

**THE SECOND YEAR OF MAN 2 PADANG STUDENTS' GRAMMATICAL
DIFFICULTIES IN PRESENTING SPOKEN EXPOSITION TEXT**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to
Obtain Strata 1 (S1) Degree*



By:

Anisa Wahyuni

1105967 / 2011

Advisors:

Dr. Ratmanida, M. Ed., TEFL.

Dra. An Fauzia Rozani Syafei, M. A.

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

PADANG STATE UNIVERSITY

2018

HALAMAN PERSETUJUAN SKRIPSI

Judul : The Second Year of MAN 2 Padang Students'
Grammatical Difficulties in Presenting Spoken
Exposition Text

Nama : Anisa Wahyuni

NIM : 1105967/2011

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

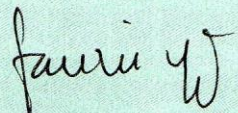
Padang, Februari 2018

Disetujui oleh:


Pembimbing I

Pembimbing II


Dr. Ratmanida, M. Ed., TEFL
NIP. 19630818 199001 2 001


Dra. An Fauzia Rozani Syafei, M. A
NIP. 19660424 199002 2 001

Mengetahui,
Ketua Jurusan Bahasa dan Sastra Inggris


Dr. Refnaldi, S. Pd., M. Litt.
NIP. 19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul:

THE SECOND YEAR OF MAN 2 PADANG STUDENTS' GRAMMATICAL DIFFICULTIES IN PRESENTING SPOKEN EXPOSITION TEXT

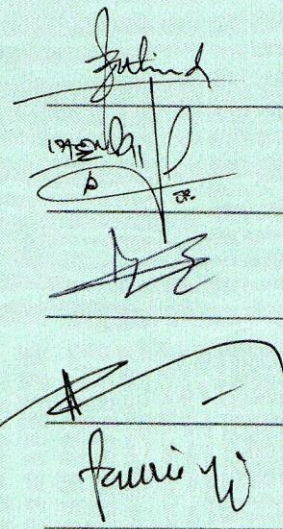
Nama : Anisa Wahyuni
NIM : 1105967/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2018

Tim Penguji

Tanda Tangan

1. Ketua : Sitti Fatimah, S. S., M. Ed., Ph. D.
2. Sekretaris: Delvi Wahyuni, S. S., M. A.
3. Anggota : Prof. Dr. Jufrizal, M. Hum.
4. Anggota : Dr. Ratmanida, M. Ed., TEFL.
5. Anggota : Dra. An Fauzia Rozani Syafei, M. A.



The block contains five handwritten signatures, each on a horizontal line. The signatures are written in dark ink and are somewhat stylized. The first signature is at the top, followed by the second, third, fourth, and fifth at the bottom.



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Anisa Wahyuni
NIM/TM : 1105967/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *The Second Year of MAN 2 Padang Students' Grammatical Difficulties in Presenting Spoken Exposition Text* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S. Pd., M. Litt.
NIP. 19680301 199403 1 003

Saya yang menyatakan,

Anisa Wahyuni
1105967/2011

ABSTRACT

Wahyuni, Anisa. 2018. *The Second Year Senior High School Students' Grammatical Difficulties in Presenting Spoken Exposition Text at MAN 2 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menggambarkan kesulitan-kesulitan tata bahasa siswa dalam menyampaikan teks eksposisi lisan, dibatasi pada penggunaan *simple present tense*, *modal*, dan *conjunction*. Penelitian ini adalah penelitian deskriptif yang dilaksanakan pada bulan Mei-Juni 2017 di MAN 2 Padang. Populasi penelitian adalah siswa kelas XI Program MIA, dengan total sample sebanyak 38 orang yang dipilih melalui *stratified random sampling*. Data penelitian adalah kalimat siswa yang memiliki kesalahan gramatikal yang diambil dari transkrip speaking, yang dikumpulkan melalui tes berbicara. Hasil penelitian menunjukkan bahwa ada kesulitan-kesulitan tata bahasa dalam menggunakan *simple present tense*, *modal*, dan *conjunction*. Kesulitan yang paling sering muncul dalam penggunaan kalimat verbal dengan *simple present tense* adalah *subject-verb agreement* (51%) dan penggunaan *auxiliary verb* (18%). Kesulitan yang paling sering muncul dalam penggunaan kalimat nominal dengan *simple present tense* adalah tidak ada kata kerja (71%) dan tidak ada subjek (13%). Kesulitan yang paling sering muncul dalam penggunaan modal adalah saat menggunakan modal *can* (44%) dan *will* (23%). Kesulitan yang paling sering muncul dalam penggunaan conjunction adalah saat menggunakan conjunction *so* (50%) dan *and* (44%).

