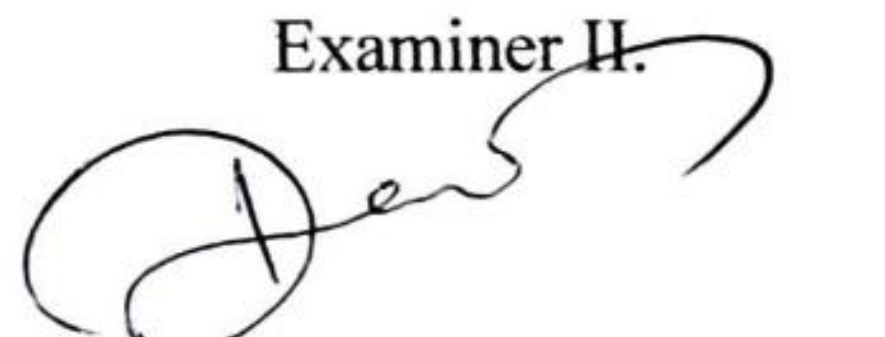
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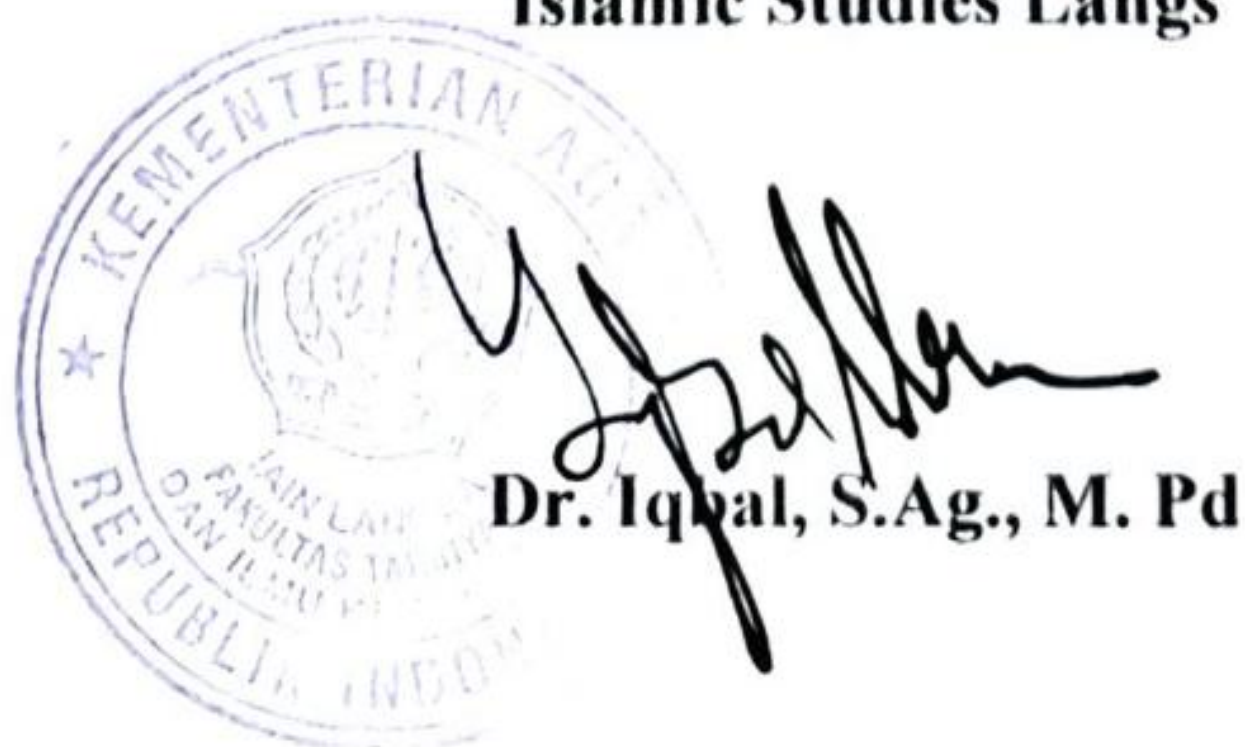
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ABSTRACT

Ayuni Chafiza. 2020. Student's Problem in Constructing Sentence Pattern at the Eight Grade Of Mts Al Ikhlas Tanah Terban. *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1).Cut Intan Meutia, **(2).**Muslem

This study was aimed to find out the students' problem in constructing sentence pattern. This study used Qualitative Approach. Documentation and interview were used to collect the data in this research. The sample of this research was used Purposive Sampling. The sample of this research was the eighth grade Mts Al Ikhlas Tanah Terban who had followed constructing simple sentence lessons that consist of thirty-three students. The result of the study showed that students' problem in constructing sentence patterns caused by the lack of vocabularies, less practice, less motivation, and teacher.

Keywords; Sentence, Sentence Pattern, Phrase, Clause

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the school subjects that must be mastered by students. Although English is not a mother tongue, but every student should get an English learning as good as possible. Many of them take English course after school. Moreover, in some areas English has not received special attention at school. It makes students' ability in English learning really low. The quality of students in learning English varies in each school.

In learning English, there are four skills should be mastered by students, they are reading, listening, speaking, and writing. Students will be good in a language if she or he can master these skills by having other components of English, such as grammar. Miler states that traditional definition of sentence talks of grammatical built up from smaller unit. The smaller unit (phrase and clause) are linked to each other by various head-modifier relation.¹

Grammar is the support system of communication and we learn it to communicate better². Grammar explains the way and how of language and we learn it because we just cannot do without it. The grammar of a language is an analysis of the various function performed by the words of the language, as they are used by native speaker and researchers. Mastering grammar helps students to write well.

¹ Jim Miler, *An introduction to English Syntax*. (Edinburgh: University press Lid.2002), 76.

² L.G Alexander, *Longman English Grammar*. (United State: Longman Group UK Limited, Lid. 2003), 1.

One of the biggest problems for students is grammar. It can be interpreted how the components in grammar become a sentence. A sentence is a group of words which is usually a grammatically complete statement. A sentence is basically a group of words which are tied together and convey an idea, event or description. The word in English sentence have a certain orders and rules regarding ways to either expand or shorten it. The boundaries of a sentence are easily recognized as it begins with a capital letter and ends with a terminal punctuation mark.

In constructing sentence, students still have problems in their grammar. They still cannot put *verb, noun, adjective*, in correct sentence and cannot distinguish components in English, such as *verb, noun, and adjective*. A sentence will be perfectly structured if it is written in the correct structure. This has not been done by students. Their writing is still a lot of chaos. Among those put the subject as an *object*, or put a *verb* that should be *adjective*.

