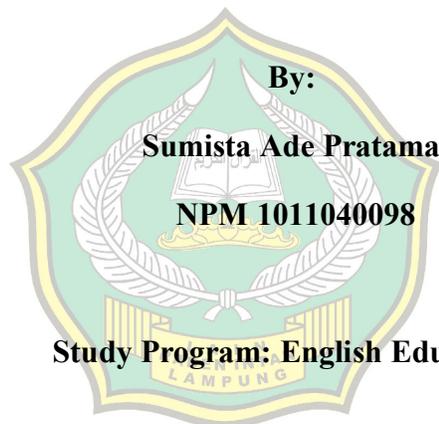


**THE STUDENTS' ABILITY IN MAKING SIMPLE SENTENCES
BY USING PREFERENCES AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMP MUHAMMADIYAH PRINGSEWU
IN 2016/2017 ACADEMIC YEAR**

(A Thesis)

**Submitted as a Particular Fulfillment of
The Requierments for S1-Degree**



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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG 2017**

ABSTRACT

THE STUDENTS' ABILITY IN MAKING SIMPLE SENTENCES BY USING PREFERENCES AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP MUHAMMADIYAH PRINGSEWU IN 2016/2017 ACADEMIC YEAR

By:

Sumista Ade Pratama

Learning English grammar is very important because structure of grammar is the support system in communication to communicate better. So, it is one of components that must be mastered by students to understand English easier. This thesis is about students' ability of preferences subject. The main objective of the research is to know the students' ability in making simple sentences by using preferences. The subject of the research is the students of the eighth grade at the first semester of SMP Muhammadiyah Pringsewu in 2016/2017 academic year.

The type of this research is descriptive quantitative research. 34 students were taken as the sample of this research. The data of the research was gotten by test. The researcher analyzed the data by giving scores of student's tests and also computed the frequency student's score and the frequency's percentages of students' classification. After the researcher analyzed the data so that we know the students' ability in making simple sentences by using preferences at the first semester of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year.

From the analysis, the result showed that there was 1 student or 2.94% was categorized into excellent, 4 students or 11.76% were categorized into good, 4 students or 11.76% were categorized into fair, 11 students or 32.35% were categorized into low, and then 14 students or 41.18% were categorized into failed. The conclusion is that the students' ability of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year in making simple sentences by using preferences at the first semester was categorized into Low, by seeing the average score was 48. The contribution of this research is that it can be a reference both for teachers and students in teaching and learning English. As we know that in teaching English we need many examples and more practices in order to understand English quickly.

Key Words: *descriptive quantitative research, simple sentences, students' ability, preferences.*



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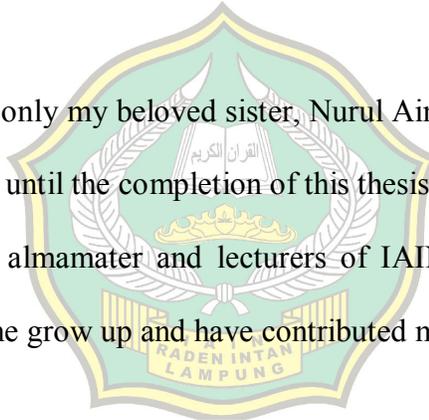
I hereby certify that this thesis entitled “The Students’ Ability in Making Simple Sentences by Using Preferences at the First Semester of the Eighth Grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year” is definitely my own work. I am fully aware that I have some statements references and theories from various sources and those are properly acknowledged in this thesis.



DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing for me, and from the deepest of my heart and great love, this thesis is dedicate to:

1. My beloved parents Mr. Muhajir and Mrs. Nining Sugiarti who always pray and give me support and spirit as well as wish for my success, I love you forever.
2. The one and only my beloved sister, Nurul Aini who always gives me support and cheer up until the completion of this thesis.
3. My beloved almamater and lecturers of IAIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The researcher's name is Sumista Ade Pratama. He was born on January 06th, 1992 in Bengkulu. He is the first child of Mr. Muhajir and Mrs. Nining Sugiarti. He has one sister whose name Nurul Aini.

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During the researcher's study in IAIN Raden Intan Lampung, he followed an organization. It was UKM MAHARIPAL when he was in the first semester until fifth semester, and he was delegated to follow a wall climbing competition (UWCC) National level at UNAS (Universitas Nasional) Jakarta at the second semester.

ACKNOWLEDGEMENT

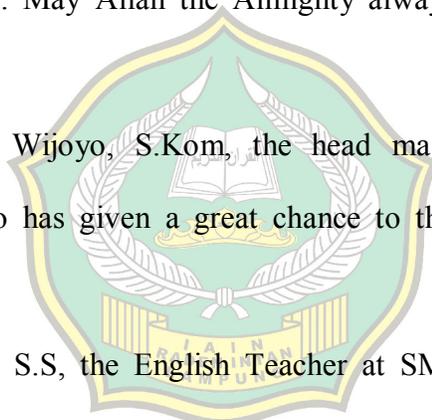
All praise be to Allah the Almighty, the Lord of the World, who has blessed and given the researcher abundant mercies, help and guide so that he could complete this thesis. Then, peace and salutation may be upon to the great messenger prophet Muhammad Peace be upon Him, who has brought us from the darkness to the lightness.

This thesis entitled “The Students’ Ability in Making Simple Sentences by Using Preferences at the First Semester of the Eighth Grade of SMP Muhammadiyah Pringsewu in 2016/2017 Academic Year” is presented to the English Education Study Program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then in this occasion, the researcher would like to express his gratitude and thanks to the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty IAIN Raden Intan Lampung with all the staff, who helped the researcher along her study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Department Study Program of IAIN Raden Intan Lampung who has granted the permission to the researcher in doing this research.

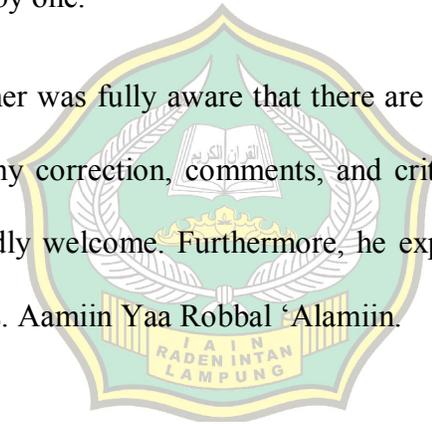
3. Bambang Irfani, M.Pd, the advisor who has always patiently to spent countless time for guiding and correcting this research for its betterment.
4. M. Sayid Wijaya, M.Pd, the co-advisor who has always patiently guided, helped and countless time that has been given to the researcher to finish this thesis.
5. The lecturers of IAIN Raden Intan Lampung especially in English Department. Thanks for knowledge and guidance which had been thaugt to the researcher along his study. May Allah the Almighty always give mercy and blessing to them.
6. Anton Hendro Wijoyo, S.Kom, the head master of SMP Muhammadiyah Pringsewu, who has given a great chance to the researcher to carry out this research.
7. Hudi Marjunet, S.S, the English Teacher at SMP Muhammadiyah Pringsewu who has given the guidance and spirit in conducting this research.
8. All of the students, especially for class VIII 3 and class VIII 2 of SMP Muhammadiyah Pringsewu who helped the researcher conducting this research.
9. His beloved best friends: Muhammad Fathoni, S.Pd, Doni Ari Setiawan, Ahya Nuzul, Uswatun Khoiriyah, M.Pd, Ranti Alfiani, Desi Eka, Abdi Widyantama Nurifah Arifin, M.Pd, Masriyah, Yulianti, Puput Megawati, S.E, and others who always give support, suggestion and some facilities to the researcher in arranging this thesis.
10. His beloved family: Muhammad Muhdird, M.Pd, Siti Astinah, S.Pd, Syofiatul Hasanah, Wahid Asdianto, Karti, S.Pd, Ismono, Bambang Sri Anggoro, M.Pd,



Luthfiati Ningrum, A.Md, Khotmul Istiqomah, S.Pd.I, Latiful Wahid, M.Pd, Komarul Latif, S.Kom, and Muryaningsing, S.Pd, who has given support and suggestion to the researcher in writing this thesis.

11. All of the coolest friends of PBI A, B, C and D in English Department Study Program of IAIN Raden Intan Lampung 2010.
12. All of the people who helped the researcher to finish the study that cannot mentioned one by one.

Finally, the researcher was fully aware that there are still a lot of weaknesses in this thesis. Therefore, any correction, comments, and criticism for this final project are always open-heartedly welcome. Furthermore, he expected that the thesis might be useful for all readers. Aamiin Yaa Robbal 'Alamiin.



Bandar Lampung, June 2017
The Researcher,

Sumista Ade Pratama
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CHAPTER I INTRODUCTION

A. Background of the Problem

The people will usually use a language to communicate with others. Language has a big role for every individual in making a good relationship with other people. Through language people can express their opinions, ideas, and feelings to teach other. So they can interact with others easily. As Brown states that language is a system or arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.¹ It means that people express their ideas by language, without capability of mastering a language, it is almost impossible to communicate with others. Besides Setiyadi states that language is a system for the expression of meaning and language is a set of grammatical rules and language consists of language chunk.² It is difficult to do all activities without language. In this case, language is important thing of human life since it helps someone to do relationships between ideas.

There are so many language in the world based on the country such as Indonesian, English, France, Russian, Japanese, Indian, Korean, Arabic, Chinese, and many more.

Some people use it to communicate by their own country. But, in global

¹H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman 2005), p. 5.

²Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.12.

communication such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research the people usually use English to communicate. It because English is as international language.

English is probably the most famous language in the world. English is widely used in many countries around the world and has been considered as an international language for years. Siahaan states that the world globalization gives the English language a very important function for human's life. It means that English is important learnt by everyone. In addition, Siahaan states that English is accepted as an international language of technology and commerce.³ As the international language, automatically, English is learned by most of people in all country over the world. So, learning English is necessary and needed by everyone both to local and national people because in fact it proofing that a foreign language in a national context is a new innovation to the new quality. Therefore, English is an important language that must be mastered by the people who want to communicate with another people from different countries.

In Indonesia, English is considered as one important foreign language that should be acquired by Indonesian for many reasons, such as for education and economic development.⁴ Meanwhile, some schools in Indonesia use English as the main language in teaching learning activity. In Indonesia, English is not used by the people as a tool of communication but it is learned and taught to the students at school as a

³*Ibid.*, p.56.

⁴Lusi Nurhayati, Nuri Supriyati and Anita Triastuti, *TEFL Methodology (Teaching English as Foreign Language Methodology)*, (Yogyakarta: Universitas Yogyakarta: 2008), p. 3.

subject. It is taught as a compulsory subject to the students from junior high school to university.

Although English has been taught to students, they still find difficulties in mastering the language skills, i.e. listening, speaking, reading, and writing, and the language components, such as pronunciation, vocabulary, and grammar. Harmer states that the skill in English divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.⁵ However, not only four skills that should be mastered by someone in learning English but also another elements that support language such as grammar, pronunciation and vocabulary.⁶ Those skills and components of language are related to each other. As an example, when someone wants to convey his thought or his feeling by writing, he has to pay attention to not only the vocabulary and spelling, but also the grammar. It because grammar is a rule in arranging the words into understandable sentence. So, we should also pay attention to grammar in writing a sentence, in order the sentence will be easy to understand.

Furthermore, Alexander states that grammar is the support system of communication and we learn it to communicate better. Grammar explains the *why* and *how* of language. We learn it because we just cannot do without it.⁷ It means that to be able

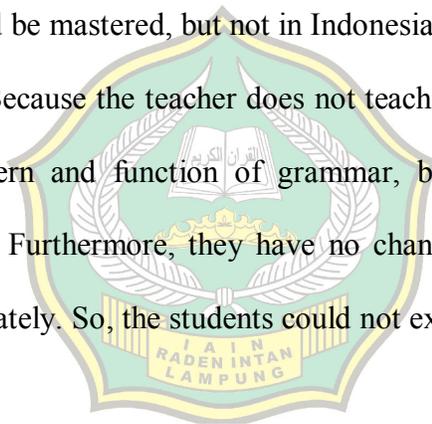
⁵Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 265.

⁶*Ibid.*, p. 60-61.

⁷L.G Alexander. *Longman English Grammar for ESL Learners*. (New York: The Mac Graw-Hill Companies, Inc. 2005).

to write and speak English, the students should have structure grammar ability because they would make errors in their speaking or writing if they are lack of structure or grammar ability.

English Grammar is complex, making it difficult to remember, master and use logically. Because the grammatical rules of Indonesian language are different from English. The students should realize that English has the rule, structure, and complex grammar that should be mastered, but not in Indonesia. It is the common problem that faced by students. Because the teacher does not teach grammar as an integrated unit, they learn the pattern and function of grammar, but they are not able to make sentences correctly. Furthermore, they have no chance to practice, the grammar is usually taught separately. So, the students could not express their ideas and opinion in sentences.



Learning English grammar is very important to understand English easier. Brown states that grammar is as a system of rules and governing in conventional arrangement relationship of words in a sentence.⁸ It means that grammar was very difficult to be learned by the students.

It is clear that grammar is one of components that must be mastered by the students to learn English. It makes students know how to produce good sentences and to express ideas and feelings. Without grammar, the meaning nuances can lose or cannot be

⁸H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Prentice Hall, 2001), p. 362.

submitted. It will be difficult for the students to construct a sentence and create a text. It means that there are several things in English that should be taught to the students especially English grammar.

Based on the explanation above and the fact that the students' problem by interviewing to the English teacher in SMP Muhammadiyah Pringsewu. Mr. Hudi Marjunet, S.S onpreliminary research in August 3rd 2015, most of the students weak in English. It can be seen in students' English score at the eighth grade of SMP Muhammadiyah Pringsewu. Most of the students in VIII grade are under KKM (70). (see appendix 4 table 4)

Similarly, when the researcher asked to the English teacher about the students' capability in mastering English in structure that consist of preferences, hesaid that many students still get confused in making simple sentence. They are still really confused when they are asked to make a simple sentence. So, some of them make errors in making simple sentences using preferences. This is caused by having very little knowledge of grammar, particularly preferences, although the lesson about preferences has been taught to the students.

In addition, the researcher also did the test to the students when conducting the preliminary research. The researcher asked the students to make and translating simple sentences using appropriate preferences. In this case, there were students who still confused to pair the word in preferences. For example, **“I like English language**

to mathematics". It should be "**I Like English better than Mathematics**". He still makes error in pairing word "**Like-better than**". He paired "**Like**" with "**to**". The word "**Like**" should be paired with "**better than**".

Furthermore, there were students who still confused in pairing the word "**would rather-than**". For example, he wrote "**I would father better than mother**". This sentence is absolutely wrong, because the word "**would**" should be followed by "**would-prefer or would-rather**". Then, the word "**would rather**" should be followed by "**than**". And then, the word "**would rather**" should be used for verbal sentence. So, the correct sentence should be "**I would rather love father than mother**". And many more students who still make error sentences.