Kata Kunci: *Grammatical difficulty, Speaking, Exposition text*

ACKNOWLEDGEMENTS



In the name of Allah SWT, The Most Gracious and Merciful. Thanks to Allah SWT who has given blessing and guidance to the researcher in completing this thesis entitled **“The Second Year Senior High School Students’ Grammatical Difficulties in Presenting Spoken Exposition Text at MAN 2 Padang”** as a partial fulfillment of the requirements to obtain strata one (S1) degree at English Department, Faculty of Languages and Arts, State University of Padang. *Shalawat* and *Salam* are sent to the great prophet Muhammad SAW. In accomplishing this thesis, the researcher has worked with a number of great people. It is a pleasure to convey the deepest appreciation and gratitude to thank them in this acknowledgment.

In this opportunity, the researcher would like to express the appreciation and gratitude to the advisors; Dr. Ratmanida, M.Ed. TEFL. and Dra. An Fauzia Rozani Syafei, M.A. who had already given their advises, suggestions, motivations, and supports during the process of completing this thesis. It is also a pleasure to express the researcher’s sincere thanks to the reviewers of the thesis proposal seminar: Prof. Drs. Rusdi, M. A, Ph.D as well as to the examiners of the thesis comprehension test: Sitti Fatimah, S.S., M. Ed., Ph. D., Prof. Dr. Jufrizal, M Hum., and Delvi Wahyuni, S.S., M.A. The researcher is very thankful for the beneficial contribution of ideas, suggestions, positive criticism and correction for the development of this thesis. Big gratitude and appreciation are also given to Leni Marlina, S.S., M.A as the validator of this research instrument.

In addition, the researcher would like to express another great gratitude to Yuli Tiarina M.Pd. as the former academic advisor and Prof. DR. H. Mukhaiyar, M. Pd as the current academic advisor who had helped the researcher from the very beginning of generating ideas to finally decided the title of this thesis as well as suggesting ideas and guidance during the process of its accomplishment. Moreover, the truthful acknowledgements goes to Dr. Refnaldi, S. Pd. M. Litt. and Fitrawati, S.S., M.A., as the head and the secretary of English Department. Furthermore, the researcher would like to address the great gratitude to the entire English Department lecturers that had

taught and shared valuable, inspirational, and beneficial ideas and experiences to the researcher.

The deepest gratitude and thanks are addressed to the researcher's beloved parents, Drs. Nurhadi, M. Si., and Sunira, and also brother and sisters, Nanda Meidiana, Adam Kurniawan, Khalishah Aulia, and Ufairah Putri who always support the researcher in any circumstances and pour the researcher with sincere love which never ends. The researcher also places on record, her thanks to all friends who has given love and support, especially to K3-2011. The word thank you also goes to to the administration staffs of UNP and also to the English teachers and Grade XI MIA students of MAN 2 Padang who acted as the sample of this research for the valuable help.

Completing this thesis has been one of the researcher's biggest life challenges. Therefore, it is believed that this thesis is now accomplished not only because of the researcher's hard work but also because of the support and encouragement from the dearest great individuals around her. Finally, the researcher realizes that this work is still far from perfect. The researcher welcomes to the constructive criticisms and suggestions to improve this thesis.

