THE STUDENTS’ MASTERY OF ENGLISH SENTENCE STRUCTURE OF THE SECOND YEAR STUDENTS OF MTs GUPPI AMBAL IN THE ACADEMIC YEAR

2012 / 2013

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Abstract

The objective of the study is the ultimate instructional objective of English teaching is the mastery of four language skills: listening, speaking, reading,and writing. The role of grammar have been diterminer as just one of the language componens, besede vocabularya and spelling or pronunciation, to support yhe matery of the four language skills.the teaching of grammar as a sparate teachingactivity will not only conducted if it is necessary to support the language skill.Bcause of this, as cosidered by the leaners to be the most difficult materials in learning English, the mastery of structure, including the sehtence structure,will be decreased. To know the student’s mastery of English sentence stucture as the aimof this reseach, the wiriter conducted a research about it.Based on the title “THE STUDENTS’ MASTERY OF ENGLISH SENTENCE STRUCTURE OF THE SECOND YEAR STUDENTS OF MTs GUPPI AMBAL KEBUMEN IN ACADEMIC YEAR 1012 / 2013”, the writer will investigate on the masery of English sentence structure as the variable,possesed by the students of the second of MTs GUPPI Ambal as the population in the descriptive and experimental research.In collecting the data, the writer uses the observation, interview, questionaire, document, and test method. To coplete the data he use three research insrument, namely: questionsire, test , and document. For the questionaire the writer give 25 question to be answered by the students. And for the test, he divides it into two kinds of test: multiple choise of 15 items, and essay test which consist of 5 items of wofd arrangement.After analizing the data, the writer knows that average scores achieve by the students is less than 6,0 . the average is 3,2. So he concludes that the mastery of English sentence structure **of** the second year of MTs GUPPI Ambal Kebumen is not good enough or unsatisfactory.

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1. **Background**

English is the first foreign language that is taught in Indonesia from Elemetary School till University. In the Kurikulum Tingkat Satuan Pendidikan, the ultimate instructional objective of English teaching has been clearly stated, that is still the mastery of the four language skills: Listening, Speking, Reading, and Writing. It is stated explisitly in each level of the school years, in Junior High School. Every Teacher should serve as amodel of a good writer, a good reader, a good listener as well as a good speaker. However, the role of structure has been determined as one the language component, beside vocabulary and spelling or prounounciation. To support the mastery of the language skills, the teaching of structure as a teaching activity should be conducted separately, as it will support the mastery of language skills. Learning a foreign language such as English is complex process, as state by Badawi [ 1969 : 42 – 43 ] tha the success of learning of language depended on main factors, they are internal factor and external factor. The English teacher, as one of the external factor, is expected to help his students in solving their problem, because he is one of the most important factors which can influence the success of the teaching.

1. **Research Metthod**

To conduct this study, the researcher used qualitatively which means that the data were analyzed qualitatively. This method is usually used to make a description of the fact. The researcher decide to use the descriptive-qualitative approach to the study. In this approach, the researcher uses naturalstic enquiry method; seeing what happens. The data of the study are collected in in the form of recorded of teaching in the classroom and the observer’s field notes. In collecting the data for this research, the researcher uses observation. Observation was conducted at class VIII A in English sentence structure of MTs GUPPI Ambal, Kebumen on Saturday, 16th March 2013 and Saturday, 27th March 2013 at 07.00 a.m – 08.20 a.m. The teacher’s name is Mr. Siyo, A.Md. There were 40 students. The data collection acctivity is counducted through several steps. Steps of this research procedure are as follows; first, recording and observing all of the classroom activities. Second, making a trancript of recording. Third, they areentered into matrix and they are analyzed.

1. **Research Finding and Discussion**

The finding of the teacing sentence structure of the second yaer of MTs GUPPI Ambal Kebumen

|  |  |  |  |
| --- | --- | --- | --- |
| NO | Activities | Yes | No |
| 1 | Prepare the material systematicaly | X |  |
| 2 | Give motivating strategy | X |  |
| 3 | Tell the aim of the study | X |  |
| 4 | Give explanation and examples | X |  |
| 5 | Give the students opportunity to be active | X |  |
| 6 | Ask question to the students | X |  |
| 7 | Give the students opportunity to answer question | X |  |
| 8 | Give the students opportunity to give opinion | X |  |
| 9 | Give the students opportunity to ask question | X |  |
| 10 | Ask the students to work in group | X |  |
| 11 | Eplain how to work in group | X |  |
| 12 | Give exercises | X |  |
| 13 | Give evaluation during the learning time | X |  |
| 14 | Give follow up |  | X |
| 15 | Giving praises |  | X |
| 16 | Giving direction |  | X |
| 17 | Uses students idea |  | X |
| 18 | Teach on time |  | X |

Based on the table above the teacher is a good teacher. He has been done to the activiyies of the number 1 to number 13 or 72,22 %. But he did not do the activities of number 14 – 18 or 27,77 %. So the teacher should giving praises, uses students idea and giving directions.

1. **Conclusion and Sugestion**

Based on the research finding which has been discussed in the previous chapter, theb result observation show that the teacher should giving praises to the students, uses students idea, and giving direction to the studants. The difficulties which are encountered by the students in the mastery of English sentence structure are that there are many gramatical roles. So the mastery of English sentence stucture of second year of MTs GUPPI Ambalis not good.

To the headmaster of MTs GUPPI Ambal, he should give attention not only to the English teacher of the second year. The English teacher should always given motivationto his students in order that they learn English more dilligently and regularly. And the students should to love the English lesson as same asother lessonor may be better thah other.

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