Considering those phenomena above, it would be interesting to investigate the students' ability in making simple sentences using preferences. Therefore, the researcher proposes a research entitled: "The Students' ability in making simple sentences by using preferences at the first semester of the eighth grade of SMP Muhammadiyah Pringsewu".

B. Identification of the Problem

Based on the background of the problem above the researcher identified the problem as follows:

1. The students had difficulties in making simple sentences by using preferences.

2. The students were still errors in making simple sentences and were still confuse to understand the use of preferences.

C. Limitation of the Problem

This research was concerned with the students' ability in making simple sentences by using preferences. The discussion focuses on the students' ways in making simple sentence by using preferences in aspects "like-better than, prefer-to, would rather-than, would prefer-rather than".

D. Formulation of the Problem

Based on the focus of the research above, the problem that is investigated in this study is: How is the level of students' ability in making simple sentences by using preferences?

E. Objective of the Research

Based on the research problem, the objective of this research was to know the students' ability in making simple sentences by using preferences.

F. ses of the Research

This study had some uses either for theoretical or for practical contributions

1. Theoretical Contributions
 - a. The result of this study was expected to enlarge the scope knowledge of preferences.

b. It was expected to be one of references for other researchers who will conduct the same object with different perspectives.

2. Practical Contributions

a. The researcher

The researcher would be expected to get some experiences, to share some ideas and to increase some knowledge in making sentences using appropriate preferences.

The researcher also knows the students' ability and difficulties in making a simple sentence using preferences.

b. The teacher

The researcher gave information to the English teachers about how to solve the students' problem in making simple sentences especially by using preferences.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of the research

The subject of this research was the students of the Eighth grade at first semester of SMP Muhammadiyah Pringsewu in 2016/2017 academic year.

2. Object of the Research

The object of this research was the students' ability in making simple sentences by using preferences.

3. Place of the Research

The research has been conducted at SMP Muhammadiyah Pringsewu.

4. Time of the research

The research has been conducted in the first semester of the eighth grade in 2016/2017 academic year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Grammar

Grammar is fundamentally about how words are combined to form sentences. It can be said that a sentence comes from combination of some words, but those combinations cannot always be called as a sentence. Since a sentence which does not follow the rule is considered as ungrammatical and vice versa. To construct a correct sentence, the word should be placed properly by following the rule of English grammar and syntax, so the sentence will be grammatically accepted.

According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.⁹ It means that grammar a system of production rules used to parse and generate the meaning, pronunciation, morphology, and syntax of a sentence.

Later, talking about grammar we know that there is a relationship between grammar and structure. Grammar will always be closely linked to the structure. Structure has also same role as grammar in writing especially in making sentences. However, they have some differences function in writing. Structure is a very general concept that can

⁹Scott Thornbury, *How To Teach Grammar*, (Edinburg Gate: Pearson Education Limited, 1999), p.1.

be applied to any complex thing. However, it is fundamental to the study of syntax.¹⁰ Syntax is the name given to the study of form, positioning, and grouping of the elements that go to make up sentence. In other words, it is about the structure of sentences.¹¹ The fact that the words are not immediate constituents of the sentence, but belong to other words to form groups which their own specifiable position in the structure of the sentence largely determines the arrangement of words in a sentence.

Besides, sentence means as group of words which have meaning and rule in structure. The concept of structure is essential in distinguishing between the string of words which are well-formed expression in the language and those which are not. So, the meaning of sentence is also carried out by the form of arrangement of the words.¹² In other words, the function of structure is very important to form a good sentence.

In addition, Putri writes that there is the difference between grammar and structure. She said that grammar is something that works to manage the appropriate words that is used (election words). Whereas, structure is something that works to manage about formating and composing the words.¹³ It means that there is a continuous difference between grammar and structure.

¹⁰Noel Burton-Roberts, *Analysis sentences (an introduction to english syntax)*, (New York: Longman University Press, 1997), p. 3.

¹¹*Ibid.*,p. 3.

¹²*Ibid.*,p.8.

¹³Fanisa Putri, *Perbedaan Grammar, Structure, dan Tenses*, America: New York. Was available at: <http://fanisaputrii.blogspot.com/2014/06/perbedaan-grammar-dan-structure-dan.html>. was accessed on monday, 5th April 2015.

From the explanation above, it can be concluded that both structure and grammar are the important things to form a good sentence, because they determine the arrangement of words in a sentence.

B. Concept of Sentence

Chafe in Wagiman states that a sentence is basically a structure of predication. An element that must be presented in all sentences is the predicate.¹⁴ Frank defines sentences as a full predication which contains a subject plus a predicate with a finite verb.¹⁵ It means that a sentence is a structure of predication which contains a subject and predicate with a finite verb.

In addition, Devitt and Stereny in Wagiman state that human beings apply the principle of referent refers to the conceptual meaning of the words which are embodied in the sentence, while the principle of structure refers to organization or combination of the words to form a sentence by means of structural rules.¹⁶ The sentences agreement may be symbolized by such formulas as S V O (Subject + Verb + Object), N₁ V N₂ (Noun + Verb + Noun), or NP + VP (Noun Phrase + Verb Phrase).

Besides, Frank states that a sentence can be divided in two ways. The first is based on types namely; declarative sentence (statement), negative sentence, imperative

¹⁴Wagiman Adisutriso, *Semantic: An Introduction to the Basic Concepts*, (Yogyakarta: Andi Offset, 2008), p. 43.

¹⁵Marcella Frank, *Modern English: a Practical Reference Guide*, (New Jersey: Prentice-Hall, 1972), p. 220.

¹⁶*Ibid.*, p. 220.

sentence (command/request), and exclamatory sentence (exclamation). The second is based on the number of formal prediction namely; simple sentence, compound sentence, complex sentence, and compound-complex sentence.¹⁷

1. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with period in writing and a drop in pitch in speech.

Example: *The child ate his dinner*

2. Interrogative Sentences (Questions)

In an interrogative sentence the subject and auxiliary are often reversed. The sentence ends with question mark (or, interrogation point) in writing.

Example: *Did the child eat this dinner?*

3. Imperative sentences (commands, requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

Example: *Eat your dinner.*

4. Exclamatory Sentences (Exclamations)

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. In writing, the exclamatory sentence ends with an exclamation mark (or, exclamation point).

¹⁷*Ibid.*, p. 220.

Example: *What a good dinner that was!*

Furthermore, based on the number of formal prediction, there are four classes of sentence namely; simple sentence, compound sentence, complex sentence, and compound-complex sentence.¹⁸ Below some kinds of sentence:

1. Simple Sentence

Such sentences have only one full prediction in the form of independent clause.

Djuhari also states that a simple sentence in English must have at least subject and verb. For example:

- Seanu goes to Kuningan.
- The man stole the jewelry.

2. Compound Sentence

Compound sentence is a sequence of sentence that consist of two subjects and verbs that is connected by conjunction, such us: and, or, and but. Alexander states that compound sentence is two simple sentences which made to be one sentence by using a conjunction.¹⁹ Besides that, Alexander also states that we make a compound sentence when we join two or more simple sentences.²⁰ In addition, Frank also states that compound sentence is such sentences have two of more full predictions in the form of independent clause.²¹

¹⁸Marcella Frank, *Ibid.*, p. 221.

¹⁹L.G Alexander, *Longman English Grammar Practice for Intermediate Students*, (New York: Longman, 1990), p. 6.

²⁰*Ibid.*, p. 8.

²¹Marcella Frank, *Op. Cit.*, p. 222.

For example:

- My Volvo is running. My Mercy is broken. → My Volvo is running, but my Mercy is broken.
- Tom phoned. He left a message. → Tom phoned and left a message.
- The man stole the jewelry and he hid it in his home.

3. Complex Sentence

According to Frank, complex sentence is such sentence also have two or more full predictions. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clause (or, subordinate clause).²² As Chalker states that a complex sentence contains at least one matrix clause (main clause) and at least one subordinate clause.²³ Furthermore, Djuhari also states that complex sentence is a sequence of sentence that consists of an independent clause (main clause) and one or more dependent clause (sub clause).²⁴

For example:

- The man who stole the jewelry hid it in his home.
- You will understand when you do the exercise.

4. Compound-Complex Sentence

Compound complex sentence contain two or more independent clause and one or more dependent clause.

²²*Ibid.*, p. 222.

²³Sylvia Chalker, *A Student's English Grammar Workbook*, (Harlow: Longman, 1992), p. 99.

²⁴Otong Setiawan Djuharie, *Sentence Writing*, (Bandung: Yrama Widiya, 2008), p. 157.

For example:

- The man stole the jewelry and he hit in his home until he could safely get out of town.²⁵

It means that, sentence is structure of predication contains subject and verb. Related with explanation above, it can be concluded that sentence is a structure of predication which contains of subject and predicate with a finite verb. In this research, the researcher focused in the form of making simple sentences by using preferences.

C. Concept of Simple Sentence

Simple sentence is a simple sentence form. It is called simple because this sentence is only composed of one subject and one predicate only.²⁶ It is supported by Alexander that a simple sentence is a complete unit of meaning which contains a subject and a verb, followed, necessary, by other words which make up the meaning.²⁷ For example:

- *Made in Japan* is correct English but it is not a sentence because it doesn't have a subject.
- *My car was made in Japan* is a complete sentence with a subject and verb.

²⁵Marcella frank, *Op. Cit.*,p .223.

²⁶Pardiyono, *Toefl Practical Strategy for The Best Score*, (Yogyakarta: Andi Offset, 1998), p. 48.

²⁷L.G Alexander, *Op. Cit.*, p. 6.

Furthermore, Demirezen explain about a simple sentence that the simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with the subject. The subject is commonly the noun and its modifiers, but this is not always the case A simple sentence is an independent clause which must have a verb. There are five basic simple sentence structures in English; each type adds more elements one by one to the simple sentence.²⁸

1. Subject + Verb

The subject tells who or what about the verb. A verb, instead, shows action or state of being. For example:

- I swim.
- Joe swims.
- Jack walks.
- The plane crashed.
- Harry Potter is missing.



Simple sentences with subject and verb structures are very common in English sentence structure. They are made with intransitive verbs which do not require an object.

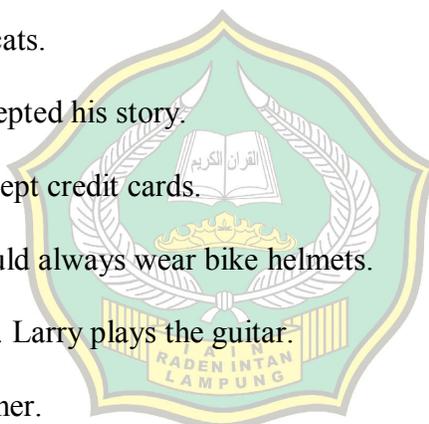
2. Subject + Verb + Object [(S+V+ (O))]

²⁸Mehmet Demirezen, *An Analysis of the Problem-Causing Structures of Simple Sentences for Turkish University Students*, (*International Journal of Humanities and Social Science*), (Turkey: Hacettepe University Department of Foreign Languages Education Turkey, 2012), Vol.2, No.3.

Some verbs have an object which is generally always a noun or pronoun. The object is the person or thing affected by the action described in the verb. An object as a single complement follows a verb immediately. When compared with the first case. It is seen that having an object in a sentence is optional.

Example:

- Joe became a doctor.
- Dogs chase cats.
- The jury accepted his story.
- We don't accept credit cards.
- Cyclists should always wear bike helmets.
- I drive a car. Larry plays the guitar.
- They ate dinner.
- Ruth composes music.



3. Subject + Verb + Complement

The complement **completes** the meaning of the subject. That why it is described as the **subject complement**. This type of clause uses a special type of verb, **linking verbs**, such as *be (am, is are) become, remain, seem, feel, look, grow, turn, appear, taste, sound, and smell*. Subject complements are generally made from the linking verbs. The following examples represent this fact:

- I am busy.
- John is a student.

- They look sick.
- Speaking skills are important.
- The coast is clear.
- Cherries are red.
- Silvia laughed merrily.
- She is clever.

4. Subject + Verb + Indirect Object + Direct Object

Many times, the indirect object is found by asking To whom? or To what? after the verb and the direct object.

Example:

- I gave her a gift.
- She teaches us English.
- He taught others the secret code.
- The teacher gave the children homework.
- Hacettepe University paid her the ultimate compliment.



D. Concept of Preferences

According to Purnomo, preferences is an expression that is used to show that someone prefer something or activities to other activities.²⁹ Moreover, Lyons states that preferences is an expression or feeling of linking or wanting one person or thing

²⁹Wahyu Purnomo, *English Grammar and Everyday Conversation*, (Surabaya: Amelia Computindo, 2005), p. 186.

more than another person or thing; something that is liked or wanted more than another thing.³⁰ There are several types of preferences that can be used are as follows:³¹

1. Prefer-to

We can use 'prefer to (doing)' or 'prefer-ing' to say what you prefer in general. Prefer is followed by Noun and Gerund (verb1+ing).

Formula: S + Prefer + Noun/Gerund + To + Noun/ Gerund

Ex: I do not like cities. I prefer to live in the country. *Or* I prefer living in the country to living in the city.

2. Would prefer (I'd prefer...)-rather than

We use 'would prefer' to say what somebody wants in particular situation (not in general). Would prefer is followed by To + verb1 and rather than + verb1.

Formula: S + would prefer + to + verb1 + rather than + verb1

Ex: 'Would you prefer tea or coffee?' 'Coffee, please.'

We say 'would prefer to do' (not doing)

Ex: 'I would prefer to stay at home tonight rather than go to the cinema.'

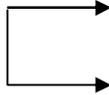
³⁰John Lyons, *Preferences; prefer, would rather, like*, (available in <http://www.dreaminglanguagecenter.com/2013/12/preferences-prefer-would-rather-like.html>), was accessed on September 23rd 2015.

³¹Raymond Murphy, *English Grammar In Use*. Second Edition, (New York: Cambridge University Press, 2000), p.116.

3. **Would rather (I'd rather...)-than**

Would rather (do) = would prefer (to do). After would rather we use the infinitive without to. Would rather is followed by verb1.

Formula: S + would rather + verb1 + than + verb

Compare: 'Shall we go by train?'  'I would prefer to go by car.'
'I would rather go by car,' (not to go)

'Would you rather have tea or coffee?'

'I would rather stay at home than go to the cinema.'³²

It expresses preference. Notice that the simple form on a verb follows both would rather and than.

Example:

- I would rather go to a movie tonight than study grammar
- I would rather study history than study biology.³³

4. **Like-better than**

It relates as noun. Subject-like-noun/gerund-better than-noun/gerund.