Constructing sentence in English and Indonesia has its own rules. In Indonesia, the phrase "Rumah Besar" begins with *noun* and followed by *adjective*. In English rule, "Rumah besar" begins with *adjective* and followed by *noun*. In this case, many students still have problem in writing sentence. Many of them write "House Big". The true answer is "big house". Another example is "Aku pergi ke Gedung Putih kemarin." In Indonesia, it is suitable in a sentence. In English, this should not happen. If we translate to English, the sentence becomes "I go to house white yesterday". But the sentence is wrong. The correct sentence is "I went to white house yesterday". The sentence requires verb 2, and in "white house" must be preceded by *adjective*, and followed by *noun*.

Problems of constructing sentence are influenced by several factors, such as a lack of understanding of *verb*, *noun*, and *adjective*. Another factor is that students are still carried in Indonesia, making it difficult to write sentences in English. They do not have correct rules and ways in writing. They have idea, but they cannot construct sentence. Some of them worry about making mistake. Some of them think that writing is not important because it will not be examined in final examination. They do not know that writing is so important for their future education.

There are two factors affecting students' difficulty in constructing sentence; students' internal and external factors. Internal factor that emerged from the students themselves. They do not have desire to be able to master in English subject. They still think that English is not important. They always complain that English is a difficult language and lesson. In fact, these internal factors are the factors that most influence students to be able to improve their ability in English Subject.

Then, external factors that emerged from the students' environment, such as family, friends and teacher. The family does not give support to their children to be able to master in English subject. Another factor is students' friend and teacher. Friends who do not have the enthusiasm to learn English and they are lazy to improve the ability in English subject. Then, the factor of the teacher is the lack of teacher's creativity in explaining the material so students are bored. The teacher does not provide learning media other than students' worksheet book, and the teacher does not provide homework for increasing student's writing skill.

In this study, the researcher discussed student's ability in constructing sentence pattern. Therefore, grammar needs to be mastered by students since the

students beginning learning English. Grammar is the basic rule of language. Grammar is defined the rules that describe the structure of a language and control the way that sentences are formed. Students' ability in grammar can be seen by their writing and how they construct a sentence well.

The researcher wants to find out the problems faced in constructing sentence that are often written by eighth grade students at MTS Al Ikhlas Tanah Terban and what are the students' difficulties in constructing sentences. This research is expected to be used as an input to minimize the level of mistake in constructing sentence in English subject. Thus, students more easily digest the components in English subject. Therefore, the researcher would like to conduct a research entitled "Students' Problem in Constructing Sentence Patterns In English Subject At The Eight Grade of Mts Al-Ikhlas Tanah Terban".

B. Problem of Research

The researcher stated a reseach question, namely:

- a. What are the problems faced by students in constructing sentence patterns in English subject?

C. Objective of Research

The objective of this research is to:

- a. Describe the problems faced by students in constructing sentence pattern.

D. Significance of Research

Theoretically, the result of this study is expected to improve the existing theory of constructing sentence pattern. Practically, the result of this study is

expected to students, teachers, and other researchers. For students, this study is expected to provide an overview of problem in constructing sentence patterns in English subject. For teachers, this study is expected to contribute in teaching English as a second language for junior high school and minimize students' mistake in constructing sentences. For other researchers, this study is expected to be an evaluation that can be used to measure the level of success in learning and it can carry out activities in teaching better.

CHAPTER II

LITERATURE REVIEW

A. Definition Sentence

Sentence is made up of two-part, Subject and Predicate. A sentence is a group of words which is usually a grammatically complete statement. A sentence is basically a group of words which are tied together and convey an idea or description. The words in English sentence have a certain order and rules. Miller stated that traditional definition of sentence talks of grammatical built up from smaller unit. The small unit (phrase and clause) are linked to each other by Various head – modifier relation.³

Sentence is a complete unit of meaning When we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc. When we write, these devices are not available, so sentences have to be carefully structured and punctuated. A written sentence must begin with a capital letter and end with a full stop (.), a question mark (?) or an exclamation mark (!).⁴

When we speak, we often say things like All right! Good! Want any Help? These are complete units of meaning, but they are not real sentence. A simple sentence is a complete unit of meaning which contains a Subject and a Verb, followed, if necessary, by other words which make up the meaning.⁵ So, “Made in

³ Jim Miller, *An Introduction to English Syntax* (Edinburgh: Edinburgh University Press Lid, 2002) 76.

⁴ L.G Alexander, *Longman English Grammar* (United State: Longman Group UK Limited Lid, 2003) 2.

⁵ L.G Alexander, *Longman English Grammar...*, 4.

Germany” is correct English, but it is not a sentence because it does not have a Subject. “My car was made in Germany” is a complete sentence with a Subject and Verb. We cannot say “is tired” because need a Subject. “He is tired”.

Sentence can be used to do many different things. The most common used to give information. Sometimes it is used to obtain information, rather than to give it. Another time it can be used to express an opinion, give an order, make a suggestion, or make a promise. And all of the functions expressed by the order of words which indicates which way a sentence is being used. And these ways of distinguishing between uses of language are known as examples of mood.⁶

B. Types of Sentence

A sentence is a group of words that contains at least one subject and one verb, and expresses a complete thought. Sentence is classified into two ways, according to their structure (simple sentence, compound sentence, complex sentence and compound-complex sentence) and according to their purpose (declarative, imperative, interrogative and exclamatory).⁷

1. Sentence Types Based on the Structure

a. Simple Sentence

A simple sentence has only one subject, one verb combination and express a complex thought. As long as the sentence remains one

⁶ Collins Corbulid, *English Grammar* (London: Harper Collins Publisher, 1992) 195.

⁷ DianaHacker - Nancy Sommer, *A Researcher's Reference 7th Edition* (Harvard University) 325.

clause, containing one predicate, it is simple sentence⁸. Simple sentence consists of a single independent clause with no dependent clause.

Independent clause is a sentence that can stand alone and express a complex thought.⁹ There are at least two parts which are simple subject and predicate verb to every complete sentence.¹⁰ It is not about the number of words but the main contents are a subject and a verb. A simple sentence may contain compound elements, a compound subject, verb, or object.¹¹ It is referred to as “independent” because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence

Example:

Annisa finds new building.

S V O

My sister reads a newspaper

S V O

In order to state general rules about the construction of sentence, it is constantly necessary to refer to smaller units than the sentence itself. A sentence may alternatively be seen as comprising five units, Subject, Verb, Complement, Object, Adverbial.

⁸ Donald Hall, *writing well, 9th edition* (Boston: Little, Brown, and Company, 1998) 121.

⁹ Murcia and Freeman, *The Grammar book: An ESL EFL teacher's course* (Boston: Laidlaw Brothers, 1999) 20.

¹⁰ Brewton, J.E., Peterson, *Using Good English*, (Boston: Laidlaw Brothers, 1962) 192.

