

**AN ANALYSIS OF THE THIRD YEAR STUDENTS' GRAMMATICAL ABILITY
IN CHANGING STATEMENTS INTO EXCLAMATIONS:
A CASE IN THE ENGLISH DEPARTMENT OF FACULTY OF LANGUAGES,
LITERATURE AND ARTS OF STATE UNIVERSITY OF PADANG
IN ACADEMIC YEAR 2008/2009**

THESIS

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HALAMAN PERSETUJUAN SKRIPSI

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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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ABSTRAK

Devanof, Haferta. 2009. *An Analysis of the Third Year Students' Grammatical Ability in Changing Statements into Exclamations: A Case in the English Department of Faculty of Languages, Literature and Arts of State University of Padang in Academic Year 2008/2009.* Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa Sastra dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendeskripsikan kemampuan *grammar* mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2006/2007 dalam mengubah kalimat pernyataan menjadi *exclamations* serta kesalahan yang mereka lakukan dalam menggunakannya. Walaupun mahasiswa tingkat III Bahasa Inggris telah dibekali dengan berbagai macam materi tentang bahasa Inggris, salah satunya adalah materi tentang *grammar*. Tetapi sebaliknya kemampuan mereka dalam menggunakan *grammar* masih sangat lemah. Dalam penelitian ini, rancangan penelitian yang digunakan adalah rancangan *descriptive*. Sedangkan, populasi penelitian ini adalah mahasiswa tingkat III Program Reguler Jurusan Bahasa dan Sastra Inggris tahun masuk 2006/2007 Fakultas Bahasa Sastra dan Seni, Universitas Negeri Padang. Sample penelitian ini berjumlah 18 orang mahasiswa dari populasi yang berjumlah 110 orang mahasiswa. Sample diambil dengan menggunakan teknik *cluster sampling*.

Selanjutnya, data dikumpulkan dengan menggunakan tes *grammar* yang berjumlah 30 soal; 10 soal untuk *exclamations* yang dimulai dengan *what, what a(n)*, dan *how*. Mahasiswa diminta untuk mengubah kalimat pernyataan menjadi kalimat *exclamations* dengan benar dalam waktu 60 menit. Berdasarkan data yang diperoleh, kemampuan *grammar* mahasiswa dalam mengubah kalimat pernyataan menjadi *exclamations* yang dimulai dengan *what, what a(n)* dan *how* adalah sangat rendah. Masalah-masalah yang dihadapi yaitu berupa kesalahan dalam menggunakan pola dari *exclamations* dan *misplacement* dan *misused* dari subjek dan prediket yang mengikuti kalimat *exclamations*.

Dengan demikian, dapat disimpulkan bahwa mahasiswa tingkat III Program Reguler Jurusan Bahasa dan Sastra Inggris tahun masuk 2006/2007 Fakultas Bahasa Sastra dan Seni, Universitas Negeri Padang, mempunyai kemampuan yang sangat rendah dalam mengubah kalimat pernyataan menjadi *exclamations*. Lebih lanjut, penulis mengharapkan siswa untuk berlatih menggunakan *exclamations* dalam kehidupan sehari-hari baik secara tertulis maupun secara lisan.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language which is taught at schools throughout Indonesia. It is taught from elementary schools to universities throughout Indonesia. In Indonesia curriculum, it is stated that English is a foreign language. Therefore, the Indonesian government has decided that English is as compulsory subject to be taught for Indonesian students. The aim of teaching English is to develop the students' competencies in the four language skills: listening, speaking, reading, and writing.

Developing the competencies in four language skills must be supported with the grammar. Consequently, the students should master the grammar especially for the English Department students who learn English more consciously than other university students who do not take English as the major of the study. Grammar is also needed to support the four basic skills, because it determines the success in mastering the four basic skills. Besides, grammar is a tool to have better mastery in the four basic skills and it can help the students to learn English effectively.

Considering the importance of the grammar to support the four language skills, the English Department of State University of Padang has prepared its students with grammar courses. They are *Structure I, II, III, and IV*. Grammar classes are very helpful because the materials taught in these courses are important for the students. If they want to be success in using English, they should learn and master the grammar. The English Department of State University of Padang has managed the materials that should be learned by the students in the syllabus of the grammar courses.

Based on the syllabuses of grammar courses, there are a lot of materials that are taught. The materials taught in these courses such as verb tenses, passive voice, reported speech, adjective clauses, exclamations, gerunds, comparisons, infinitives, determiners of quantifiers in sentences, etc. All of the materials are important for the students to master the English grammar.

Moreover, based on the syllabus of *Structure III and IV* (see appendix 1 and 2), using exclamations is one of the materials in grammar courses at English Department of State University of Padang. It means that the third year students of English Department have learned about exclamations in two grammar courses. As the consequences, after passing grammar classes, the students are expected to be able to use all the materials correctly in real life.