Examples:

- I like red apples better than green apples.
- She likes lobster better than crab.
- She likes watching TV better than listening to radio.³⁴

³²*ibid.*, p. 106.

³³ Betty Schramper Azar, *Understanding and Using English Grammar*, 2nd Edition, (New Jersey: Prentice-Hall, 1998) p. 104.

³⁴ Deny Rhomdony, *Interated Comprehensive English Grammar*, (Bekasi: Kesaint Blanc, 2006), p.186.

5. Had better

Had better to do something = it is advice to do. If I do not do it, there will be a problem or a danger. Had is normally past, but the meaning of had better is present or future, *not* past. We used “had better” only on a specific situation (not for things in general).

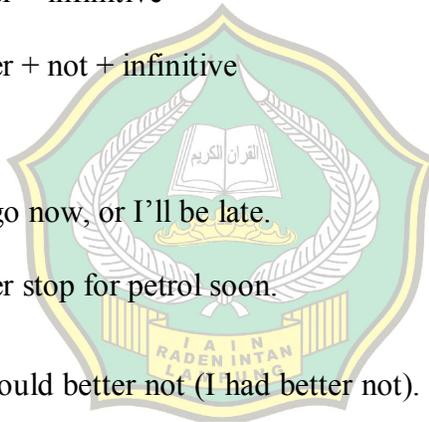
Pattern:

S + had better + infinitive

S + had better + not + infinitive

Examples:

- I had better go now, or I'll be late.
- We had better stop for petrol soon.



The negative is: I would better not (I had better not). Example: You would better not go to work today.³⁵

6. It's time

It's time you did something = you should have already done it for started it. We often use this structure to criticize or to complain. Here we use the past, but the meaning is present.

Pattern:

It's time + to infinitives.

It's time + Subject + V2.

³⁵Raymond Murphy, *English Grammar In Use*. Third Edition, (Melbourne: Cambridge University Press, 2004), p. 70.

Examples:

- It's time the children were in bed
- It's 10 o'clock and he still in bed. It's time to get up.
- It's time you went away.³⁶

7. Instead of

Instead of is using to replace : to, than, better than, and rather than.

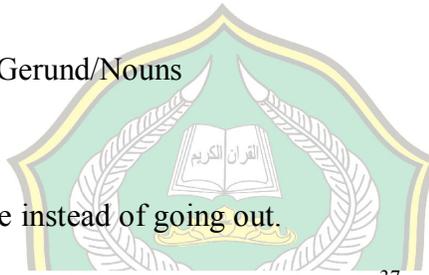
Pattern:

Instead of + Gerund/Nouns

Examples:

I prefer staying home instead of going out.

They would rather eat their lunch instead of work.³⁷



In this research the researcher focused in four aspects of preferences “like-better than, prefer-to, would rather-than, would prefer-rather than”.

E. Concept of Students' Ability

According to Hornby, ability is potential, capacity or power to do something physical or mental.³⁸ While, according to Bull, ability is skill or power.³⁹ It means that ability is power or an individual person's potential to master the skill of doing a variety of

³⁶ *Ibid.*, p. 70.

³⁷ Halimatus Sadiyah, *Preferences*, (available in <http://h5halimatussadiyah.blogspot.com/2014/01/preferences-bahasa-inggris-kelas-xi-sma.html>) was accessed on: April 27th 2015.

³⁸ AS Hornby, *Oxford Advanced Dictionary of Current English*, (London: Oxford University Press, 1987), p. 2.

³⁹ Victoria Bull, *Oxford Learner's Pocket Dictionary*, (London: Oxford University Press), 2008), p.1.

tasks in a job or an assessment of person's actions. In addition, Oksiana states that to analyze the mastery level or the ability of students by counting the score that the students got by answering the questions, which are given by the researcher.⁴⁰ In other word, students' ability can be analyzed by giving test to the students.

In order to provide authentic assessment of students' proficiency in grammar, an evaluation must reflect real-life uses of grammar in context. This means that the activity must have a purpose other than assessment and require students to demonstrate their level of grammar proficiency by completing some task.⁴¹ Besides, a formal assessment, such as a diagnostic test, or an informal assessment, such as an assignment or group project can be used to assess students' proficiency. It is way to determine the learners' level of grammar proficiency. It means that to measure the students' grammar proficiency or students' grammar level, both formal assessment and informal assessment can be used.

Based on the explanation above, it can be inferred that students' ability is the power to do something or the capacity or skill to do something that is possessed by the students. The students' ability can be analyzed by giving test and counting the score that the students got by answering the questions. In this research the researcher wants to know the students' ability in making simple sentences by using preferences.

⁴⁰Laila Oksiana, *An Analysis on the Understanding of the Usage of Correlative Conjunction*, (available in <http://library.gunadarma.ac.id>) February 24th 2014.

⁴¹Henry Joseph Morrison, *How to Measure Learners-Grammar-Proficiency*, (available in <http://www.ehow.com>), September 24th 2014.

F. Concept of Students' Ability in Making Simple Sentences by Using Preferences

Based on previous theory by Purnomo, preference is an expression that is used to show that someone prefer something or activities to other activities.⁴² On the other hand, preferences is someone's desire or feelings for something more than something else.

Ability is defined as the physical or mental power or skill needed to do something. Ability is also sometimes defined in terms of performance on a particular task or class of task.⁴³ In the same meaning, Lohman states that ability is "how well a person performs a defined task if he does his best".⁴⁴ It means that ability, in the term of task toward students, is the students' best performance in a task. Therefore, the result of the task will be informed about how the students' ability on the aspect that will be tested.

From the theory above, the researcher assumed that the students ability is the power to do something or the capacity or skill to do something that is possessed by the students. The students' ability can be analyzed by giving test and counting the score that the students got by answering the questions. In this research the researcher wants to know the students' ability in making simple sentences by using preferences.

⁴²Purnomo, *Op. Cit.*, p. 186.

⁴³*Cambridge Advance Learner's Dictionary*, (Cambridge: Cambridge University Press, 2008), p. 2.

⁴⁴David F. Lohman, *Issues in the definition and measurement of abilities*, (Lowa-The University of Iowa, Paper presented at the Second Spearman Seminar, 1997), p.8.

Related to the explanation above, it can be concluded that students' ability in making simple sentences by using preferences was the researcher focused on students' ability in making and translating the sentence using appropriate preferences. So that, the students can know a good sentence consisting preferences.

To analyze the students' ability in making simple sentences by using preferences, the researcher count the students' score first. Brown states that the answer has three possibilities, there are correct if an item the students answer appropriate with the key answer.⁴⁵

Example:

1. They would prefer **singing** rather than **dancing** (*incorrect*)
2. My mother prefers **singing** to **dancing** (*correct*)
3. She likes **sing** a song better than **play** a guitar (*incorrect*)
4. She would rather **to sing a song** than **todance** (*correct*)

"They would prefer singing rather than dancing" is incorrect because the words **would prefer** should be followed by verb. Then, *"She likes sing a song better than play a guitar"* is incorrect because the words **Like** should be followed by noun.

In this research, the researcher want to know the students' ability in making simple sentences by using preferences. The researcher would like to ask the students to make and to translate the simple sentences by using preferences. Then, the researcher analyzed and discuss the students' worksheet and discuss to the English teacher.

⁴⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), p. 228.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive quantitative research. This study, the researcher described the students' ability in making simple sentences by using preferences. As Glass and Hopkins state that descriptive research can be either quantitative or qualitative. It can involve collection of quantitative information that can be tabulated along a continuum in numerical form such as score on a test or the number of times a person chooses to use a certain feature of a multimedia program.⁴⁶ It is supported by Dornyei who states that quantitative data can be obtained in a number of ways. Furthermore he says that the most common instrument used for this purpose is the test, which has several types for example, language tests or psychological tests such as aptitude tests or personality batteries.⁴⁷

Descriptive research in this study was used to describe the students' ability of the eighth grade of SMP Muhammadiyah Pringsewu in making simple sentences by using preferences. Hence, in analyzing of the data would be number and statistic analyzing. As Furchan the selection or development of data collection instruments

⁴⁶Gene V. Glass and Kenneth D. Hopkins, *The Handbook of Research for Educational Communications and Technology*, available at: http://www.aect.org/edtech/ed1/41/41_01.html, Accessed on August 11th, 2015.

⁴⁷Zoltan Dornyei, *Research Methods In Applied Linguistic: Quantitative, Qualitative, and Mixed Methodologies*, (Oxford: Oxford University, 1998), p. 73.

in the descriptive method can be questioner, interviews, tests and a variety of other scales.⁴⁸ It is supported by Lodico, Spaulding and Voegtle who state that all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and procedures used to collect data.⁴⁹ Thus, it can be concluded that it is a descriptive quantitative research because in this research, the data which were gathered from the students are a written test as the data to measure students' ability.

B. Research Subject

Setiyadi states that all individual which can be the target in research are called population.⁵⁰ It is supported by Arikunto who states the population is all subject of the research.⁵¹ In this research the researcher took the whole students of the first semester of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year. There are 107 students divided into three classes for the eighth grade (see in appendix 5).

In this research the researcher used purposive sampling technique to choose the participants. As Cresswell says that purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central

⁴⁸Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Surabaya: Usaha Nasional, 1982),p. 437.

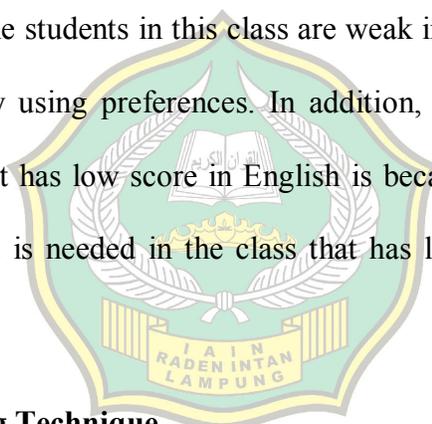
⁴⁹Marguerite G. Lodico, Dien T. Spaulding and Katherine H.Voegtle, *Methods in Educational Research: From Theory to Practice*, (New York: Jossey Bass, 1987), p. 12.

⁵⁰*Ibid.*,p.36.

⁵¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Pragmatik*, (Jakarta: Rineka Cipta, 2006), p.130.

phenomenon.⁵² Furthermore, Arikunto says purposive sampling technique is sampling technique which is done because some cause. Such as the researcher has particular purpose towards the sample and very limited time and funding.⁵³

Based on the data that the researcher get, class VIII3 has low score than another class in English subject. It can be seen that most of students' score in class VIII3 are under the KKM (see in appendix 3). So, the researcher chose class VIII3 as the sample of the research since the students in this class are weak in English, especially in making simple sentences by using preferences. In addition, the reason why the researcher choose the class that has low score in English is because the researcher found more the information that is needed in the class that has low score than another class in English subject.



C. Data Collecting Technique

Collecting data are important thing in the research, because the main purpose of this research is to collect the data. For conducting the research, the researcher used test. Arikunto states that test is series of questions or exercises and other tools used to measure skill, knowledge, ability or talent possessed by individual or group.⁵⁴

⁵²Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson Education, 4th Ed., 2012), p. 206.

⁵³*Ibid.*, p.139-140.

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian: Edisi Revisi, Cet 14*, (Jakarta:Renika Cipta, 2010), p. 193.

So in this research, test was conducted to get the data. The researcher asked the students of SMP Muhammadiyah Pringsewu to do the task. The time available was approximately 90 minutes. And after the data completely elicited, the researcher analyzed and then classify the students' score based on the criteria and calculate their percentage. Test is a form of assignment or a question that should be done by students. The result from students' sentences by using preferences is considered as information that reflects their ability.

To collect data from the test, the researcher asked the students to make and translate some sentences by using preferences.

D. Research Instrument

According to Creswell, an instrument is a tool for measuring, observing, or documenting data. It contents specific question and response possibilities that you establish or develop in advance of the study.⁵⁵ While Arikunto says that instrument is a tool or facility that is used by researcher to collect the data in order to get better results.⁵⁶ It would be accurate, complete and systematic, so it would be easy to research. It means that research instrument is one of important things which keep the quality of the research result, so it would get a good result.

⁵⁵John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson Education, 4th Ed., 2012), p. 14.

⁵⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2012), p. 211.

There are two kinds of instruments: test and non-test instrument.⁵⁷ The researcher used test method. It is an assignment to measure the students' ability in making simple sentences by using preferences. Brown states that a test in simple terms is a method of measuring a person's ability, knowledge, or performance in given domain.⁵⁸ It means that test is one of important things which keep the quality of the research result. So, if the test is good, it will get a good result.

The test is about making and translating some simple sentences by using preferences. There are 24 items of instrument that were given to the students, 12 items in the form of making simple sentences and 12 items in the form of translating sentences (see in appendix 9). The researcher gave the instruction to the students. The students must make and translate some sentences by using preferences. This test was aimed to identify students' ability in using appropriate preferences.

The reasons why the researcher used writing test by their own because through this test, they put their knowledge of structures there in the sentences. The instruction steps in doing the test is as follows: After the students write their name in paper then the students answered the questions by their own using appropriate preferences. Finally, they must finish it in 90 minutes.

Because this test of making simple sentences by using preferences is for feedback of what the students had learnt, in which were conducted in this research. It means that

⁵⁷*Ibid.*, p. 211.

⁵⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Pearson Education Longman, 2004), p. 3.

the researcher was not need to measure items difficulty. Item distribution and destructor analysis to the test items in which usually needs to be measured. The reason is because this test is a kind of criterion-referenced test (a test to give test takers feedback, usually in the form grades, involving the students in class connected to a curriculum).⁵⁹

E. Try Out

Try out was conducted to identify how accurate and effective the tests before they are used to collect the data of the research and to identify whether the test can be administered or not. The administrating of try out used to know the validity of test and readability of the test.

In this research, the researcher used written test by making simple sentences using appropriate preferences. It consisted 12 items in the form of making simple sentences and 12 items in the form of translating sentences. The researcher gave the test to 31 students in VIII 1 which is as the participant students. Then, the researcher evaluated the test items to get good items that were tested in the test. This test was intended to know the validity and readability of the instrument.

⁵⁹Jack R. Fraenkel and Norman E. Wallen. *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2008), Second Edition, P. 58.

F. Validity of the Instrument

Validity is the most important consideration in developing and evaluating measuring instrument.⁶⁰ According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity⁶¹. While Setiyadi says that generally validity is a measurement to show how far the measurement measures something that must be measured.⁶² To measure whether the test has good validity or not, the researcher used content validity, construct validity and items validity. (see appendix8 and 9)

1. Content Validity

Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Best and Khan state that content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgements of subject matter specialists.⁶³ Furthermore, Nasution states that content validity is the content or material tested or tested with the relevant skills, knowledge, lessons, or background experience of a person being tested.⁶⁴ It

⁶⁰Donald Ary, Lucy Cheser, and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 8th Edition, 2010), p. 225.