¹¹ Brewton, J.E., Peterson, *Using Good English...*, 326-327.

b. Compound Sentence

A compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction. Notice that a compound sentence has a comma before the coordination conjunction. There are seven coordinating conjunctions in English: and, but, so, or, for, nor, yet, or so as well as.¹² An easy way to remember these coordinating conjunctions is FANBOYS. The important thing is there must be the subject in every clause.¹³

We can see that, the characteristic of compound sentences is a compound sentences are a sentence made up of two complete thoughts, each part of the sentence can stand alone as a complete sentence, compound sentences are connected by two types of connectors, Compound sentences are combined with FANBOYS (for, and, nor, but, or, yet, so).

Example:

1. Vina wakes up at 5:00 am, **and** she goes to school at 6:30 am.
There are two independent clauses. Independent clause, Vina wakes up at 5:00 am, Coordinate conjunction: and. Independent clause 2: She goes to school at 6:30 am.
2. The gold disappeared with the mice, **so** the greedy man got nothing.

¹² Brewton, J.E., Peterson, *Using Good English...*, 41.

¹³ Mallery, *Grammar, Rhetoric, and Composition for Home Story*, (New York: Pearson Education Limited, 1957) 72.

3. Daniel Defoe was one of the earliest journalists, **and** his newspaper was extremely influential

c. Complex Sentence

A complex sentence is a combination of one independent clause and one (or more) dependent clauses.¹⁴ A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. Independent clause expresses the complete thought. However, dependent clause cannot stand by itself. It depends on the independent clause. The Dependent clauses begin with subordinating conjunctions. They are some of the most common subordinating conjunction: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while.*

Quirk and friends stated that “complex sentence as, a simple sentence in that it consists of only one main clause, but unlike simple sentence it has one or more subordinate clauses functioning as an element of the sentence.”¹⁵ It means complex sentence is a developed simple sentence, in which consist of one independent clause and one or more dependent clauses (subordinate clause), and the relation between them is very tight.

¹⁴ Mallery, *Grammar, Rhetoric, and Composition for Home Story...*, 11.

¹⁵ House, Homer C. and Susan F. Herman. “Descriptive English Grammar”. (New Jersey: Patrice Hall, Inc. 1900) 202-987.

The Examples of the complex sentences:

1. Her face is fresh **because** she always eats fresh fruit.

Independent clause: Her face is fresh. Dependent clause:

[Subordinate conj. (because) + she + always eats fresh fruit.

2. Anna left the party early **because** she was tired.

Independent Clause: Anna left the party early, Dependent clause

because she was tired.

d. Compound Complex

A compound-complex sentence consists of a combination of a compound sentence and a complex sentence. Complex-compound sentences are made up of two independent clauses and at least one or more dependent clause.¹⁶ The following sentence contains two independent clauses, each of which contains a subordinate clause. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. The following list provides some subordinating conjunctions: after, although. As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while.

Compound complex sentences are the most complicated sentences, but once we know how to look for the separate parts it gets easier to understand them. We already know the basic rules; there must be at least two independent clauses and at least one dependent clause.

¹⁶ House, Homer C. and Susan F. Herman. "Descriptive English Grammar...", 113.

Examples:

1. Andra found a lot of expired food, **but** he didn't get rid of it **because** he was too busy.
2. **If** he got the job, he would have to commute 50 miles to work, **so** he decided the job was not worth it.
3. **Because** grammar is easy, I learned it quickly, **but** it took me several years to master writing.

2. Sentence Base on Purpose

Sentence base on purpose consists of Declarative sentence, Interrogative Sentence, Imperative sentence, and exclamatory sentence.

a. Declarative Sentence

A sentence that makes a statement or assertion is called a declarative sentence.¹⁷ A statement gives information or expresses an opinion. It ends with a period or stop.

Example:

1. The child ate his dinner.
2. I love swimming.
3. That is a great news.
4. Muliana is my friend.
5. My favorite color is pink.

¹⁷ Wren and H. Martin, *High School English Grammar and Composition*, (Kuala Lumpur: Resent News), 1.

b. Interrogative Sentence

Interrogative sentence is a sentence that ask a question.¹⁸ In an interrogative sentence, the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogation point) in writing. A question asks for information or a yes or no answer.

Example:

1. Did the child eat dinner?
2. What is your name?
3. Do you like English?
4. What is your favorite food?
5. When did you come there?

e. Imperative Sentence

An imperative sentence can also be called simple sentence even though there is no subject in the sentence. The subject in an imperative sentence is implied. It can be shown from the following examples:

1. Open the door!
2. Close the window!
3. Turn on the lamp!
4. Open your book, please!
5. Turn of the lamp, please!

¹⁸ Wren and H. Martin, *High School English Grammar and Composition*,.,1.

A sentence that express a command or an entreaty is called an imperative sentence.¹⁹

f. Exclamatory Sentence

A sentence that express strong feeling is called exclamatory sentence.²⁰ Such sentences begin with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. An exclamation expresses emotions such as surprises, anger or problem. It ends with an exclamation mark.

Because exclamatory sentences are not taken up elsewhere, they will be described in some detail here:

1. What is used when a noun terminates the exclamatory phrase.

What a beautiful hair she has!

What beautiful eyes she has!

What a hot day!

What an amazing movie!

What a beautiful your mother!

2. How is used when an adjective or an adverb terminates the exclamatory phrase.

How beautiful her hair!

¹⁹ Wren and H. Martin, *High School English Grammar and Composition...*, 1.

²⁰ Wren and H. Martin, *High School English Grammar and Composition...*, 1.

How beautiful your dress!

How smooth her voice!

How beautiful your mother !

C. Element of Sentence

A sentence may alternatively be seen as comprising five units called elements of sentence structure: Subject, Verb, Complement, Object, Adverbial²¹.

1. Subject

A simple sentence has one subject-verb pair. **The subject** tells who or what did something.²² A subject is a person, place, thing, or idea in a sentence. In active sentences, the subject does the action of the verb.

A subject can be in the form of noun, pronoun, phrase, or clause.

a. Noun

Nouns are word that are used to name of person, place or thing.²³

A thing may be a real Object, an idea, an action, quality, animal, condition, or a material.

Yasmin comes from Langsa.

A cat is running.

Alisa is reading a book.

A pen is put on the table.

²¹ Randolph Quirk, *A University Grammar of English* (England: Longman Group Limited, 1983), 12.

²² Alice Eshima Ann Hague, *The Longman Introduction to Academic Writing-3rd* (America: Pearson Education, 2007), 23.

²³ Laidlaw, *Laidlaw English*, (River Forest, Illinois: Laidlaw Brother Publisher, 1987), 56.

English is one of my favorite lesson.

b. Pronoun

A pronoun is a word that replaces a noun in a sentence. Pronouns are used to avoid repeating the same nouns over and over again. As example, “Yasmin is reading a book, her hobby is reading”. The pronoun “her” save from repeating the name yasmin again.

Pronouns that can be used as subjects of sentences may represent specific persons or things and are called personal pronouns. They are, I, you, He, She, It, We, They. For example: “**They** go to school”, “**She** reads a newspaper, “**We play football**”.