Even though English Department students have learned about grammar in four grammar courses, they still have problems in using grammar. It is supported by a number of studies that have been conducted previously on grammar competencies. The following researchers, in general, found that a lot of English Department students who have been studying English and have studied several courses such as *Structure I, II, III and IV* still have problems in grammar such as having problems in applying the rules of verb tenses, passive voice, reported speech, adjective clauses, exclamations, gerunds, comparisons, infinitives, determiners of quantifiers in constructing English sentences. Besides, recently Mayuasti (2008) analyzed about errors that are made by the English Department students using determiners of quantifiers in a sentence. The result was more than fifty percent of the English Department students made miss election error and thirty percent of the students made misplacement error. Moreover,

Roza (2008) also found that more than fifty percent of the third year English Department students made errors in combining sentences by using coordinate and subordinate conjunctions. For examples, the students find that it is hard to use conjunction in constructing compound and complex sentences. Although many studies have been conducted on grammar, based on the writer's observation, there is no study which has been conducted before in the use of exclamations in State University of Padang.

Due to the problems above and some studies that have been conducted on the English grammar previously, there is still a need to find out more about the students' grammatical ability especially in changing statements into exclamations beginning with *what*, *what a(n)* and *how* and also the problems they face in English sentences.

B. Identification of the Problem

Based on the background of the problem above, it seems difficult for the students to master the grammar and apply the grammatical rules even though they have learned the grammar in some courses. Using exclamations in a sentence, for example, is one of the materials in grammar courses that should be mastered by the students. The lecturers have taught the students how to express the expression of surprise, pleasure, and other emotions into correct sentences which use exclamations beginning with *what*, *what a(n)*, and *how*. Each of the exclamations has its own pattern; the students still find it is hard to determine what the correct pattern of the exclamations is. However, sometimes the students do not pay attention to the

lecturers' explanation and do not want to find more additional information about exclamations.

C. Limitation of the Problem

Based on the identification of the problem above, the problem was limited to the analysis of the grammatical ability of the third year English Department students in changing statements into exclamations beginning with *what*, *what a(n)* and *how*. Furthermore, this research also analyzed the problems faced by the students in using exclamations in English sentences.

D. Formulation of the Problem

The problems of this study were

“How was the grammatical ability of the third year English Department students in changing statements into exclamations especially in sentences begin with “*what*, *what a(n)* and “*how*” and what problems they faced?”

E. Research Questions

The research questions of this study were formulated as follows:

1. How was the grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*what*”?
2. How was the grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*what a(n)*”?

3. How was the grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*how*”?
4. What problems did the students face in changing statements into exclamations beginning with “*what, what a(n) and how*”?

F. Purposes of the Research

The purposes of this research were to find out:

1. The grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*what*”
2. The grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*what a(n)*”
3. The grammatical ability of the third year English Department students in changing statements into exclamations beginning with “*how*”
4. The students’ problem in changing statements into exclamations beginning with “*what, what a(n) and how*”

G. Significance of the Research

This problem was worth researching because grammar is one of the important aspects in teaching and learning the four English basic skills. By learning the grammar, the students can have better competencies in mastering the four English basic skills and also can earn better language use in their daily life. Also, it was expected to give more contribution to the development of the grammar which will be used by all of the language users.

By conducting this study, it was expected to give some contributions. First, it was expected to give clear information about the grammatical ability of the third year English Department students, especially the third year English Department students, the Regular Program, and their problems in changing statements into exclamations. Then, this study can also be an input for the lecturers. They can obtain clear description about their students' ability and pay more attention to this problem in order to help the students to master in grammar. Finally, this study can also give contribution for those who want to do further research on exclamations.

H. Definitions of Key Terms

1. Exclamation : a sentence that expresses strong feelings, admiration or amaze of something or activity usually begin with *how* or *what*.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings, it can be concluded that a relatively high number of the students of the third year English Department of State University of Padang have shown low mastery in changing statements into exclamations. Less than half of the students were able to use exclamations. These findings are indicated by the fact that the students had problems in using the pattern of the exclamation, misplacement and misused of the subject and the predicate that should follow exclamations. In other words, the students could not use the appropriate pattern of the exclamations. As a result, they tended to have problems when they changed statements into correct exclamations beginning with *what*, *what a(n)*, and *how*.

The students' grammatical ability in changing statements into exclamations beginning with *what*, *what a(n)*, and *how* were very poor. They had low ability in using those sentences. Less than half of the students could not change statements into correct pattern and form of exclamations.

B. Suggestions

From the findings of the research, some suggestions are proposed for getting the better result in learning and teaching grammar for the students, lecturers and next researchers:

1. For the students

The students should learn more and have a lot of practice in using exclamations. They must pay more attention to the correct pattern of the exclamations in order to reduce the problems. Furthermore, the students should be aware to the use of exclamation to practice spoken. Also they are able to read other books which contain the information about exclamations.

2. For the lecturers

The lecturers should give more learning opportunities for the students to apply the materials especially in using exclamations, especially exclamations beginning with *what*, *what a(n)*, and *how* and they should prepare various kinds of exercises for the students. Also, they can give time to the students to study more independently and to optimize the media exercises.

3. For next researchers

Because of the limited time, the writer only analyzed the students' ability and their problems in changing statements into exclamations beginning with *what*, *what a(n)*, and *how*. The next researchers are able to continue this research in finding the different problems between the mistakes and the errors in using exclamations.

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