⁶¹Suharmi Arikunto, *Op. Cit.*, p.211.

⁶²Ag. Bambang Setiyadi, *Op. Cit.*, p.22.

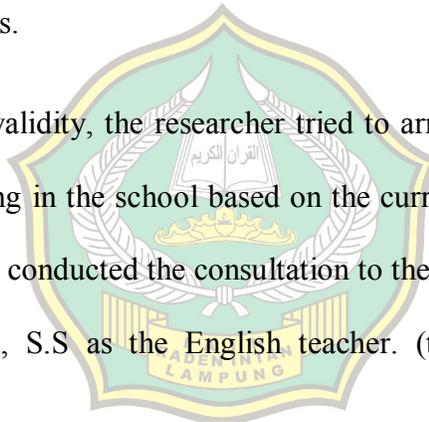
⁶³John W. Best and James V Kahn, *Research in Education*, 7th Edition, (New Delhi: Prentice Hall, 1995), p. 219.

⁶⁴S. Nasution, *Metode Penelitian (Penelitian Ilmiah)*, (Bandung: Remaja Rosdakarya, 1992), p. 248.

means that to get the content validity, the test adapted with the students' book, that is the test is suitable with the material that teach to the students.

In this research, the researcher used content validity that includes indicators of questions an analysis whether the measure has been represent the materials totality. To get the content validity the test was adapted to Mr. Hudi Marjunet, S.S as the `English `teacher and the students' book that is suited with the material that has taught to the students.

To get the content validity, the researcher tried to arrange the material based on the objectives of teaching in the school based on the curriculum for Junior High School. Then, the researcher conducted the consultation to the expert where in this research is Mr. Hudi Marjunet, S.S as the English teacher. (the syllabus could be seen in appendix 23)



Based on the analysis of the English teacher of SMP Muhammadiyah Pringsewu, the instrument of written test of preferences was valid and appropriate with the material of the students.

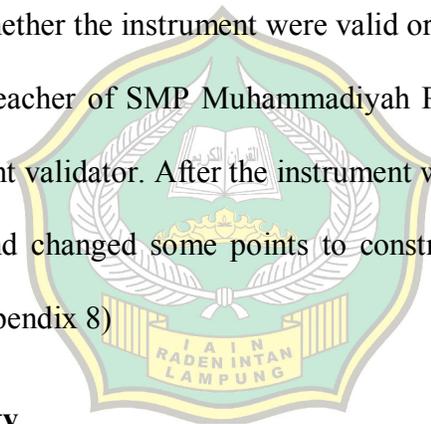
2. Construct Validity

Construct validity refers to assumption; it shows the measurement used contains correct operational definition, which is based on the theoretical concept. Construct validity focused on the kind of the test that is used to measure the ability.⁶⁵ Construct

⁶⁵*Ibid.*, p. 249.

validity is needed to measuring instrument that have some indicators to measure one aspect or construct.⁶⁶ It means that construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measured and examined.

Therefore, construct validity was focused on the kind of test that was used to measure the ability. In this session, the researcher consulted the instrument to the competent teacher to decide whether the instrument were valid or not. In this case, the researcher chose the English teacher of SMP Muhammadiyah Pringsewu, Mr. Hudi Marjunet, S.S, as the instrument validator. After the instrument were checked by the teacher, the researcher added and changed some points to construct simple sentences by using preferences. (see appendix 8)



3. Items Validity

Items validity is used to measure whether the items of the test are valid or not. In this research, the researcher used correlation product moment technique to calculate r -value which is used to measure the items validity. Thus, the researcher calculated the items validity by using excel. Where the criteria are; the items of an instrument could be called valid if the r -value are higher than r -table.⁶⁷

⁶⁶John W. Best and James V Kahn, *Op. Cit.*, p. 25.

⁶⁷Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 356.

In this case, the number of subject were 31 students, which the value of significant degree of 5% is 0,355. (the R table of significant degree can be seen in the table 9 page 78)

Based on the analyzing by doing try out to some participants at the eighth grade of SMP Muhammadiyah Pringsewu, and the result of the consultation to the English teacher, all items of r_{value} are higher than r_{table} . It means that all of the items of instrument was called valid. (see appendix 9 table 8)

G. Reliability of the Test

According to Arikunto, reliability shows that an instrument that can be believed enough to be used as a tool of data collecting when the instrument has been good.⁶⁸ It means that if the data are true based on the fact the result should be the same. To get the reliability of the test, the researcher used inter-rater reliability. It was conducted by two raters who examine the students' ability in making simple sentences test by using preferences with the intention of knowing the reliability of the test. The statistical formula for counting the reliability is as follows:⁶⁹

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

Notes:

ρ = Reliability

d = The difference of rank correlation

6 and 1 = Coefficients numeral

N = Number of Subject.

⁶⁸Suharsimi Arikunto, *Op. Cit.*, p. 221.

⁶⁹Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2013), p. 269.

Furthermore, the criteria of reliability used to know the degree or the level of the reliability of students' ability in making simple sentences by using preferences test as follows:

1. a very low reliability ranges from 0.00 to 0.19
2. a low reliability ranges from 0.20 to 0.39
3. an average reliability ranges from 0.40 to 0.59
4. a high reliability ranges from 0.60 to 0.79
5. a very high reliability ranges from 0.80 to 1.00.⁷⁰

Furthermore, the result of the test used variant formula because the data were assessed by two raters and then analyzed based on the Tribble's writing assessment from analytical scoring system in which the score was ranked. From the data gained, the reliability of written test was 0,99938. Then this result was to be consulted the category of reliability test. Based on the category, the reliability test of written test was very high reliability since it was in the range of 0.80 – 1.00 (see Appendix 10 table 10).

H. Readability of the Instrument

Readability of instrument is indicators that measure how easy a document to read and to understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an

⁷⁰Sugiyono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Press, 1st Ed., 2009), p.235.

evaluation document should be easily understandable.⁷¹ To know the readability of instrument, the researcher followed Koumae's research.

Participants was asked to evaluate instructions and the understandability of each on scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an item that is difficult to read. The questions will be tested individually. The participant may not have difficulty understanding because they will take the context of the writing into consideration. After that the researcher measured the mean of each item. Based on finding of Koumae's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quiet readable and understandable by readers or test takers.⁷² It means that the instrument can be called understandable if the mean of all items of the instrument is under 4.46.

The questions was tested individually. The questionnaire for readability was attached and the result of readability test was 1.62. Based on the category, the readability test of writing ability test was easy to read (see Appendix 12 table 11).

⁷¹Julian B. Koumae, *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literature Participant*, Journal of Multi Disciplinary Evaluation Vol. 6 No. 14, (Western Michigan, August 2010), p. 133.

⁷²*Ibid.*, p. 134.

I. Research Procedure

The researcher did the research by following procedures:

1. Determining the subject of the research

The researcher chose the students of the first semester of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year as the subject of the research.

2. Doing the test

The researcher came to the school and gave the test to the students of the first semester of the eighth grade.

3. Collecting the students' work.

The researcher collected through giving the test to students, the correct answer was scored 1 (one) or 2 (two) based on the scoring scale for controlled writing and the wrong answer was scored 0, and then the highest score was 100.

4. Analyzing and classifying the data

The researcher tried to analyze and classify the students' ability in making simple sentences by using preferences.

5. Making the report findings

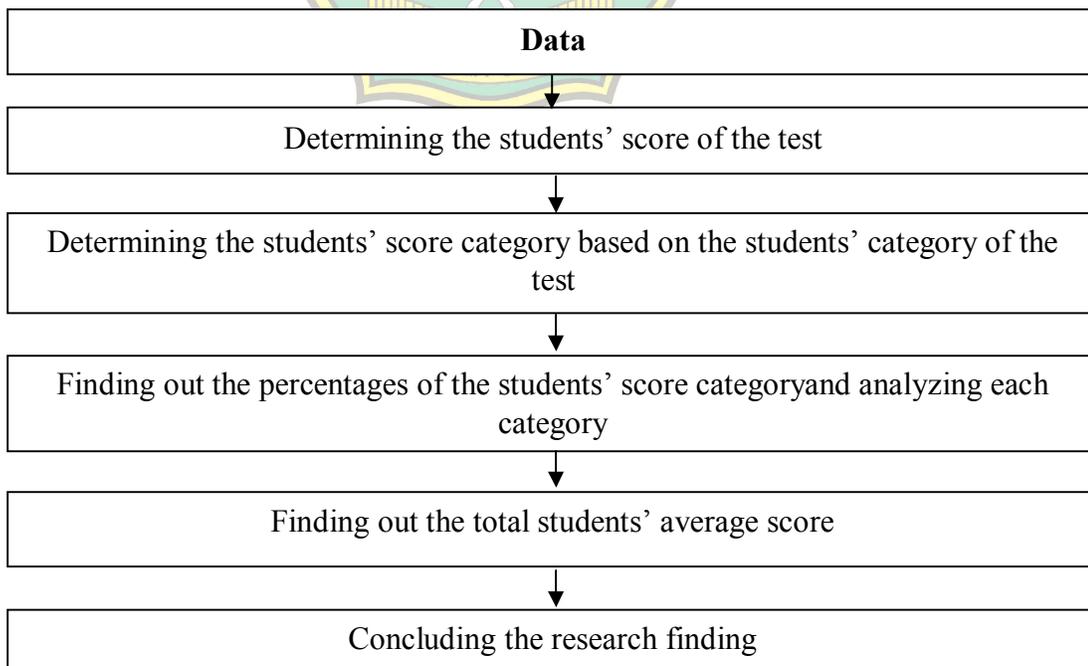
After analyze the raw data gathered, the researcher made the report of the researcher's findings.

J. Data Analysis

After collecting the data, the researcher analyzed the data. Bogdan defines that the data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other material that you accumulate to increase your own understanding of them to enable you to put present what you have discovered to others.⁷³

The data analysis in this research was data from the test of students' ability of the eighth grade of SMP Muhammadiyah Pringsewu in making simple sentences by using preferences.

Here are the steps of analyzing data as the figure:



⁷³Sugiyono, *Memahami Penelitian Kualitatif*. (Bandung: Alfabeta, 2012), p. 88.

The explanation of the figure above is as follows:⁷⁴

1. After collecting the data, the researcher determined the students' score in making simple sentences by using preferences. Then the researcher corrected the students' work. To make the validity of the data analysis, the researcher joined to the English teacher as a second rater to count the data. Then, the researcher found out the average of the score based on the two raters.

Furthermore, Purwanto states that objective test form or essay form apply the different scoring system, moreover he says that in objective test the validity is absolute.⁷⁵ According to Brown, the answer has three possibilities, there are correct if an item the students answer appropriate with the key answer. Hence the validity is certainly so the students get score 2 (two) if the grammatically and the lexically correct; 1 (one) if either grammar or vocabulary is in correct, but not both; and 0 (zero) for both grammar and vocabulary are incorrect. The following is the scoring scale for controlled writing:⁷⁶

I	Score 2 : Grammatically and lexically correct
	Score 1 : Either grammar or vocabulary is incorrect, but not both
	Score 0 : Both grammatically and vocabulary is incorrect.

⁷⁴Purwanto, *Evaluasi Hasil Belajar*, (Surakarta: Pustaka Belajar, 2008), p. 188.

⁷⁵*Ibid.*, p. 189.

⁷⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), p. 228.

In this step the researcher will use the formula as follows:⁷⁷

$$\text{Level of Ability} = \frac{\sum \text{stud} \text{ 'correct score}}{\sum \text{total score}} \times 100$$

2. Then the researcher determined the students' score category based on the students' category of the test. According Sudijono, there are five criteria of students' score category, excellent category for score 80-100; good category for score 66-79; fair category for score 56-65; low category for score 46-55; and failed category for score 0-45.⁷⁸ (see in appendix 17 and 18)
3. After categorizing each student's ability, the researcher found out the percentages of the students' score category, then the researcher analyzed each category. In this step the researcher used formula is as follows:⁷⁹ (see appendix 19)

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

P : Percentage Number

F : Frequency

N : Number of student

⁷⁷Nar Herryanto, *Statistik Dasar*, (Surakarta: Pustaka Belajar, 2008), p. 188.

⁷⁸Anas Sudijono, *Op. Cit.*, p. 35.

⁷⁹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2011),p. 43.

4. After that the researcher found out the total of students' average score. In this step the researcher will use the formula is as follows:⁸⁰

$$X = \frac{\sum x}{n}$$

Where:

X = The mean

$\sum x$ = The total score

n = The number of case

5. Then the researcher concluded the research finding.



⁸⁰Suharsimi Arikunto, *Op. Cit.*,p.8.

CHAPTER IV

RESULT AND DISCUSSION

A. General Place Description of the Research

1. History of SMP Muhammadiyah Pringsewu

SMP Muhammadiyah Pringsewu is one of Private Junior High School in Lampung that moving in Islamic studies. It is located in Pringadi street No. 56 Pringsewu Sub-district, Pringsewu Regency. This school was established and legalized on November, 17th 1977, with the decree of the Head of Region Ministry of Education and Culture (Department Education) Lampung Number: SK 530/II-021/I.p-58/1997 by the statistical number 202120600950 and the grade accredit A.

The activities of teaching learning process are done in the morning, the classes begin at 07.15 A.M. And finish at 13.50 P.M. The school has 10 classes. This school has 353 of students.

Based on the administration data of SMP Muhammadiyah Pringsewu, There are 10 classes in SMP Muhammadiyah Pringsewu. It consists four classes in the seventh grade, three classes in the eighth grade, and three classes in the ninth grade. Total of students in the seventh grade is 137 students, the eighth grade is 107 students, and in the ninth grade is 109 students. (see appendix 21)

2. Teachers and Staffs of SMP Muhammadiyah Pringsewu

The condition of the teachers and staffs of SMP Muhammadiyah Pringsewu in 2016/2017 academic year as follow:

Table. 1
Teachers and Staffs of SMP Muhammadiyah Pringsewu in 2016/2017 Academic Year.