Possesive pronouns show ownership or possession of a noun. They are: my, our, your, his, her, their, and its. As example, “**My** sister plays piano every night”, “**Her** mother is a teacher”, “I like **your** voice”.

Intensive pronouns they are Myself, himself, herself, themselves, itself, yourself, and ourselves. Foe example, “I **myself** like to study”, “she **herself** is a singer”.

Reflexive Pronoun are similiar to intensive pronouns. The different between the two is that intensive pronouns aren’t essential to a sentence’s meaning. Meanwhile reflexive pronoun is used when the subject and the object of a sentence refer to the same person or thing. They are, myself, yourself, himself, herself, itself, themselves, and

ourselves. As example “I told **myself** not to spen my time on playing gadget”.

c. Noun Phrase

A noun phrase is the structure of phrase which the noun become a head of its phrase.²⁴ Shortly, noun phrase is a phrase headed by a noun. A noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjective (small, red, lovely), adjective phrase, adjective clause, possessive adjective (my, his, her, their), adverbs (very, extremely, usually), determiner (the, a, an), preposition phrase and other nouns in the possessive case.²⁵

Example:

1. **The nice teacher.**
2. **These cookies** are so delicious.
3. **Your painting** is so beautiful.
4. **All the students** come early to school.
5. **That big house** belongs to Raina.

²⁴ Frank, Marcella, *Modern English*, (USA: Prentice Hall, 1972), 48.

²⁵ Nguyen Ngoc Vu: *A Contrastive Analysis Of Noun Phrase In English And Vietnamese*. (Vietnam: Ho Chi Minh University. 2010), 3.

d. Noun Clause

Noun clause consists of a subject and predicate that function as a noun.²⁶ When a noun clause begins a sentence, it functions as the subject. Noun clause often begin with pronouns, subordinating conjunction, or other words.

Example:

- 1) **How long they stay in our country** depends on many things.
- 2) **Whatever he does in his work** is not my business.
- 3) **Many Australian students** are studying Bahasa.
- 4) **To get an A in Grammar class** is not easy.

2. Verb

Verb tells the action (jump, work, think) or condition (is, was, seem, appear).²⁷ A simple sentence normally has one a subject and a predicate.²⁸ Many English Verb have five form: the base, the -s form, the past, the -ing participle, and the -ed participle. Examples of these forms and an indication of their function are given in the table below.²⁹

²⁶ Ngunyen Thi Loc Uyen, et.al., *An Analysis of Error in the Use of Noun Clauses Made by Senior English Major Students at Van hien University, Journal of Science Vol. 5 No 2*, (Van Hien: Van Hien University, 2017), 63.

²⁷ Alice Eshima Ann Hague, *The Longman Introduction to Academic Writing-3rd ed* (America: Pearson Education, Inc. 2007), 23.

²⁸ L.G Alexander, *Longman English Grammar* (United State: Longman Group UK Limited Lid. 2003), 4.

²⁹ Randolph Quirk, *A University Grammar of English*, (United State: Longman Group UK Lid. 1983), 26.

Form	Symbol	Example	Function
Base	V	Call Drink Put	a. All the present tense except 3 rd person singular: I, you, they, we call everyday b. Imperative: Call at once! c. Subjunctive: He demanded that she call and see him
-s form (3 rd person singular present)	v-s	Calls Drinks Puts	3 rd person singular: he/she/it calls everyday
Past	v-ed1	Called Drank Put	Past Tense: He Called yesterday
-ing participle (present participle)	V-ing	Calling Drinking Putting	a. Progressive aspect (be + V-ing): He is calling in a moment b. In-ing participle clauses: Calling early, I found her at home
-ed participle (past participle)	V-ed2	Called Drunk Put	a. Perfective aspect (have + V-ed): he has drunk the water b. Passive voice (be + V-ed2): he is called Jack

			c. In -ed participle clauses: called early. He had a quick breakfast
--	--	--	--

People often think of verbs as ‘doing words’ or ‘action word’. While many verbs do describe actions (hit, paint), we also use verbs to express other meanings such as existence (become, exist), mental conditions and processes (believe, deduce, enjoy), and relationships (depend, determine).³⁰

Some verbs never take an Object, as arrive, come, faint, go, sit down, sleep, snow. We call these intransitive verbs. We have to say we arrived the station at 11.00 am. Some verb can be used transitively, examples begin, drop, hurt, open, ring, win. We can say Arsenal won the match (transitive) or arsenal won (intransitive).

In nominal sentence, predicate in a sentence called adjective. Adjectives are words that describe nouns and specify size, color, number, and the like. Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be like “is, am, are. Was, and were”.

Examples:

- 1) I **am** a teacher.
- 2) Annisa **is** a beautiful girl.

³⁰ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2000), 93.

- 3) She **was** an actress in Indonesia.
- 4) Yasmin **was** a popular singer

3. Complement

Complement is a word or group of word used to complete the meaning of the predicate.

Example:

- 1) She is a **nurse**.
- 2) He runs **quickly**.
- 3) We are **in the living room**.
- 4) You were **policemen**.
- 5) Anita was **a singer**.

4. Object

Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase. An object in a sentence is not necessity. It will be presented if a predicate in a sentence is a transitive verb, but, if a predicate in the form of Intransitive verb, a sentence only requires adverbs or adjectives. Object is divided into two kinds; they are direct object and indirect object.

Example direct Object:

- 1) I have **a new book** .
- 2) I buy **a pen**.

- 3) I like **her dres.**
- 4) I take **his book.**
- 5) Lia put **a pen** on the table.

Example indirect object:

- 1) He gives me **a golden ring.**
- 2) They lend me **much money.**
- 3) Annisa sent me **a letter.**

5. Adverbial

Adverb is a word to add and explain verb, adjective, adverb, proposition, and conjunction.³¹ The kind of Adverbs are:

a. Adverb of Manner

Adverbs of manner tells us how something happens.³² They are happily, quickly, terribly, beautifully, badly, well, fast, etc.

Example:

- 1) The Dog runs **quickly.**
- 2) Yasmin sings **beautifully.**
- 3) Reno walks **slowly.**

³¹ Mun Fika, et.al, *Complete English Grammar and Composition*, (New Delhi: S.Chord and Company LTD), 100.

³² L.G Alexander, *Longman English Grammar* (United State: Longman Group UK Limited Lid. 2003), 90.

b. Adverb of Time

Adverb of time tells us when something happens.³³ Among others are today, yesterday, this/next/last week, on Monday. At 5 o'clock, now, earlier, tomorrow, etc. We normally put time references at the end of a sentence or clause, but we can also put them at the beginning.

Example:

- 1) I will go to Jakarta **tomorrow**.
- 2) She has a new story book **every Sunday**.
- 3) We study Math **every Monday**.

c. Adverb of Frequency

Adverbs of frequency show how often something happens. The most common are: *always, almost always, generally, usually, normally, frequently, often, sometimes, hardly ever, seldom, ever, not...ever, never*.³⁴

Example:

- 1) The students **never** come late.
- 2) Yasmin **often** writes a letter.
- 3) My sister **always** looks happy.