Padang, January 2018

Anisa Wahyuni

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF CHARTS	vii
LIST OF APPENDICES	viii
 CHAPTER I: INTRODUCTION	
A. Background of the Problems	1
B. Identification of the Problems	3
C. Limitation of the Problems	4
D. Formulation of the Problem	4
E. Research Questions	4
F. Purposes of the Research	4
G. Significance of the Research	5
H. Definition of Key Terms	5
 CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Review of Related Theories	7
1. Speaking	7
a. Vocabulary	9
b. Pronunciation	10
c. Grammar	11
2. Exposition Text	14
a. The text structure of exposition text	16
b. The language features of exposition text	17
1) Simple Present Tense	19
2) Modal	26
3) Conjunction	32
c. Spoken exposition text	34
3. Grammatical Difficulty	36
4. Spoken Grammar	40
B. Review of Related Studies	43
C. Conceptual Framework	48

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	49
B. Population and Sample	49
C. Instrumentations	51
D. Technique of Data Collection	53
E. Technique of Data Analysis	55

CHAPTER IV: FINDINGS AND DISCUSSIONS

A. Findings.....	59
1. The students' grammatical difficulties in using simple present tense	60
a. The students' grammatical difficulties in using verbal clause	60
b. The students' grammatical difficulties in using nominal clause ..	70
2. The students' grammatical difficulties in using modal	75
3. The students' grammatical difficulties in using conjunction	91
B. Discussions.....	94
C. Limitation of the Research	99

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusion	101
B. Suggestion	102

REFERENCES	104
-------------------------	------------

APPENDICES	112
-------------------------	------------

LIST OF TABLES

Table 1 The sentence pattern of affirmative nominal sentence	22
Table 2 The sentence pattern of negative nominal sentence	22
Table 3 The sentence pattern of interrogative nominal sentence	23
Table 4 The sentence pattern of affirmative verbal sentence	25
Table 5 The sentence pattern of negative verbal sentence	25
Table 6 The sentence pattern of interrogative verbal sentence	26
Table 7 Modal and its functions	28
Table 8 The sentence pattern of affirmative nominal sentence using modal	30
Table 9 The sentence pattern of negative nominal sentence using modal	30
Table 10 The sentence pattern of interrogative nominal sentence using modal.....	31
Table 11 The sentence pattern of affirmative verbal sentence using modal	31
Table 12 The sentence pattern of negative verbal sentence using modal.....	32
Table 13 The sentence pattern of interrogative verbal sentence using modal.....	32
Table 14 The total of population	50
Table 15 The articles used for data collection.....	51
Table 16 The table for analysing the students' clause 1.....	55
Table 17 The indicator for checking the correct use of simple present tense	56
Table 18 The table for analysing the students' clause 2.....	56
Table 19 The indicator for checking the correct use of modal.....	57
Table 20 The table for analysing the students' use of conjunction	57
Table 21 The indicator for checking the correct use of conjunction.....	57

LIST OF CHARTS

Chart 1 Conceptual framework.....	48
Chart 2 The research findings.....	59
Chart 3 The difficulties in verbal clause.....	69
Chart 4 The difficulties in nominal clause.....	75
Chart 5 The difficulties in using modal	76
Chart 6 The difficulties in using modal <i>can</i>	82
Chart 7 The difficulties in using modal <i>will</i>	86
Chart 8 The difficulties in using modal <i>should</i>	89
Chart 9 The difficulties in using conjunction	91

LIST OF APPENDICES

Appendix 1 Speaking Test	113
Appendix 2 The list of students' chosen articles	124
Appendix 3 The transcript of students' speaking.....	126
Appendix 4 The use of simple present tense.....	156
Appendix 5 The use of modal	159
Appendix 6 The use of conjunction	162

CHAPTER I

INTRODUCTION

A. Background of the Problems

A foreign language that has become a compulsory subject at senior high school in Indonesia is English. English should be studied because it becomes more important as a tool for global communication and for education, like acquiring knowledge and information. In studying English, students study the four skills and some aspects of the language to make them able to communicate in English. One of them is speaking. Students need to study speaking because it is one of ways to communicate.

Based on *Kompetensi Dasar* (basic competence) of *Kurikulum 2013 SMA/MA*, senior high school students study some monolog texts, like descriptive text, report text, narrative text, recount text, procedure text, explanation text, discussion text, and exposition text. In studying the texts, some objectives should be achieved. Basic competence no. 3 states that students should be able to understand the purpose, the text structure, and the language features of the text. In addition, basic competence no. 4 states that students should understand both written and spoken form of the text, and to be able to create the text, both in its written and spoken form by paying attention to its purpose and text structure and by using the language features of the text. In short,

beside having an understanding about the text, students should also be able to create the text both in written and spoken form.