No	Name	Position
1	Don Hendro Wijoyo, S. Kom	Headmaster
2	Fitria Idris, S.Pd.I.	Headmaster Vice of Curriculum
3	Fitria Sajikan	Headmaster Vice of Academic
4	Fitriaudin, S.Pd	Headmaster Vice of Students
5	Fitrihyu Trimurty, S.Kom	Head of Administration
6	Fitria Sari Dewi, S.Pd	Headmaster
7	Fitria Sudarini	Teacher
8	Fitriyah, A.Md.Pd	Teacher
9	Fitriaairi	Teacher
10	Fitria Wahyuni	Teacher
11	Fitria Lismarini	Teacher
12	Fitria Z. Khasanah, S.Ag	Teacher
13	Fitria Bayantomo, S.Pd	Teacher
14	Fitria Waryyah, S.Pd	Teacher
15	Fitria Lang Sunarti, S.Pd	Teacher
16	Fitria Mulyadi, S.Pd	Teacher
17	Fitria Nugroho K, S.Pd	Teacher
18	Fitria Halida Nurdiyanti	Teacher
19	Fitria Suyono	Teacher
20	Fitria Ful Isnandar, S.Kom	Teacher
21	Fitria Msiyati, S.Pd	Teacher
22	Fitria Rizal, S.H.I	Teacher

23	gga Pria Kusuma, S.Pd	cher
24	Mulyani, S.Pd	cher
25	hayati, S.Pd	cher
26	Samijem	cher
27	di Marjunet, S.S	cher
28	lah Winarni, S.Pd	cher
29	ndra Sukmana, S.S	cher
30	murty Wahyuningsih, S.Pd	cher
31	Firdansyah, S.Pd.I	cher
32	ra Wijaya	cher
33	Kurniawati	cher
34	Ferdiyanto, S.Pd	cher
35	a Mardiana, S.E	cher
36	zal, S.Pd	cher
37	as Alatas, S.Pd	cher
38	i HaryantoOkta	rary
39	hyu Eko Purnomo	cher
40	umat Satria Dinata	ff Administration
41	ris Antoni	ff Administration
42	warti, S.Pd	ff Administration
43	ah Dian Sari, S.HI	ff Administration
44	nas Faizal Azam	ff Administration
45	f Setiawan	urity
46	a Dwinoto	urity
47	lin Ulfa Rosyada	ff Dining Room
48	na Mulyati	ff Dining Room

Adapted from: Wahyu Trimurty ,Documen of The Statistic Data of SMP Muhammadiyah Pringsewu, (Unpublished, 2016).

Based on the administration data of SMP Muhammadiyah Pringsewu, not only teachers but also the other staffs who have participated in supporting the education activities in SMP Muhammadiyah can run well up to now. There were some rooms at the school, namely headmaster school room, teacher room and administration room.

3. Facilities of the School at SMP Muhammadiyah Pringsewu

Table 2.
Facilities of SMP Muhammadiyah Pringsewu in 2016/2017 Academic Year

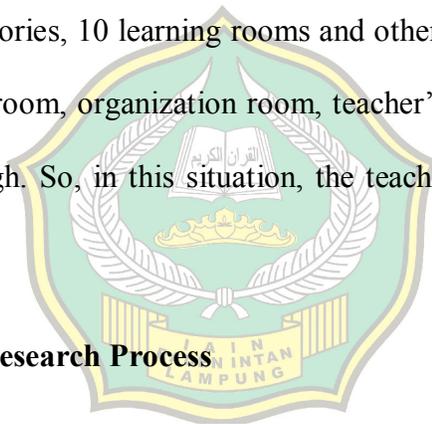
No	Name of Facilities	Total
1	Classroom	10
2	Computer Laboratory	2
3	Science Laboratory	1
4	Library	1
5	Music room	1
6	Meeting hall	1
7	Office room	1
8	Teachers' room	1
9	Basketball Court	1
10	Volleyball Court	1
11	Badminton Court	1
12	Table Tennis facilities	1
13	Table Tennis court	1
14	Audio Visual room	1

Adapted from: Wahyu Trimurty, Document of The Statistic Data of SMP Muhammadiyah Pringsewu, (Unpublished, 2016).

Seeing the number of rooms in SMP Muhammadiyah Pringsewu, the learning activity had been run well. Because it had been supported by facilities an infrastructure of

school. So, the teachers and students could use the facilities especially in the teaching learning process.

Based on the statement above, the researcher concluded that since, Anton Hendro Wijoyo, S. Kom as headmaster in SMP Muhammadiyah Pringsewu, he has developed facilities and increased quality of the school. It could be seen by the environment society. Because we could see that facilities of school had almost been completed. They were 3 laboratories, 10 learning rooms and other facilities for examples, library room, audio visual room, organization room, teacher's room, etc. So, the school has facilities well enough. So, in this situation, the teaching and learning process could run well.



B. Description of Research Process

The researcher has done the research through test. The test was used to describe the students' ability. The researcher found some result of the students' ability in making simple sentences by using preferences at VIII 3 class of SMP Muhammadiyah Pringsewu.

Because of the material about preferences had been learnt in first semester at the seventh grade, the researcher tried to avoid the forgetfulness of the students. So, the first the researcher gave review about this material. In the test, the researcher gave the test to the students to get the data about the ability in making simple sentences by

using preferences. Then the researcher analyzed them and determined the level of students' mastery then classified the category level of each student.

The research was conducted at SMP Muhammadiyah Pringsewu at the eighth grade on 29th August 2016. In this research, the researcher included the date or planned schedule of work as follows:

1. On 22nd August 2016, the researcher asked permission to the headmaster of SMP Muhammadiyah Pringsewu that the researcher did the research at his school.
2. On 24th August 2016, the researcher conducted the consultation to the English teacher and took the sample and participant that would be used to research at SMP Muhammadiyah Pringsewu.
3. On 26th August 2016, the researcher did the try out to know whether the instrument valid or not.
4. On 27th August 2016, the researcher conducted the consultation to the English teacher about the try out that had been done to some participants at SMP Muhammadiyah Pringsewu.
5. On 29th August 2016, the researcher gathered the subject, and then gave them the test of making simple sentences by using preferences.
6. On 31st August 2016 until 2nd September 2016, the researcher conducted the discussion and consultation to some English teacher about the result of the test.

7. On 3rd September 2016, the researcher asked the additional information or data of the school such as the history of the school, profile of the teacher and so on, to the headmaster.

C. Research Findings

The researcher conducted the research on 26th August 2016 at 07.15 up to 08.45 A.M. At the time in first meeting the researcher introduced himself and delivered his aim to the students. Then, he gave the test, he had the English test score then collected the data and the researcher analyzed the result of the students' test.

It was mentioned that the research findings were analyzed based on the students' ability on making simple sentences by using preferences. It was done to give the relevant answer to the main research question posed in statement of the problems: how the students' ability in making simple sentences by using preferences?

In computing the data, the researcher corrected the students' answer sheet. The researcher gave the score based on the scoring scale for controlled writing, as follows.⁸¹

Score 2	: Grammatically and lexically correct
Score 1	: Either grammar or vocabulary is incorrect, but not both
Score 0	: Both grammatically and vocabulary is incorrect.

⁸¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), p. 228.

The test was written form test that was used to measure students' ability in making simple sentences by using preferences. After the data were collected, the researcher analyzed them.

- 1 Determining the level of students' mastery in making simple sentences by using preferences. In this step the researcher used the formula as follows:⁸²

$$\text{Level of Ability} = \frac{\sum \text{stud} \cdot \text{'correct score'}}{\sum \text{total score}} \times 100$$

Based on the result of the test that the most of student got average score 48 in the test. There were fourteen students who got score under 45, four students who got score above 56, and only one student who got score above 80. The students whose code S-3.9 got the lowest score that was 17. Then, the students whose code S-3.33 got the highest score that was 81. It can be seen in the table 12 of appendix 18.

- 2 After finding out the scores, the result was consulted based on the table of students score category. It can be seen in the table 11 of appendix 17.
- 3 Then, found out the percentage of classification.

After the students' score was classified, the researcher found the percentage of classification. The formula of percentage is:⁸³

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

P : Percentage Number

F : Frequency

⁸²Nar Herryanto, *Statistik Dasar*, (Surakarta: PustakaBelajar, 2008), p. 188.

⁸³Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada), p. 43.

N: Number of student

From the table of students' scores, the frequency of each student's classification was calculated as follows:

Excellent : 1 student

Good : 4 students

Fair : 4 students

Low : 11 students

Failed : 14 students

The percentage of students' classification excellent

$$P = \frac{1}{34} \times 100\% = 2.94\%$$

The percentage of students' classification good

$$P = \frac{4}{34} \times 100\% = 11.76\%$$

The percentage of students' classification fair

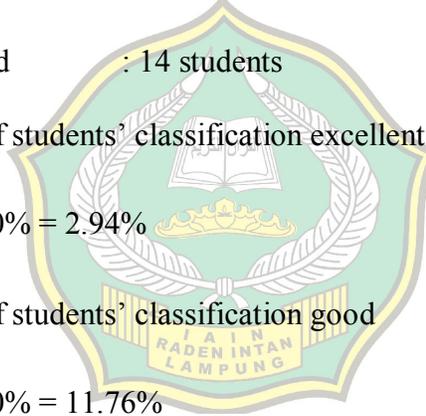
$$P = \frac{4}{34} \times 100\% = 11.76\%$$

The percentage of students' classification low

$$P = \frac{11}{34} \times 100\% = 32.35\%$$

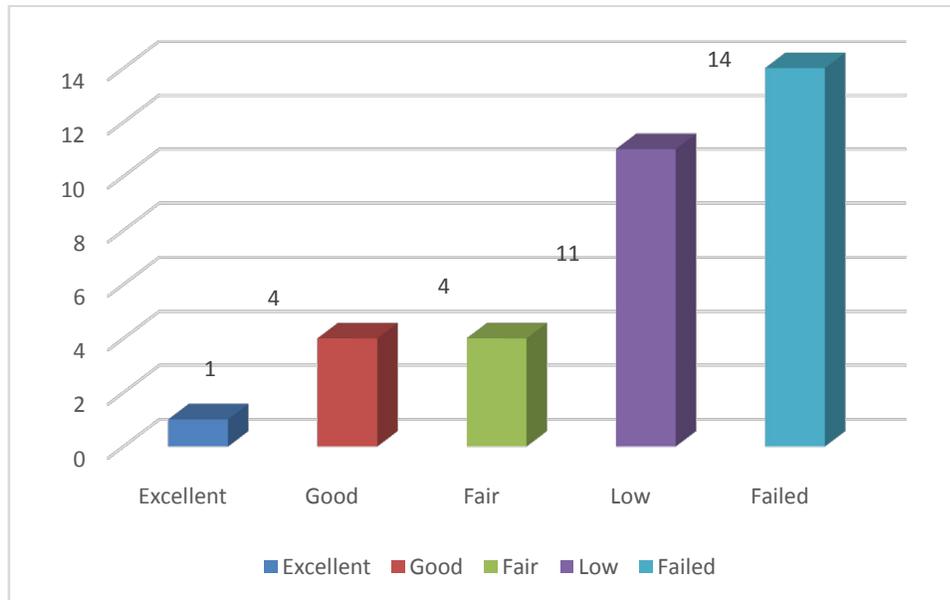
The percentage of students' classification failed

$$P = \frac{14}{34} \times 100\% = 41.18\%$$



For more explanation, it can be seen in the table 13 of appendix 19, and the figure as follows:

Figure 2.
The Result of Students' Percentage Classification



It was clearly seen that there were:

- a) 1 student (2.94%) was categorized into excellent in making simple sentences by using preferences. It was the student whose code S-3.33 and the score was 81.25. Based on the analysis of the students' result by two raters, overall the grammatically and lexically are correct appropriate in choosing and placing the preferences word. So, she was categorized in Excellent category.
- b) 4 students (11.76%) were categorized into good in making simple sentences by using preferences. The students' ability was categorized good if their score belongs to 66-79. Based on the students result of the

test, there are four students who got the good category. Their scores are 66,67, and two students who got score 73. Some of them only made an error in the translating sentences part and almost clearly in making sentences part.

For the example, the students who got score 72.9, it was the students whose code S-3.6. This student made some errors in translating section as either grammar or vocabulary is incorrect, but not both. For the example in question number 7; he wrote “*she would prefer speaking English than speaking Indonesia*”, as vocabulary and preferences structural this sentence is correct, but as grammatically is incorrect. The preferences word *would prefer* should be followed by verb, so the correct sentence is “*she would prefer speak by English than speak by Indonesian language*”. But overall the result is clearly good.

c) 4 students (11.76%) were categorized into fair in making simple sentences by using preferences. The students’ ability was categorized fair if their score belongs to 56-65. Based on the analysis of student’s result, there was four students who got the fair category. The scores each student was 56, 58, 59, and 64. Most of them also made errors in translating sentence section and only few in making sentences section.

For the example, the students who got score 58.3, it was the students whose code S-3.11. This student make some errors in translating section as either grammar or vocabulary is incorrect, but not both. And also there was an

error in election preferences word such in question number 10 of translating section; the answer was "*I would prefer playing football than badminton*", as lexically is correct but as grammatically and an election the preferences word is incorrect. The sentence should be "*I would prefer to play football rather than to play badminton*".

- d) 11 students (32.35%) were categorized into low in making simple sentences by using preferences. The students' ability was categorized low if their score belongs to 46-55. Based on the analysis of student's result, there were eleven students who got the low category. Most of them almost confused in electing the grammar and placing the structural of preferences, not only in making sentences section but also in translating sentences.

For the example the student who got score 52.1, it was the student whose code S-3.18. This student still confused in electing the grammar, placing the structural word and also confused in electing the preferences word such us in question number 4 of translating section. The answer was "*most of Indonesia people prefer car luxurious than house*". As lexically this sentence is correct but as grammatically and structural appropriate preferences is incorrect. The phrase "*Indonesia people*" should be "*Indonesian people*", the phrase "*car luxurious*" should be "*luxurious car*", and the preferences word "*prefer*" should be paired with the word "*to*". So, the correct sentence should be "*Most of Indonesian people prefer a luxurious car to house*".

e) 14 students (41.18%) were categorized into failed in making simple sentences by using preferences. The students' ability was categorized failed if their score belongs to 0-45. Based on the analysis of student's result, there were fourteen students who got the failed category. Almost all of them still confused in electing grammar, placing structural, and pairing appropriate preferences word. They made many errors in both section, not only in translating sentences section, but also in making sentences section.

There was a student who got the low score here, the score was 17. It was the student whose code S-3.9. This student made many errors in both section, making sentences section and translating section. For the example we can see the answer number 3 of making sentences section, he confused in electing and pairing appropriate preferences word. The answer was "*she like singing a song playing guitar*". The correct answer should be "*she likes singing a song **better than** playing guitar*", and many errors that was made by this student of a kind. In the other answer, this student also made some errors in lexically, electing grammar, electing vocabulary, and pairing the appropriate preferences word such us an answer number 10 of translating section. The answer was "*I am like play football to play badminton would rather*". As grammatically and lexically, this sentence is incorrect, as electing and pairing the appropriate preferences word this sentences is also incorrect. The correct answer should be "*I would prefer to play football **rather than** to play badminton*". And many mistakes and

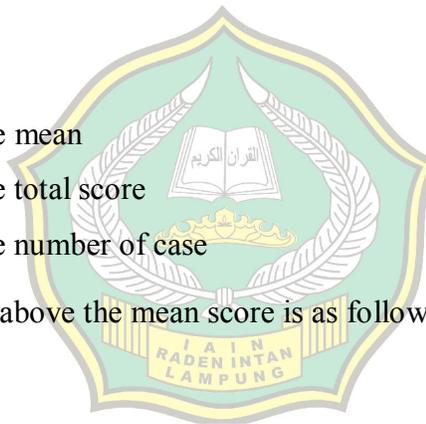
errors that was made in the test. In conclusion, this student was categorized failed.