³³ L.G Alexander, *Longman English Grammar ...*, 92.

³⁴ L.G Alexander, *Longman English Grammar ...*, 96.

d. Adverb of degree or quantity

Adverb of degree modify an adjective or another adverb. They are placed before the adjective or adverb. Those adverbs of degree or quantity are for instance absolutely, almost, barely, completely, enough, only, so, too, very, just, much, etc.

Example:

- 1) Mr Arman explained the topic **so clear**.
- 2) We are **absolutely** right

e. Adverb of place

Adverbs of place show where something happens. They are around, upstairs, here, to bed, in London, out of the window, etc.

Example:

- 1) The students are sitting **in front of** the class.
- 2) Yasmin is standing **under** the tree.
- 3) I will meet you **here**.

D. The basic word order of an English Sentence

The meaning of an English Sentence depends on the word order³⁵.

1. We put the Subject before the verb and the object after the Verb
2. Adverbials (How? Where? When?) usually come after the verb or after the Object:

³⁵ L.G Alexander, *Longman English Grammar* (United State: Longman Group UK Limited Lid. 2003), 2.

He reads the note **quickly**. (how)

I waited **at the corner** (where) till 11.30. (when?)

3. The basic word order of a sentence that is not a question or a command is usually.

Subject	Verb	Object	Adverbials
I	bought	a hat	yesterday
The children	have gone	home	
We	ate	apple	in silence
We	run	home	
A driver	shouted at	me	angrily
The car	stopped		suddenly

4. We also put the time reference at the beginning.

Yesterday I bought a hat.

E. Simple Sentence Patterns

There are five simple sentence patterns Within each of the five groups there are different sub-patterns. The five patterns differ from each other according to what follows the verb:³⁶

³⁶ L.G Alexander, *Longman English Grammar* ..., 5.

1. Subject + Verb

This pattern is the simplest sentence pattern, which does not use the object and complement, it is called intransitive sentence. Verbs used in this pattern are either always intransitive verb.

Example:

- 1) We walk.
- 2) She runs.
- 3) My head aches.
- 4) I sleep.
- 5) They cry.

2. Subject + Verb + Complement

This pattern consists of subject, predicate, and complement. The complement is placed also behind of the predicate. The verb in this pattern is always be or a verb related to be, such as appear, become, look, seem, sound, and taste. While the complement may be as follows:

An adjective: Andi is clever.

A noun: Halim is an architect.

An adjective + noun: Abdul is a clever architect.

A pronoun: This is yours.

An adverb of place or time: The meeting is here or at 2.30

A prepositional phrase: Alice is like her father

3. Subject + Verb + Direct Object

This simple sentence pattern consists of three elements, subject, predicate, and object. Most verbs in the language can be used in this pattern.

The direct object may take a variety of forms, some of which are:

A noun: Annisa writes a letter.

A pronoun: Yasmin borrows my phone.

A reflexive pronoun: I enjoyed ourselves at the party.

An infinitive: I want to go home now.

An -ing form: I enjoy watching an action movie.

4. Subject + Verb + Indirect Object + Direct Object

In this pattern, the indirect object always follows the verb and usually refers to a person. As example, “I give Aqila a pen”. Based on this example, Aqila is an indirect object. However, the direct object can come after the verb if we wish to emphasize it when this is the case, the indirect object is replaced by a prepositional phrase beginning with to or for.

Example:

- 1) The student give a pen to Aqila.
- 2) They buy a story book for Yasmin.

If the direct object is a pronoun (very often it or them) it normally comes immediately after the verb. The indirect object is replaced by a prepositional phrase.

Example:

- 1) They take it to Yasmin.
- 2) Aqila throw it to me.

However, if both direct and indirect objects are pronouns, some verbs such as bring, buy, fetch, give, hand, pass, send, show, and teach can be used as follows, particularly in everyday speech:

Example:

- 1) Give me it.
- 2) Show me it.
- 3) Give it me.
- 4) Show it me.

Give me it is more common than Give it me. The pattern “give it me” does not often occur with verbs other than give. The use of the object pronoun them (give them me) is very rare.

5. Subject + Verb + Object + Complement

In this pattern, we can add adjective and adverbs.

Example:

- 1) My aunt is wearing a beautiful veil on my graduation day.
- 2) His friend is flying to Paris.
- 3) I read a sad story slowly.

Sometime, verbs in this pattern often in the passive.

Example:

- 1) I gave Yasmin a delicious burger on my birthday.
- 2) A cake is made by my mother this morning.
- 3) I sent a letter last night.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

In this study the researcher wanted to find out the students' problems in constructing sentence pattern in English Subject and to laid it, the researcher used qualitative method as the method, descriptive as the method in explaining the research and qualitative approach as the research approach, this type of study is research Descriptive Qualitative.

According to Donal Ary, Qualitative research method was developed in the social sciences to enable researchers to study social and cultural phenomena: observe feelings, thoughts, behaviors and the belief of the mass society.³⁷ Examples of qualitative methods are action research, case study research and grounded theory. Qualitative data sources include observation and participation observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions. In qualitative research, there is little or no statistic.³⁸

From the statement above, this research used qualitative research because it is appropriate to the objectives of the research which focused on students' problems in constructing sentence pattern in English subject. The result of this research more toward giving an explanation about students' problems in constructing a sentence.

³⁷ G. Ramesh Babu, *Research Methodology in Social Sciences* (India; Concept Publishing Company, 2008), 11.

³⁸ Donal Ary, *Introduction To Reseachr in Education*, (USA: Wadsworth Group A Devision Of Thampshon Learning, Inc, 2002), 426.

B. Research Location

The research conducted at MTS Al Ikhlas Tanah Terban which Located on Jln. Medan-B.Aceh, Tanah Terban, Karang Baru, Kabupaten Aceh Tamiang. The object of this research was the eight grade students of Mts Al Ikhlas Tanah Terban, Actually, the total students are 92 students who are divided into three classes; A, B, C. Thus the population were them, and to establish the respondents the researcher used purposive sampling. Purposive sampling is the sample who are chosen freely based on the purpose of the research.³⁹ So, the researcher only takes class A content of 28 students.

C. Technique of Collecting Data

Instrument of collecting data in this research used to get the material needed. It needs one or more kinds of technique that are chosen and used. There are four methods in data collection technique. Technique of data collection namely, questioner, interview, observation, and documentation. The technique of data collection given in this study was documentation and interview.

1. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyuno stated that documentation can be written by and picture by someone that can be used to obtain information.⁴⁰ Meanwhile according to Nawawi, the documentation method is a method of collecting data conducted by

³⁹ Cristin Daymon and Immi Holy, *Qualitative Reseach Method in Public and Marketing Communication*, (Yogyakarta: PP Bentang Pustaka, 2008), 28.