One of the monolog texts studied by senior high school students is exposition text. According to Dirgeyasa (2016, p. 118), exposition text is a type of texts that belong to the class of argumentations. It is used to present a logical argument from a particular point of view. Some language features of exposition text are the use of simple present tense, modal, and conjunction. Hence, following the basic competence of the curriculum, the students are expected to be able to use simple present tense, modal, and conjunction in their spoken exposition text as they are included in the language features of the text.

However, applying the language features of a text in spoken form of the text is not easy for senior high school students in Indonesia. Students need to understand about the language features of the text first. Not to mention the fact that some English grammar are different with Bahasa Indonesia. Because of the differences, there might be some difficulties faced by the students caused by the mother tongue interference. Arif (2015) in his study about mother-tongue interference in the error of learners' grammar, found that the greater the grammatical differences between mother tongue and target language (foreign language), the greater the difficulty faced by learners.

The difficulties in applying the language features of exposition text in spoken form should be identified, especially in using simple present tense, modal, and conjunction as they are included in the language features of exposition text, in order to know what hinder the students in speaking English accurately. The researcher

chose exposition text because the researcher thought that out of all the texts, a type of monolog text that likely will be more useful for students in the future is exposition texts. Exposition text is a text that argues that something is the case, and in the text, arguments are given to convince people about something. Later in their college or working life, the students will talk about an issue and will often be asked to give their arguments verbally. That was why exposition text was chosen for this research.

Moreover, the spoken form was chosen because the basic competence in the curriculum expected that students can present the text in spoken form. Besides, since speaking is a direct production and there is no editing process in it, it could show students' true ability which then could show the difficulties faced by them. Therefore, the researcher would find out the students' grammatical difficulties in presenting spoken text. Specifically, the research was about students' grammatical difficulties in using simple present tense, modal, and conjunction in presenting spoken exposition text.

B. Identification of the Problems

Based on the background above, the curriculum demands that students study some monolog texts. After studying monolog texts, the students should understand the language features of the texts and be able to create spoken monolog texts by using the language features or the grammar of the text. However, for foreign language learners, attaining the outcome might still be a problem. First, there might be problems in learning the component of speaking skill, like vocabulary or

pronunciation. Second, there might be problems in understanding the text with its structure and language features. Third, there might be problem in applying the language features in spoken form of the text.

C. Limitation of the Problems

The focus of this research was limited to grammatical difficulties in using simple present tense, modal, and conjunction in presenting spoken exposition text by Grade XI of science program students of MAN 2 Padang.

D. Formulation of the Problem

The problem of this research was formulated in the following question: “What are the second year senior high school students’ grammatical difficulties in presenting spoken exposition text?”

E. Research Questions

Based on the formulation of the problem, the research questions were:

1. What are the students’ grammatical difficulties in using simple present tense in presenting spoken exposition text?
2. What are the students’ grammatical difficulties in using modal in presenting spoken exposition text?
3. What are the students’ grammatical difficulties in using conjunction in presenting spoken exposition text?

F. Purposes of the Research

The purposes of the research were:

1. To find out the students' grammatical difficulties in using simple present tense in presenting spoken exposition text.
2. To find out the students' grammatical difficulties in using modal in presenting spoken exposition text.
3. To find out the students' grammatical difficulties in using conjunction in presenting spoken exposition text.

G. Significance of the Research

The research was expected to contribute theoretically and practically for English teaching and learning. Theoretically, this research would give an insight about students' difficulty in grammar when presenting spoken text. It could be used as a reference for teachers to find out which part of lesson should be emphasized. Practically, the results of this research were expected to encourage teachers to improve their teaching because they know what hinder the students in speaking. After that, it was expected that the students will aware of their ability and do better in their speaking later in the future.

H. Definition of the Key Terms

The following key terms were given in order to equate the understanding of the terms used in this research.

1. Speaking : the action of conveying message verbally
2. Spoken exposition text : an exposition text conveyed verbally
3. Difficulty : a thing that is hard to understand and is indicated by mistake
4. Grammatical Difficulty : the mistakes about grammar