- 4 Found out the total average score of the students in making simple sentences by using preferences. Here is the formula that was used by the researcher for calculating the total average score of students in making simple sentences by using preferences.⁸⁴

$$X = \frac{\sum x}{n}$$

Where:

- X = The mean
- $\sum x$ = The total score
- n = The number of case



from the formula above the mean score is as follows:

$$X = \frac{1632}{34} = 48$$

- 5 Based on the result above, the average score of the students' ability in making simple sentences by using preferences at the first semester of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year was **48**. So, the criteria of the students' average score belong to **Low**.

D. Discussion of Findings

This section discussed about the research finding which include the result of the test in making simple sentences by using preferences. There were 34 students as the subject of this research. They joined in the written test to know their ability in making

⁸⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara,2012), p. 8.

simple sentences by using preferences. The test consists 24 items and need 90 minutes to do the test. After that, it was given score based on the scoring scale for controlled writing. The maximum score will be 48 and then divided by the total items, so the highest score of each student will be 100. (see chapter III, p. 41, footnote 32).

Based on the data, the mean score of the students' ability in making simple sentences by using preferences at the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year was **48**; so, the criteria of the students' mean score belongs to **Low**.

From the data investigation showed that 1 student (2.94%) was categorized into excellent in making simple sentences by using preferences, 4 students (11.76%) were categorized into good, 4 students (11.76%) were categorized into fair, 11 students (32.35%) were categorized into low, and then 14 students (41.18%) were categorized into failed in making simple sentences by using preferences. For further information see in table 13 of appendix 19, and the figure 2 of appendix 20.

To have a good motivation in learning English, the students must have a big support from someone around them. Especially in the school, some friends and teachers were the most important one effected the students' motivation to interest in learning English. It was supported by Harmer who states that the motivation that bring students to task of learning English can be affected and influenced by the attitude of

the number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with the learning process.⁸⁵

Furthermore, he mentions the sources of motivation are as follows: the society we live in, significant others, teachers and method.⁸⁶

To make the students interest in learning English, an appropriate method was needed in the classroom activity. It was contributed to the understanding in teaching learning process. Many methods could be used in variation, it based on the material that would be learnt, but the method must be consistent with the theories being studied. It was necessary to grow the interest of the students. It was supported by Harmer who state that method is vital that both teacher and students have some confidence in the way teaching and learning take place, when either loses this confidence, motivation can be disastrously effected, but when both are comfortable with the method being used, success is much more likely.⁸⁷ It means that suitable method is also needed in the teaching learning process. Despite in the class the students were active to ask the teacher in teaching learning process without any shyness or anxiety. It was needed to make the conditional in the class was normal without any disturbances. It was supported by Richard who states that technique is implementations, meaning that a

⁸⁵Jeremy Harmer, *The Practice of English Language*, Third Edition, (New York: Longman, 2005), p. 51.

⁸⁶*Ibid.*, p. 52.

⁸⁷*Ibid.*

teaching or learning in the classroom.⁸⁸ It means that technique is crucial for the teacher applied suitable technique in the class, especially applied in making simple sentences by using preferences material. It needs to increase the confusing and increase the understanding of the students.

According to result of interview to the teacher and by discussing to the students, it showed that the students had not mastered the rule yet. They also noticed that they were confused to use the appropriate preferences. It may be caused of those problems that which came arise in learning preferences. Those were problem with the special pattern, the problem with the function and the meaning of preferences, problem with using of tenses that was used in making simple sentences by using preferences. It was appropriate to the interview result when the researcher did preliminary research.

In conclusion, the researcher suggests to English teacher that they must prepare appropriate methods and enjoyable techniques in teaching grammar to make the students more enjoyable and interactive to overcome the students' difficulties in making simple sentences by using preferences.

⁸⁸Jack C. Richard and Rogers, *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 1986), p. 15.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis discussed in the previous chapter, the researcher interpreted that most of the eighth grade of SMP Muhammadiyah Pringsewu in 2016/2017 academic year, the ability in making simple sentences by using preferences was categorized into poor. It means that more half of students did not understand about the form and the function of preferences.

The researcher calculated the students' score and classified that into 5 score classification based on analytic rating scale. The result shows that 1 student (2.94%) was categorized into **excellent** in making simple sentences by using preferences, 4 students (11.76%) were categorized into **good**, 4 students (11.76%) were categorized into **fair**, 11 students (32.35%) were categorized into **low**, and then 14 students (41.18%) were categorized into **failed**. It means that the more concept of preferences given by the English teacher more difficulties understood by the students.

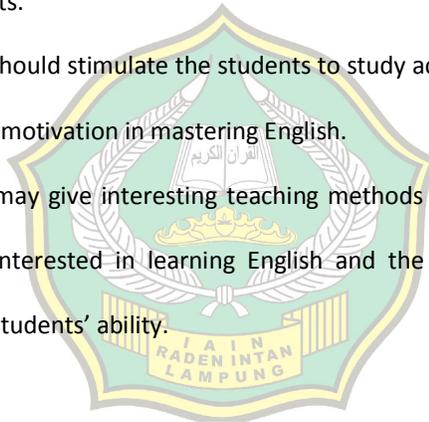
It can be seen that the highest percentage of students' ability based on analytic Rating scale is in failed with 41.18% or 14 students from 34 students. Thus, the students ability in making simple sentences by using preferences at the eighth grade of SMP Muhammadiyah Pringsewu is in categorized into low.

B. Suggestion

After the researcher had done the research at SMP Muhammadiyah Pringsewu, the researcher would like to give some suggestions as follows:

1. For the English Teacher

- a. To improve and to get good result of quality of teaching and learning English at Junior High School, the researcher suggest that the English teacher should give more practices or tasks to the students.
- b. The teacher should stimulate the students to study actively. It is hoped that it can increase the students' motivation in mastering English.
- c. The teacher may give interesting teaching methods in teaching English in order to make them more interested in learning English and the teacher may give more practice to improve the students' ability.



2. For the Students

- a. The students have to keep more practices especially in making simple sentences by using preferences.
- b. The students should open dictionary to enrich their grammar and vocabulary.
- c. The students should be more active in learning English.
- d. The students should more pay attention in every particular material in learning English.

3. For the otherResearcher

It is necessary to the other researcher to conduct further research with the same object and different perspective in other aspect of writing. Then, the researcher recommends to conducting the further research in grammatical pattern of English.

4. For the Headmaster

It is suggested to the headmaster of SMP Muhammadiyah Pringsewu that the school should give support for the English teacher there by preparing teaching learning facilitation and instrument optimally.

5. For the Readers

After reading this thesis, the readers be expected to get information, knowledge and advantages, especially knowledge about preferences.



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APPENDICES



Appendix 1

Guideline Interview for the English Teacher

Interviewer : Researcher (Sumista Ade Pratama)

Interviewee : Teacher (Mr. Hudi Marjunet, S.S)

Day/Date : Monday, 3rd August 2015

Time : 09.30 am

Place : SMP Muhammadiyah Pringsewu

Questions :

1. Bagaimana minat siswa dalam mengikuti pelajaran bahasa Inggris khususnya dalam aspek *grammar* dan *structure*?
2. Topik/materi apasajakah yang anda ajarkan di kelas terkait dengan *grammar* dan *structure*?
3. Di semester berapakah anda menyampaikan materi tentang *preferences* kepada siswa?
4. Bagaimanakah kemampuan siswa dalam membuat kalimat sederhana yang baik dan benar khususnya tentang *preferences*?
5. Berapakah KKM bahasa Inggris di SMP Muhammadiyah Pringsewu?
6. Jika di persentasikan, berapa persen kira-kira siswa yang berhasil mendapatkan nilai di atas KKM?
7. Dari ke-tiga kelas di kelas VIII, kelas manakah yang mendapat nilai rata-rata bahasa Inggris paling rendah?

8. Appendix 2.

Result Interview from the English Teacher

9. Ade : Bagaimana minat siswa dalam mengikuti pelajaran bahasa Inggris
10. khususnya dalam aspek *grammar* dan *structure*?
11. Mr. Hudi :Minat siswa dalam mengikuti pelajaran bahasa Inggris ini bermacam-macam, ada yang senang dan ada yang tidak senang. Namun sebenarnya sebagian besar siswa merasa senang belajar Bahasa Inggris, hanya saja kurangnya penguasaan vocabulary dan pemahaman tentang bahasa Inggris sehingga membuat mereka lemah dalam bahasa Inggris. Disamping itu kurangnya jam pelajaran Bahasa Inggris juga mejadi salah satu faktor penghambat, terlebih lagi guru khususnya Bahasa Inggris 99% menggunakan bahasa Indonesia ketika KBM, tidak seperti sekkolah-sekolah bonafit lain yang bahasa Inggrisnya lebih maju.
12. Ade :Topik/materi apasajakah yang anda ajarkan di kelas terkait dengan *grammar* dan *structure*?
13. Mr. Hudi : Untuk kelas VIII, sesuai dengan silabus, saya mengajarkan beberapa materi terkait dengan grammar. Seperti *simple present*, *present continuous*, *past tense*, *comparison*, *modal*, dan termasuk juga *preferences*.
14. Ade : Di semester berapakah anda menyampaikan materi tentang *preferences* kepada siswa?
15. Mr. Hudi : Materi *preferences* disampaikan di kelas VII (tujuh) smester 2

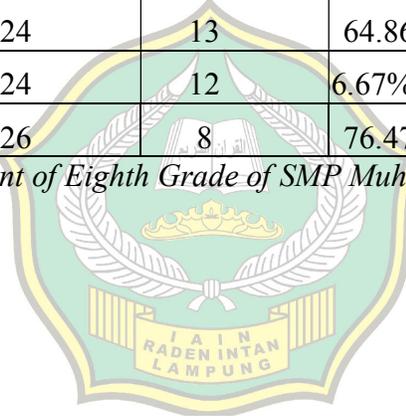
16. Ade : Bagaimanakah kemampuan siswa dalam membuat kalimat sederhana yang baik dan benar khususnya tentang *preferences*?
17. Mr. Hudi : Sebagian besar siswa sebenarnya sudah mampu membuat kalimat sederhana yang baik. Namun ada beberapa siswa yang masih sangat kesulitan dalam membuatnya. Dan untuk materi terkait dengan *preferences* memang sebagian siswa masih belum menguasai, namun ada beberapa siswa yang sudah mampu membuatnya dengan baik dan benar tetapi hanya pada saat guru menerangkan saja, setelah lepas dari materi mayoritas siswa kesulitan jika diminta untuk membuatnya.
18. Ade : Berapakah KKM bahasa Inggris di SMP Muhammadiyah Pringsewu?
19. Mr. Hudi : 7
20. Ade : Jika di persentasikan, berapa persen kira-kira siswa yang berhasil mendapatkan nilai di atas KKM?
21. Mr. Hudi : Jika di persentasikan kira-kira siswa yang berhasil mendapatkan nilai di atas KKM adalah sekitar 30%.
22. Ade : Dari ke-tiga kelas di kelas VIII, kelas manakah yang mendapat nilai rata-rata bahasa Inggris paling rendah?
23. Mr. Hudi : Kelas yang mendapat nilai rata-rata Bahasa Inggris terendah adalah kelas VIII 3

Appendix 3.

Table 3.
Percentage of Students' English Score of the Eighth Grade
of SMP Muhammadiyah Pringsewu 2016/2017 Academic Year

No.	Class	Number of Students who got Score <70	Number of Students who got Score ≥ 70	percentage of Students who got Score <70	percentage of Students who got Score ≥ 70	Total
1.	VIII 1	24	13	64.86%	35.14%	37
2.	VIII 2	24	12	66.67%	33.33%	36
3.	VIII 3	26	8	76.47%	23.53%	34

Source: The Document of Eighth Grade of SMP Muhammadiyah Pringsewu

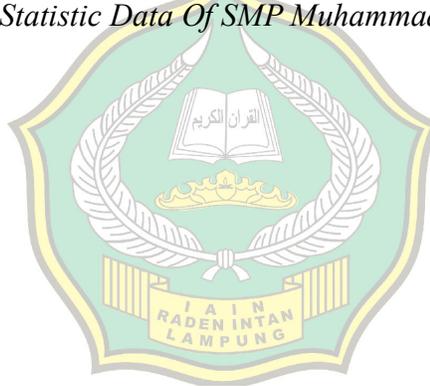


Appendix 5.