⁴⁰ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Alfabeta: Bandung, 2009). 245.

classifying the written materials related to problem of the study and used for obtaining the data by some variables.⁴¹ In this research, the documentation was paper which is containing students' answer about constructing sentences by translating ten questions from Indonesia to English.

2. Interview.

An interview was used to get additional information who still have problems' in constructing a sentence. Interview is a conversation with a purpose. The conversation was conducted by the two part, namely the interview (interviewer) is asking and the interviewee that provides an answer to that question.⁴²

Furthermore, for the interview in terms of implementation, distinguished by:

- a. Free interviews (in guided interview), in which the interviewer asks independent anything, but also considering what data will be collected.
- b. Guided interviews (guided interview), the interviews were conducted by interviewers with a complete and detailed list of questions such as those referred to in a structured interview.
- c. Free interviews guided the combination of free interviews and guided interviews.⁴³

⁴¹ Hadari Nawawi, *Metode Penelitian Bidang Sosial*, (Gadjah Mada University Press: Yogyakarta, 1990) 95.

⁴² Lexy j. meleong, *Metodologi Penelitian Kualitatif*, (PT Remaja Rosda Karya; Bandung, 2002), 112.

⁴³ Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 132.

In this research, the researcher used guided interview. The researcher listed some questions of what would be asked to students and she gave it to them directly and wrote the answer about the students' problems in constructing sentence. Sources of data in this study was students which the data collected through face to face interaction between the interviewer and the respondents. The researcher here was researcher herself and respondents were students.

D. Technique of Data Analysis

After the processing of collecting data was done with the editing process, whether the data was good enough and could be quickly prepared for the next process. In analyzing, data had been collected, the researcher used descriptive qualitative research. As using this technique, the researcher collected the data, arranged data, and presented data. Because this research used qualitative research, so this research without using any calculation and statistic procedure. To find out the students' problem in constructing a sentence, the steps done were as follow:

a. Data Collection

Data collection means collecting the data from observation, interview, and documentation. The researcher collected the data by interviewed with the informants and collected the document from students' answer sheets. Moreover, the researcher arranged the sequence of the result of research which was gotten by using interview and document analysis.

b. Data Reduction

Data reduction was done since data collection it starts by making a summary, coding, exploring themes, making clusters, write memos and so on. The researcher did reduction of the data which was gotten from analyzing the students' answer sheet and interviewed with the students. During the interviews and analyzing the data were done by the researcher, a reduction of the data were needed because not all of the data could be input as the need of the research, just the important point and according to the requirement of the data were analyzed.

c. Data Display

Data display is a description of a collection of information arranged which give the possibility of drawing conclusion and taking action. Presentation of qualitative data is presented in narrative form. The presentation can also be in the form of matrices, diagrams, tables, and charts. In this research, The researcher organized the data and described the problem faced by the students in constructing sentence pattern and its causes.

d. Conclusion

The last step in analyzing data is conclusion. There were two sources of data in this study, namely documentation and interview. In collecting data each source of the data, the researcher has own technique. The following were the steps of technique in analyze for each source of data.

1. Documentation

In analyzing data by the documentation, the researcher used three steps, first, the researcher spared sixteen question about constructing sentence which is all respondents would translate the questions into English. Second, the researcher analyzed the data based on the answer. Finally, the data would be categorized and displayed by using data analysis.

2. Interview

The researcher would ask the respondent who were getting problems in constructing sentence pattern, and what the causes of problem in constructing sentence then the answer of students would be written on the paper, then data will describe in good sentence.

CHAPTER IV

FINDING AND ANALYSIS

A. Result of Documentation

As mentioned in the previous chapter, one of the aims of this study is to find out the problems in constructing sentence pattern at the eight grade of MTS Al Ikhlas Tanah Terban by using documentation. The result of this documentation showed that students made various problems in constructing sentence pattern.

Researchers obtained the data from the results of students' answers which is they should translate ten sentences using five patterns as explained in Chapter 2. According to Longman, there are five simple sentence patterns in constructing sentences. Subject + Verb, Subject + Verb + Complement, Subject + Verb + Direct Object, Subject + Verb + Indirect Object + Direct Object, Subject + Verb + Object + Complement.

After exploring the data, the researcher actually found some problems in constructing sentences which are written by students, including the use of to be, the use of pronoun, the use of adverb, the use of preposition, the use of article, the use singular or plural noun, spelling and redundancies.

Students' answer

1. Subject + Verb

No	Test	Students' Answer
1	We run	1. We ran

		2. We running 3. We are running 4. We are run
2	You lie	1 You lay 2 You are liar
3	My friend comes	1. My friend is coming 2. My friend coming 3. My friend comeing 4. My friend come 5. My friend to come 6. My friends coming

2. Subject + Verb + Complement

No	Test	Students' Answer
1	Yasmin is a beautiful girl	1. Yasmin a beautiful girl 2. she is a beautiful. In 3. Yasmin is beautiful girl. 4. Yasmin she is a beautiful girl
2	I am a student.	1. wrote I am a student people 2. I is a student 3. I am a student 4. I am a student people

3	This book is mine.	<ol style="list-style-type: none"> 1. This book is have I 2. this book is me, 3. this book is have I am”. 4. The book is me 5. This book is have me 6. It is my book 7. This is my book 8. This is I has book
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3. Subject + Verb + Direct Object

No	Test	Students' Answer
1	I bring a black pen	<ol style="list-style-type: none"> 1. I am bringing a black pen 2. I am bring pen black 3.
	Yasmin takes my book	<ol style="list-style-type: none"> 1. Yasmin is take my book. 2. Yasmin is taking my book. 3. Yasmin taking my books
	Yasmin reads story books	<ol style="list-style-type: none"> 1. Yasmin reading story book. 2. Yasmin is reading a story book. 3. Yasmin read story book. 4. Yasmin red story book.

4. Subject + Verb + Indirect Object + Direct Object

No	Test	Students' Answer
1	She gives a story book for me.	<ol style="list-style-type: none"> 1. she gave I am a book story. 2. she is give a story book 3. she is a give story book. 4. she give me a story book.
	I send letter to Yasmin	<ol style="list-style-type: none"> 1. I am send letter to Yasmin. 2. I send a letter for Yasmin. 3. I am sending a letter to Yasmin
	I buy an apple to my sister.	<ol style="list-style-type: none"> 1. I buy a apple to my sister 2. I'm bay a apple for my sister. 3. I am buy a apple to sister me. 4. Im buy apple for sister

5. Subject + Verb + Object + Complement

No	Test	Students Answer
1	I put her pen on the table.	<ol style="list-style-type: none"> 1. I put pen she on off the a table 2. I put pen she at an table.
	We are singing a song loudly.	<ol style="list-style-type: none"> 1. We singing a song with loud. 2. We are singing a song with loud 3. We singing a song with loud.

	My mother is cooking delicious cake.	<ol style="list-style-type: none"> 1. My mother making cake delicious. 2. My mother is make cake delicious. 3. Mother I am making a cake delicious
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B. Result of Interview

The researcher was conducted in two activities. The activity was held on January 27th and 28th 2020. The activities were done in the classroom, and consist of twenty questions. From the results obtained through interviews of ten students, they all had difficulties in learning English.

There were several factors that cause their problems in constructing sentences. The first was a factor from their self. Do they like English or not, or do they have a desire be able to increase ability in English lesson or not. Based on the data from ten students that have interviewed, only two students like English, and eight students do not like English. The reason two students like English was because English is cool, fun, and one of a favorite lesson. It proved when the researcher asked to them to construct a sentence and they can answer correctly.

While the reason for eight students who did not like English was because English is difficult. They stated that English language is different when they were reading, then English was so different with Bahasa. They did not want to be dizzy

in learning, and they did not have desire to be an expert in English lessons. It proved when the researcher asked them to mention ten nouns and ten verbs, no one of them can mention it all. They only mention five, six, or three.

Then, some points of information about the difficulties of the problem faced by students in constructing sentence as follows:

a. The lack of vocabularies

English is different with Bahasa, for the beginner learner, the basic English components are important. To construct a sentence, they have to mastery basic component in sentence, such as subject, verb, noun, adjective, and adverb. The result of interview stated that students have difficulty in distinguishing the subject, verb, and components contained in the sentence. They did not understand when using the subject that is paired with to be, and what the actual function of to be is. They also did not know the use of pronouns, possessive pronouns, possessive adjectives, relative pronouns, and objects. When the researcher was asking about adverb, they also did not know, some students know but they forget.

Some students clarified that they had problems in constructing a sentence because lack of vocabularies, then they could not construct a sentence correctly. The statement were proved by Ainun, and Sandi. Ainun said that she actually like English, but she did not know the meaning, so when she was constructing a sentence, it was difficult. Meanwhile Sandi said he did not like English, it was difficult, he did not understand, many of vocabularies he do not know the meaning.

The students stated that in constructing a sentence was a difficult thing. The big problem was they did not memorize a lot of vocabulary. They should open dictionary to look for meaning. This was discovered when the researchers asked them to mention ten examples of verbs, they only answer four or three, only two people could mention seven examples of verbs in English. Then when the researcher asked them mention about noun, they only mentioned five, three, and six, and even they thought for a long time.

b. Less Practice

One of the reasons of the problems that was faced by students was because they less practice. For good measure student have mastered theory, practice is important element in learning English. Since students are not interested to learn English, so they will be tired of repeating and practicing the language. Moreover, if the teacher more focus on theory, and adequate practice is not given to students in learn a language, it will be less effective.

Other reason was they learn English only four hours a week at school and did not study at their home. It makes their ability in English less, and they seldom practice their English in their daily life. Then, they did not take other lesson outside of school.

Actually, four hours in a week is not enough for learning English. If study English lesson have more times, it will increase students' ability in English subject. The students will not easy to forget the subject and enough of time in learning

English make students often practice and student will easy to understand every material. This problem proved when the researcher asked to them “is four hours a week enough to study English?”. Then they answered that four hours was not enough in a week, moreover the distance learning English is far. They had time to learn English on Monday and Thursday. Sometimes, teacher’s explanation on Monday will forget on Thursday.

c. Less motivation

The result of interview, the main cause of the problem was the students were less motivated. Actually, motivation in their self is one an important thing in increasing English lesson, but the result stated from ten students, eight of them clarified that they did not have desire and did not like learning English, meanwhile two students like English and they had desire to increase their ability in English. They unenthusiastic in learning English, and always thought that English is the difficult subject.

In addition, supporting from family, teacher and classmates is also lacking. They clarified that their environment seldom using English, and no one in their family support them to increase their ability in English. Then, the teacher often gives them motivation but they do not interest with the lesson. Almost all eighth grade students do not like English subject. It makes English be one of boring subject. There is no one who was really expert in English lesson at their class, and that was why they did not motivate to increase their ability in English subject. Almost students did not have motivate and lazy in learning English.

d. Teacher

Every student in a classroom have different strategies in learning. Some of them can grasp the knowledge quickly, on the other hand, the other need different strategies. In this case, teacher has a role to create interest learning to avoid students feel bored. So, teachers have to help them improve the motivational in learning strategies in order to find ways that reach to their academic achievement.

According to them, the teacher was too fast to explain the lesson, and with little notes. They lack of understanding when the teacher explaining. The teacher also did not ask them to memorize verb, noun, and adjective, and seldom asked them to construct a sentence. It was made all students' vocabularies did not increase. Then, the teacher never gives them groupwork or a duty that should done in group. It was made each of students could not increase their ability in English.

C. Analysis

The researcher actually found some problems in constructing sentence which are written by students, including the use of to be, the use of pronoun, the use of adverb, the use of preposition, the use of article, the use of singular and plural noun, spelling, and redundancies.

The students' problems are:

1. Subject + Verb

Question:

- a) We run.
- b) My friend comes.

c) You lie.

In the first pattern, student's problem was in using verb. They added -ing after verb. Meanwhile the question was in present tense. Present tense is used to convey general or universal truth, habits, repeated action or events, and instruction or direction. The pattern of simple sentence is subject + verb1 + o/c. in the third person singular the verb always ends in -s. as example: she wears a beautiful slipper, We read a novel, I write a poem. Meanwhile the result of students' answer was using present continuous form. Present continuous is used to an ongoing action. They wrote *we running, my friend coming*. Some students wrote *my friends coming*. In this case, students put 's' in word friend. 's' added to a noun indicates the plural form, meanwhile the question was in singular form.

Many students wrote *we are running, my friend is coming*. Actually, this was the correct sentence, or it can be called of present continuous tense form, but the student did not follow the rule of question. The question was in present tense form not present continuous tense form. Other students were wrong in spelling, they wrote *you lay*. This verb means to put somebody or something on a surface.

2. Subject + Verb + Complement

Question:

- 1) Yasmin is a beautiful girl.
- 2) I am a student.
- 3) This book is mine.

Students problem in this pattern was in writing verb. They wrote *Yasmin a beautiful girl*. It was wrong sentence, because it did not have verb. Some students wrote *she is a beautiful*. In this sentence, Yasmin was replaced by *she*, and word *girl* is not written. Yasmin should be written with Yasmin, not she. Some students also wrote *Yasmin is beautiful girl*. In this sentence, the article *a* was not written. The function of the article in a sentence is to indicate a noun and to specify a noun's function. In addition, some students wrote *Yasmin she is a beautiful girl*. This was incorrect sentence, because there were two subjects in this sentence, *Yasmin and She*. Actually, if a sentence consists of two subjects, we should add coma after the first subject, as example *Yasmin, she is a beautiful girl*.