Table 5.
Population of the Students of the Eighth Grade in SMP Muhammadiyah Pringsewu in 2016/2017 Academic Year

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	VIII1	15	21	36
2	VIII2	16	21	37
3	VIII3	18	16	34
Total		42	65	107

Source: The Statistic Data Of SMP Muhammadiyah Pringsewu 2016/2017



No	Students' Name	M/F	Class	Code
1	Adelia Putri Agustin	M	VIII3	S-3.1
2	Adinda Silvia Ariyani	F	VIII3	S-3.2
3	Adinda Silvia Ariyani	M	VIII3	S-3.3
4	Adista Feriana Putri	M	VIII3	S-3.4
5	Andre Febrilliant	F	VIII3	S-3.5
6	Anisah Salsabilah	M	VIII3	S-3.6
7	Asghar Ghulam Mahdi	M	VIII3	S-3.7
8	Bagas Akbar Maulana	M	VIII3	S-3.8
9	Chandra Adam Prayoga	M	VIII3	S-3.9
10	Decky `duta Pranata	M	VIII3	S-3.10
11	Dini Wahyu Ningtyas	M	VIII3	S-3.11
12	Faiza Alkarima	M	VIII3	S-3.12
13	Fakih Singgih Partika	F	VIII3	S-3.13
14	Fata Khoeria	M	VIII3	S-3.14
15	Gigih Restu Pamungkas	M	VIII3	S-3.15
16	Irfan Munandar	M	VIII3	S-3.16
17	Lilis Indah Safitri	M	VIII3	S-3.17
18	Lucky Chandra Ibrahim	F	VIII3	S-3.18
19	M. Filla Al-Farizi	F	VIII3	S-3.19
20	Mayla Anrezky	M	VIII3	S-3.20
21	Muhammad Faiz	F	VIII3	S-3.21
22	Muhammad Nailul Farid	M	VIII3	S-3.22
23	Muhammad Zul Fikri	M	VIII3	S-3.23
24	Nanda Kurniawan	F	VIII3	S-3.24
25	Rendi	F	VIII3	S-3.25
26	Rendika Nirwana	F	VIII3	S-3.26
27	Riska Destiana	M	VIII3	S-3.27
28	Risquna Wanyu Pamungkas	F	VIII3	S-3.28
29	Sigit Saputra	F	VIII3	S-3.29
30	Silvia Mega Tiara	F	VIII3	S-3.30
31	Siti Malihatun	F	VIII3	S-3.31
32	Sukma Nisva Juanda	F	VIII3	S-3.32
33	Theresia Permata	F	VIII3	S-3.33
34	Yumma Anis Dhiyafaaatin	F	VIII3	S-3.34

No	Students' Name	Class	Students' Code
1	Affrido Muhammad Rizki	VIII 1	P-1
2	Akmal Muarief	VIII 1	P-2
3	Aryanda Dwi Putra	VIII 1	P-3
4	Bagas Satrio	VIII 1	P-4
5	Dela Restiana	VIII 1	P-5
6	Deva Fitri Ningsih	VIII 1	P-6
7	Devi Nuri Santi	VIII 1	P-7
8	Emi Dwi Nabila	VIII 1	P-8
9	Gita Aulia Fitri	VIII 1	P-9
10	Hanif Fahriyan	VIII 1	P-10
11	Hanny Fauziah	VIII 1	P-11
12	Helmi Maulana Putra	VIII 1	P-12
13	Irva Maryana	VIII 1	P-13
14	Irwansyah	VIII 1	P-14
15	Muhammad Rizki Yoga Pratama	VIII 1	P-15
16	Muhammad Tamageral Putrawan	VIII 1	P-16
17	Nabila Kartas Sasmipa	VIII 1	P-17
18	Nur Cahyani	VIII 1	P-18
19	Raditya Harya Saputra	VIII 1	P-19
20	Rafi Rama Dani	VIII 1	P-20
21	Ravialdi Saputra	VIII 1	P-21
22	Rheza Wildan Ghifari	VIII 1	P-22
23	Rizki Kurniawan	VIII 1	P-23
24	Sabrina Assyifa	VIII 1	P-24
25	Salsabila Fridina Arafali	VIII 1	P-25
26	Sarif Fahrullah	VIII 1	P-26
27	Siti Rohana	VIII 1	P-27
28	Valentina Awin	VIII 1	P-28
29	Vega Brima Sanecha	VIII 1	P-29
30	Wahyudi	VIII 1	P-30
31	Yuan Saputri	VIII 1	p-31

Appendix 8.

Validation Form for the Instrument

Penunjuk pengisian format penelaah butir soal:

Analisislah instrumen soal berdasarkan semua kriteria yang tertera didalam format!

Berilah tanda cek (✓) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengan kriteria dan tanda (✓) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrument sesuai dengan kompetensi dan indikator pada setiap aspek yang diukur untuk siswa kelas VIII di semester I?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat sekolah?			
3	Apakah alokasi waktu yang diberikan kepada siswa sudah cukup?			
4	Apakah instruksi dapat dipahami siswa?			
5	Apakah instruksi sudah sesuai dengan kisi-kisi dan aspek yang akan diukur?			
6	Apakah rubrik penilaian sudah sesuai dengan indicator untuk siswa kelas VIII?			
7	Apakah <i>words</i> yang disediakan tidak menyulitkan siswa?			

Pringsewu,
Validator,

Hudi Marjunet, S.S

Appendix. 9

Table 8.
Items Validity Form of the Instrument

No	Students' Code	Question and Scale																								Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1	P-1	2	1	2	2	2	2	2	2	2	2	2	2	0	0	1	2	2	0	0	0	0	0	0	0	28	
2	P-2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	0	2	1	1	2	0	1	40	
3	P-3	2	2	2	2	2	2	1	2	2	2	2	2	1	0	1	0	0	1	2	0	0	1	1	1	31	
4	P-4	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	0	1	0	0	0	0	0	0	0	25	
5	P-5	2	2	2	2	2	2	2	2	2	2	2	0	1	1	2	0	2	2	1	2	2	2	1	0	38	
6	P-6	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	0	1	2	1	1	1	2	1	2	40	
7	P-7	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	2	1	2	1	2	1	1	42	
8	P-8	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	0	1	2	1	2	1	2	1	1	39	
9	P-9	2	1	1	1	1	1	1	1	1	1	1	1	2	2	2	0	2	2	2	2	2	2	2	2	35	
10	P-10	2	2	2	2	2	2	2	2	2	2	1	2	0	0	0	0	0	0	0	0	0	0	0	0	23	
11	P-11	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	1	2	0	0	41	
12	P-12	1	1	2	2	2	2	2	2	1	0	0	2	2	1	2	2	2	2	1	2	0	2	0	0	33	
13	P-13	2	1	1	2	2	2	2	1	2	2	2	2	0	2	0	1	0	0	0	0	0	0	0	0	24	
14	P-14	1	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	
15	P-15	2	2	2	2	1	2	2	2	2	0	2	2	2	1	1	2	2	2	2	2	2	1	0	0	36	
16	P-16	1	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	2	0	0	0	0	0	0	0	31	
17	P-17	2	2	2	2	1	2	2	2	2	2	2	2	1	2	2	1	2	2	1	2	0	0	0	0	36	
18	P-18	2	0	0	0	1	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	
19	P-19	2	2	2	2	1	2	2	2	2	2	2	0	2	2	1	2	2	2	2	2	0	0	0	0	34	
20	P-20	2	2	2	1	2	2	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2	1	0	0	38	
21	P-21	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	1	2	1	2	1	0	0	0	35	
22	P-22	2	1	2	2	1	2	2	2	2	2	2	2	1	2	1	2	2	2	2	2	2	1	2	1	2	42
23	P-23	1	2	2	2	1	2	2	2	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	17	
24	P-24	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2	1	2	0	0	41
25	P-25	1	1	2	2	2	2	1	1	1	2	2	2	2	1	2	2	2	2	1	2	0	2	2	1	38	
26	P-26	0	1	2	2	2	2	2	2	2	2	2	2	2	0	2	1	1	2	0	0	0	0	0	0	29	

27	P-27	2	2	2	2	0	2	2	0	2	2	2	2	0	0	1	0	1	2	0	0	0	0	0	0	24
28	P-28	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	1	1	2	2	2	1	2	1	0	40
29	P-29	0	0	2	1	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	
30	P-30	1	1	2	1	0	2	2	2	2	2	2	2	1	1	2	1	1	2	2	2	1	2	1	0	35
31	P-31	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	0	2	2	1	2	1	0	0	36	
R-value		0.424	0.434	0.559	0.397	0.358	0.376	0.517	0.477	0.733	0.635	0.643	0.602	0.78	0.597	0.831	0.449	0.76	0.714	0.704	0.746	0.597	0.634	0.407	0.391	



Table 9.
R Table of Significant Degree

N	Significant Degree		N	Significant Degree		N	Significant Degree	
	5%	1%		5%	1%		5%	1%
1			26	0,388	0,496	55	0,266	0,345
2			27	0,381	0,487	60	0,254	0,330
3	0,997	0,999	28	0,374	0,478	65	0,244	0,317
4	0,950	0,990	29	0,367	0,470	70	0,235	0,306
5	0,878	0,959	30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	95	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181
15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,590	43	0,301	0,389	600	0,080	0,105
19	0,456	0,575	44	0,297	0,384	700	0,074	0,097
20	0,444	0,561	45	0,294	0,380	800	0,070	0,091
21	0,433	0,549	46	0,291	0,376			
22	0,423	0,537	47	0,288	0,372	900	0,065	0,086
23	0,413	0,526	48	0,284	0,368			
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081

Adapted From: Sugiono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2008), p. 373.

Reliability of The Instrument

The statistical formula is:

$$R = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

$$R = 1 - \frac{6(4)}{34(34^2 - 1)}$$

$$R = 1 - \frac{24}{34(1156 - 1)}$$

$$R = 1 - \frac{24}{34(1155)}$$

$$R = 1 - \frac{24}{34(1155)}$$

$$R = 1 - \frac{24}{39270}$$

$$R = 1 - 0,0006111535$$

R = 0,99938 → Based on the criteria of reliability by Sugiono, the reliability is very high



Appendix. 10

Table 10.
Reliability of The Instrument

No	Students	R1	R2	Rank		D=R1-R2	D ²
				R1	R2		
1	S-3.1	64.6	63.1	5	6	-1	1
2	S-3.2	43.7	45.8	22	19	3	9
3	S-3.3	52.1	54.2	11	9	2	4
4	S-3.4	56.2	54.1	8	10	-2	4
5	S-3.5	47.9	47.9	15	15	0	0
6	S-3.6	64.5	66.6	5	4	1	1
7	S-3.7	29.2	29.2	23	23	0	0
8	S-3.8	45.8	43.7	15	17	-2	4
9	S-3.9	18.7	14.6	25	26	-1	1
10	S-3.10	37.5	37.5	20	20	0	0
11	S-3.11	58.3	58.3	5	6	-1	1
12	S-3.12	56.2	56.2	6	6	0	0
13	S-3.13	18.7	29.1	22	20	2	4
14	S-3.14	20.8	22.9	20	20	0	0
15	S-3.15	47.9	47.9	12	12	0	0
16	S-3.16	39.5	39.5	16	16	0	0
17	S-3.17	43.5	45.5	14	13	1	1
18	S-3.18	52.1	52.1	7	7	0	0
19	S-3.19	33.3	33.3	14	14	0	0
20	S-3.20	52.1	52.1	7	7	0	0
21	S-3.21	58.3	60.4	5	5	0	0
22	S-3.22	52.1	52.1	6	6	0	0
23	S-3.23	29.2	29.2	11	11	0	0
24	S-3.24	66.6	66.6	4	4	0	0
25	S-3.25	20.8	20.8	10	10	0	0
26	S-3.26	52.1	52.1	5	5	0	0
27	S-3.27	45.8	45.8	6	6	0	0
28	S-3.28	72.9	72.9	2	2	0	0
29	S-3.29	41.6	39.6	6	6	0	0
30	S-3.30	72.9	72.9	2	2	0	0

31	S-3.31	52.1	52.1	3	3	0	0	
32	S-3.32	45.8	43.7	3	3	0	0	
33	S-3.33	81.25	81.25	1	1	0	0	
34	S-3.34	54.2	54.2	1	1	0	0	
N	34				Total		2	4
N²	1156							



Appendix 11.

Readability of the Instrument

Nama : _____

Kelas : _____

Petunjuk :

Berdasarkan instrumen tes tertulis, jawab pertanyaan berikut dengan memberikan tanda (✓) pada kolom yang telah disediakan, kemudian beri skala ukur pada tiap indikasi pertanyaan.

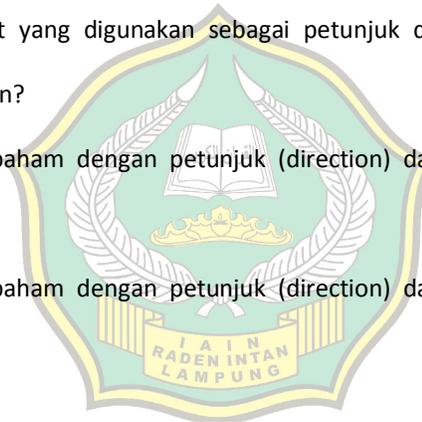
No	Pertanyaan	Ya	Tidak	Skala (1–10)*	Komentar
1	Apakah petunjuk dan instruksi pada instrumen terlalu panjang?				
2	Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrumen terlalu membingungkan?				
3	Apakah anda paham dengan petunjuk (direction) dan perintah (instruction) soal bagian pertama?				
4	Apakah anda paham dengan petunjuk (direction) dan perintah (instruction) soal bagian kedua?				

*** 1 menjelaskan sebuah soal yang mudah dibaca dan 10 menjelaskan sebuah soal yang sulit untuk dibaca.**

Based on the finding of Kouame's research, if the mean of all items of the instrument has mean under 4.46, the instrument is quiet readable and understandable by the readers or test takers. Because the mean of the items (instrument) of written test above is 3.08 (lower than 4.46), it means that the instrument is **readable**.

Note: question and scale

1. Apakah petunjuk dan instruksi pada instrumen terlalu panjang?
2. Apakah kalimat yang digunakan sebagai petunjuk dan instruksi pada instrumen terlalu membingungkan?
3. Apakah anda paham dengan petunjuk (direction) dan perintah (instruction) soal bagian pertama?
4. Apakah anda paham dengan petunjuk (direction) dan perintah (instruction) soal bagian kedua?



Appendix 12.

Table 11.
The Result Readability of The Instrument

No	Students'	Question and Scale				Total	Mean
	Code	1	2	3	4		
1	S-3.1	3	2	2	2	9	2.25
2	S-3.2	4	3	2	2	11	2.75
3	S-3.3	2	3	2	3	10	2.5
4	S-3.4	1	2	2	1	6	1.5
5	S-3.5	2	3	3	3	11	2.75
6	S-3.6	6	7	7	6	26	6.5
7	S-3.7	3	2	2	2	9	2.25
8	S-3.8	2	3	3	3	11	2.75
9	S-3.9	5	6	6	5	22	5.5
10	S-3.10	3	2	1	2	8	2
11	S-3.11	4	2	1	2	9	2.25
12	S-3.12	1	2	2	1	6	1.5
13	S-3.13	3	1	2	1	7	1.75
14	S-3.14	1	1	1	1	4	1
15	S-3.15	3	2	3	3	11	2.75
16	S-3.16	4	5	5	7	21	5.25
17	S-3.17	2	2	3	4	11	2.75
18	S-3.18	3	3	4	4	14	3.5
19	S-3.19	3	3	4	4	14	3.5
20	S-3.20	2	2	2	2	8	2
21	S-3.21	6	5	6	7	24	6
22	S-3.22	1	2	3	3	9	2.25
23	S-3.23	3	1	1	1	6	1.5
24	S-3.24	5	5	5	5	20	5
25	S-3.25	3	3	3	2	11	2.75
26	S-3.26	2	3	1	2	8	2
27	S-3.27	3	2	3	2	10	2.5
28	S-3.28	7	7	7	7	28	7
29	S-3.29	5	5	4	4	18	4.5
30	S-3.30	1	3	2	2	8	2

Total	370	92.5
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Total mean of the items	N	Mean
		92.5/N
92.5	30	3.08333333



Appendix 13.

Table 12.
Test Specification of The Students' Ability in Making Simple Sentences
by Using Preferences.

	Aspects of Preferences	Number of Items		Item Number		Total Number of Item
		Making sentences	Translating Sentences	Making sentences	Translating Sentences	
Preferences	Prefer – to	3	3	2, 9, 12	4, 8, 12	6
	would prefer – rather than	3	3	1, 5, 8	7, 10, 11	6
	would rather – than	3	3	4, 10, 11	2, 5, 9	6
	Like – better than	3	3	3, 6, 7	1, 3, 6	6
Total		12	12	12	12	24

Appendix 14.