Another question was *I am a student*. In this sentence, only six students were wrong in the results of their answers. They wrote *I am a student people*. It was an example of redundancies. Redundancy refers to the use of more words than necessary to make a statement. Redundancy is moderate formality and is restricted almost completely to indicating an excess caused by tautology. It also means use of unnecessary words. In this sentence "people" is not required.

Last question in this pattern was *This book is mine*. Students' problem in this sentence was they made mistake in using pronoun. Pronoun is word used in place of a noun. They wrote *this book is have i*, some of them wrote *this book is me*, and others wrote *this book is have I am*".

3. Subject + Verb + Direct Object

Question:

- 1) I bring a black pen.
- 2) Yasmin takes my book.
- 3) We read story books.

Students' problem in this pattern was tenses. The question was in present tense form, but students wrote in present continuous tense. They wrote *I am bringing a black pen*. Present continuous tense also called present progressive indicates to show an ongoing action happening now.

Many students answered *I am bring pen black*. It was a wrong sentence. It was not chatagory in verbal sentence or nominal sentence. Verbal sentence where the predicate is verb, and nominal sentence where the predicate is not verb, but can be an adjective, noun or adverb, then nominal sentence should be inserted auxiliary verb to be like "is, am, are, and were. The question was verbal sentence, then *am* is this sentence should be delated.

In the second question, the students wrote *Yasmin is take my book, Yasmin is taking my book. Yasmin taking my books*. All of them were incorrect answer. The problems in the last question was many of students wrote *we reading story book*. In this case, student add *ing* in verb, and did not add *s* in word book. This was incorrect answer, because the question was in plural form. Plural nouns are words used to indicate that there is more than one thing, person, animal, place, or

idea. In sentence “book” It should be written with add *s*. Some of students could not different which is singular noun and plural noun.

4. Subject + Verb + Indirect Object + Direct Object

Question:

- 1) She gives a story book for me.
- 2) I send letter to Yasmin.
- 3) I buy an apple to my sister.

The problems in this pattern by the result of all students' answers were wrong. They answered *she gave I am a book story, she is give a story book, she is a give story book, and she give me a story book.*

In this problem, the first sentence was wrong. Verb *give* did not add with *s*. According to the rules in English, if the third singular person (She, He, It) in the present tense, the using of verb must be added *s*. In another problem, the word *I am* was wrong, it should be *me*. Because word *I* here was as an indirect object. Word *I* become *me*.

The problems in the sentence *she gives a story book* were some students did not write *me* as an indirect object, and the verb *give* was not add with *s*. Then, the problems in *she is give story book*, they added to be (is) after *she*, then the verb did not add *s*, and there was no indirect object in this sentence.

In question two, the students answered *I am send letter to Yasmin, I send a letter for Yasmin,* and *I am sending a letter to Yasmin.* All sentence was wrong, and the case was same as first example above.

Students' problem in question number three was they had mistake in writing article. Many of students wrote "I buy a apple to my sister". As a general rule the indefinite article a or an is used with nouns in singular number only. Whenever, a singular noun begins with the sound of vowels (a,I,u,e,o,z) the indefinite article **an** is used and if the word begins with a consonant sound the indefinite article **a** is used. An indefinite article a or an is necessary in expression referring to numbers, speed, and price.

5. Subject + Verb + Object + Complement

Question:

- 1) I put her pen on the table.
- 2) We are singing a song loudly.
- 3) My mother is cooking delicious cake.

Students' problem in first question was they incorrect in using possessive adjective and preposition. A possessive adjective sits before a noun or a pronoun to show who or what owns it. Some students wrote *I put pen she on off the a table.* In sentence "*pen she*" should be written *her pen*. Then, the sentence was wrong in writing preposition. Preposition are a part of speech used to show the relation of a noun or noun equivalent (the object of the preposition) to some other word in the sentence. In sentence "...on off the table". "Off" in the sentence should be delated.

Some students wrote *I put pen she at an table*. Preposition in this sentence was wrong, the correct preposition was *on* not at. Because *on* is used when referring to something with a surface, or it suggest contact with something. Meanwhile *at* is used when referring to something at a specific point. As example, *The students at the class, Yasmin stopped at the bus stop, we will meet at the airport*.

In the sentence *I am put pen she on the table*, to be *am* could not be written. Because this was a verbal sentence, where the predicate was verb. Then, subject *she* should be written *her*, because this sentence directed to whose pen was it. In English, it was called possessive adjective, and it sit before a noun. So, the correct sentence was *her pen*.

In second question, many of students were wrong in writing adverb and some of them were wrong in writing verb. The students answered *we singing a song with loud, we are singing a song with loud, we singing a song with loud*. Because the question in present continuous tense form, they should add to be + v ing. The question was *kami sedang bernanyi sebuah lagu dengan keras*. Then, no one their answer was correct in writing adverb. This sentence was one example of adverb of manner, that describes how and in what way the action of a verb is carried out. Most this adverb are formed by adding *-ly* to adjectives, but in most cases, the comparative and superlative of manner adverb are formed with more or less and most or least. So, in word *loud* should be written *loudly*

Another question adverb of manner was “*Andi is reading a poem quickly*”. In this sentence, the problem was all students did not add *-ly* in adjective. They

answered *Andi reading a poem with quick* and *Andi is reading poem with quick*. Then, the students still incorrect in writing verb. They could not make differences which is present tense and which is present continuous tense.

The last question was *my mother is making delicious cake*. Students answered *my mother making cake delicious*, *my mother is make cake delicious*, and *mother I am making a cake delicious*. The problem in this sentence was they incorrect in writing verb, and some students wrong in writing *adjective*. *Adjective* modify noun and pronouns. The question was *Ibu saya sedang memasak kue lezat*. If in Bahasa, we write noun first then followed by adjective, this was different in English, we should write adjective first, then followed by noun.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research discussed the problem faced by the eight grade students of Mts Al Ikhlas Tanah Terban in academic 2019/2020. This research was aimed to know about the students' problem in constructing sentence pattern and the causes of the problems faced by students in constructing sentence pattern in English subject. The result of the research based on documentation and interview above showed the students' problem in constructing sentence pattern. The research also showed the difficulties of the problems in constructing sentence pattern, and the reason was students lack of vocabularies, less practice, less motivation, and teacher.

B. Suggestion

The researcher gave some suggestions as follows:

1. The students should be active in the classroom and have motivation in their self. They should more learning the materials and practice the English material everywhere they have a chance to do it. The practice will help the students to improve their vocabularies and mastery different kinds of component in sentence. So the students can be working well in constructing a sentence.
2. The teacher should make the students interested in the subject and use various methods in teaching, when they are interesting with the subject they

will serious in learning English, it can help them to construct a sentence correctly.

3. The other research should enthusiastic in researching a problem and the writer hope this study can use as the reference or consider before doing another similar research. It will be better if other researcher conducts a deeper research.

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