Students' Answer Sheet for Instrument of the Research

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Appendix 11.

Redability of the Instrument

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Appendix 11.



Redability of the Instrument

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Appendix 11.

Redability of the Instrument

Appendix 14.

Students' Answer Sheet for Instrument of the Research

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Appendix 11.

Redability of the Instrument



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Appendix 12.

Redability of the Instrument

Appendix 14.

Students' Answer Sheet for Instrument of the Research



Appendix 14.

Students' Answer Sheet for Instrument of the Research



Appendix 14.

Students' Answer Sheet for Instrument of the Research



106	107	108	106	107	108
90	91	92	90	91	92
94	95	96	94	95	96
98	99	100	98	99	100
102	103	104	102	103	104



Appendix 15.

Key Answer of the Research Instrument

Part 1.

Make a simple preference sentence by using the cue words provided!

5. They **would prefer** to sing rather than dance
6. My mother **prefers** lemon to orange
7. She **likes** singing a song better than playing a guitar
8. She **would rather** stay home than go shopping
9. You would prefer to play ball **rather than** take a sleep
10. She likes **novel** better than **magazine**.
11. Nobita likes sword **better than** gun
12. Pinokio **Would prefer** take a sleep during the day rather than go to school.
13. I prefer working at the office **to** working at the factory.
14. Dita would rather watch T.V. **than** plays a video game.
15. Miftahul would rather buy new camera **than** buy new book.
16. My grandmother prefers a cup of coffee **to** tea

Part 2:

Translate these following sentences into English sentence by using preference words provided!

1. *She **likes** red pen **better than** blue pen.*
2. *Fernando Torres **would rather** drive a motorcycle **than** take a walk to the stadium.*
3. *Ranti **Likes** vegetables **better than** breads.*
4. *Most of Indonesian **prefer** a luxury car **to** house.*
5. *Randi **would rather** have a Lion **than** have a Beer.*
6. *Ranto **Likes** Samsung **better than** Asus.*
7. *She **would prefer** speak by English **rather than** speak by Indonesian language.*
8. *Rahmat **prefers** Lion **to** Beer.*
9. *Indians **would rather** stay in the summer **than** stay in the winter area.*
10. *I **would prefer** to play football **rather than** to play badminton.*
11. *My father **would prefer** be a farmer **rather than** work in the office.*
12. *My Uncle **prefers** working in a workshop **to** working in an office.*

Appendix 16.

Table 13.
Student's Score Category

No	Interval Score	Level of Ability
1	80-100	Excellent
2	66-79	Good
3	56-65	Fair
4	46-55	Low
5	0-45	Failed

Adapted from: Adapted from: Anas Sudijono, Pengantar Evaluasi Pendidikan, (Jakarta: Rajawali Pers, 2013), p. 269.



Appendix. 17

Table 14.
Analysis of Students' Score in Making Simple Sentences
by Using Preferences

No	Students	Level of Ability		AVERAGE	Students' Score Category
		R1	R2		
1	S-3.1	64.6	63.1	64	FAIR
2	S-3.2	43.7	45.8	45	FAILED
3	S-3.3	52.1	54.2	53	LOW
4	S-3.4	56.2	54.1	55	LOW
5	S-3.5	47.9	47.9	48	LOW
6	S-3.6	64.5	66.6	66	GOOD
7	S-3.7	29.2	29.2	29	FAILED
8	S-3.8	45.8	43.7	45	FAILED
9	S-3.9	18.7	14.6	17	FAILED
10	S-3.10	37.5	37.5	38	FAILED
11	S-3.11	58.3	58.3	58	FAIR
12	S-3.12	56.2	56.2	56	FAIR
13	S-3.13	18.7	29.1	24	FAILED
14	S-3.14	20.8	22.9	22	FAILED
15	S-3.15	47.9	47.9	48	LOW
16	S-3.16	39.5	39.5	40	FAILED
17	S-3.17	43.5	45.5	45	FAILED
18	S-3.18	52.1	52.1	52	LOW
19	S-3.19	33.3	33.3	33	FAILED
20	S-3.20	52.1	52.1	52	LOW
21	S-3.21	58.3	60.4	59	FAIR
22	S-3.22	52.1	52.1	52	LOW
23	S-3.23	29.2	29.2	29	FAILED
24	S-3.24	66.6	66.6	67	GOOD
25	S-3.25	20.8	20.8	21	FAILED
26	S-3.26	52.1	52.1	52	LOW
27	S-3.27	45.8	45.8	46	LOW
28	S-3.28	72.9	72.9	73	GOOD
29	S-3.29	41.6	39.6	41	FAILED
30	S-3.30	72.9	72.9	73	GOOD
31	S-3.31	52.1	52.1	52	LOW

32	S-3.32	45.8	43.7	45	FAILED
33	S-3.33	81.25	81.25	81	EXCELLENT
34	S-3.34	54.2	54.2	54	LOW
N	34	Total score		1633	

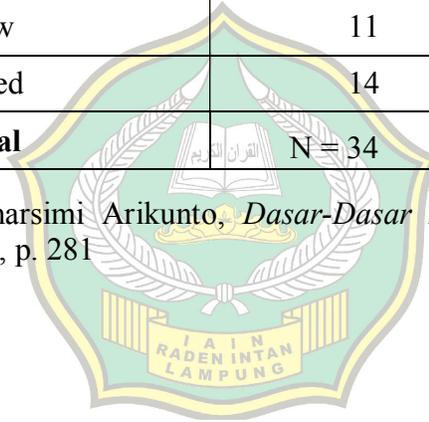


Appendix 18.

Table 15.
The Percentage of Classification

tudents' Ability Classification (X)	Frequency (F)	Percentage (p)
Excellent	1	2.94%
Good	4	11.76%
Fair	4	11.76%
Low	11	32.35%
Failed	14	41.18%
Total	N = 34	100%

Adapted from: Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2012), p. 281

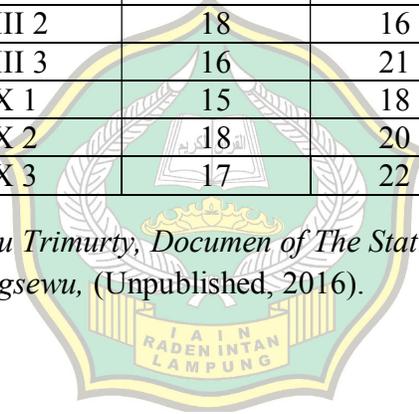


Appendix 19.

Table. 16
Population of The Students in SMP Muhammadiyah Pringsewu in 2016/2017
Academic Year

No	Class	Male	Female	Total
1	VII 1	15	18	33
2	VII 2	14	16	30
3	VII 3	22	14	36
4	VII 4	20	18	38
5	VIII 1	15	21	36
6	VIII 2	18	16	34
7	VIII 3	16	21	37
8	IX 1	15	18	32
9	IX 2	18	20	38
10	IX 3	17	22	39

Adapted from: Wahyu Trimurty, Documen of The Statistic Data of SMP Muhammadiyah Pringsewu, (Unpublished, 2016).



SILABUS

NAMA SEKOLAH : SMP Muhammadiyah Pringsewu

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VII / 1 - 2

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

ALOKASI WAKTU : 148 jam X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR	NLAI KARAKT ER
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<p>1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan</p>	<ul style="list-style-type: none"> • Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat • Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat dan mandiri • Berbagai ungkapan terima kasih dan responnya digunakan secara tepat • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat 	<ul style="list-style-type: none"> • Greetings and leave takings <ul style="list-style-type: none"> – Good morning. – How are you? – I’m fine, thanks – See you later. • Introducing <ul style="list-style-type: none"> – May I introduce myself. I am Budi. – Ani, this is Ida. – Nice to meet you. • Thanking <ul style="list-style-type: none"> –Thank you very much. – You are welcome. • Apologizing <ul style="list-style-type: none"> – I am sorry for ... – Please forgive me • Grammar Review <ul style="list-style-type: none"> –Personal Pronoun & (Subject possessive) <p>❖ I – my ❖ You – your – Simple Present Tense : to be & Verb 1</p>	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – About greetings, introducing, thanking, leave takings, and apologizing – Listening for information – Dictation • Speaking <ul style="list-style-type: none"> – Saying greetings, introducing, thanking, leave takings, and apologizing – Role playing, dialogues, introducing, thanking, leave takings, and apologizing – Telling one’s self • Reading for information <ul style="list-style-type: none"> – Short passages – Dialogues • Writing <ul style="list-style-type: none"> – Completing dialogues – Arranging jumbled dialogues – Composing dialogues 	<ul style="list-style-type: none"> • Tes lisan: <ul style="list-style-type: none"> – Memperagakan dialog secara berpasangan • Tes tertulis: <ul style="list-style-type: none"> – Melengkapi dialog 	<p>9</p>	<ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ English for Hotel Services ❖ Grammar in Use 	<ul style="list-style-type: none"> ❖ Komunikatif ❖ Pedulisosial ❖ Tanggung jawab ❖ Disiplin
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<p>1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun</p>	<ul style="list-style-type: none"> Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat. Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat. Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat. 	<ul style="list-style-type: none"> Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden</i>, dsb. Profession, nationality Adjectives showing physical (appearance), non-physical (characteristic) - <i>beautiful, humorous</i> dsb Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1st of May, July, 2006</i> Grammar review: - Singular – plural nouns. (<i>book – books</i> <i>box - boxes</i> <i>child – children</i> <i>fish – fish</i>) 	<ul style="list-style-type: none"> Listening - Matching pictures with words - Dictation - Listening for information Speaking: - Naming objects, quality of objects and persons, professions, nationalities, and time of the day. Reading: - Reading for information Writing: - Completing passages with suitable words 	<ul style="list-style-type: none"> Tes lisan - Mendeskripsikan gambar secara lisan Tes tertulis - Melengkapi kalimat - Pilihan Ganda - Memberi label pada gambar - Menjawab pertanyaan cerita. 	<p>12</p> <ul style="list-style-type: none"> Breakthrough Global Access to the World of Work Person to Person Grammar in Use 	<ul style="list-style-type: none"> Peduli sosial
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<p>1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun</p>	<ul style="list-style-type: none"> • Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dan cermat dalam berbagai konteks. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun. 	<ul style="list-style-type: none"> • Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb • Adjectives of quality: good, beautiful, dsb • Adjectives of size: big, small, dsb. • Adjectives of shape: round, straight, dsb. • Adjectives of age: old, new, dsb. • Adjectives of colour: blue, red, dsb. • Nationality, profession – John is an American. – He is a very busy chef • Adjective in series: A beautiful big U-shaped wooden house. • Description of events: The accident happened at nine PM on Monday, the 26th of July 2006. • Antonym / synonym 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> – Matching pictures with words. – Dictation – Listening for information • Speaking: <ul style="list-style-type: none"> – Describing things, people, profession, and nationalities – Telling numbers, responding to questions about numbers. – Discussing things based on physical appearance. – Role playing dialogues • Reading: <ul style="list-style-type: none"> – Understanding and discussing passages. • Writing: <ul style="list-style-type: none"> – Describing things – Matching numbers and the way they are said. – Arranging jumbled paragraphs. – Composing dialogues involving the use of numbers in various contexts – Writing paragraphs based on pictures 	<ul style="list-style-type: none"> • Tes lisan – Mendeskripsikan gambar – Menyebutkan waktu, bilangan. – Menceritakan kejadian secara lisan. • Tes tertulis: <ul style="list-style-type: none"> - Pilihan ganda - Menjodohkan gambar. - Menyusun paragraph pendek 	<p>21</p>	<ul style="list-style-type: none"> ❖ English for Hotel Services ❖ International Hotel English ❖ Person to Person Grammar in Use ❖ Posters or pictures from magazines or newspapers 	<ul style="list-style-type: none"> ❖ Peduli sosial ❖ Peduli lingkungan ❖ Cinta tanah air
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<p>1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar</p>	<ul style="list-style-type: none"> • Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. • Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat • Ungkapan berbagai perasaan disampaikan dengan tepat • Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat • Ungkapan perintah dan permintaan digunakan secara tepat. • Ungkapan penawaran barang dan jasa digunakan secara tepat. 	<ul style="list-style-type: none"> • Words and expressions used to show regrets and apologies: <ul style="list-style-type: none"> - I'm sorry that ... • Words and expressions used to express sympathy: <ul style="list-style-type: none"> - I'm sorry to hear that .. • Adjectives for expressing feelings: <ul style="list-style-type: none"> - happy, terrible, sad, etc • Adjectives ' -ing' vs '-ed' <ul style="list-style-type: none"> - boring x bored • Adjective set expressions <ul style="list-style-type: none"> - get bored; turn bad, etc • Subject – verb agreement: <ul style="list-style-type: none"> - John is very happy to see you. • Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> - May I use the phone? - You can leave now. • Grammar: Modals + Auxiliary • Expressions and verb forms used in commands and requests: <ul style="list-style-type: none"> - Can you lend me a pen, please? - Come here!; Stand up! • Responses to commands: <ul style="list-style-type: none"> - Yes, I will. - Certainly. • Expressions used for offering things 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Dictation - Listening for information - Completing passages • Speaking: <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice - In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services. - Expressing feelings about certain events • Reading: Reading for information: <ul style="list-style-type: none"> - Dialogues - Stories which stimulate readers' emotion • Writing: <ul style="list-style-type: none"> - Completing Dialogues - Rearranging jumbled dialogues - Composing short 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Dialog - Merespon pernyataan • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat kalimat <p>berdasarkan gambar.</p> <p>- Menyusun cerita.</p>	<p>22</p> <ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ American Business English ❖ Person to Person ❖ Grammar in Use 	<ul style="list-style-type: none"> ❖ Tanggung jawab ❖ Peduli sosial
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<p>1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi</p>	<ul style="list-style-type: none"> • Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat • Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat 	<ul style="list-style-type: none"> • Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> - The students are cleaning the floor. - When you arrive, the guests will be travelling around the city. • Grammar: Present continuous, future continuous. • Sentences using 'there + be' • Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> - There is a napkin on the table • Questions about events: <ul style="list-style-type: none"> - How/When did it happen? • Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> - I was very shocked to learn about the number of the victims. 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Matching pictures and sentences. - Completing passages • Speaking: <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice telling what's happening in pictures. - Giving responses to the events shown in pictures, films, or dramas. - Dialogue practice using "there" • Writing: <ul style="list-style-type: none"> - Writing short paragraphs based on pictures. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan gambar - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Menjawab soal cerita. - Membuat kalimat berdasarkan gambar. 	<p>22</p>	<ul style="list-style-type: none"> ❖ American Business English ❖ Person to Person ❖ Pictures from newspapers or magazines ❖ Breakthrough 	<ul style="list-style-type: none"> ❖ Peduli lingkungan
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<p>1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas</p>	<ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas, lambing negara) dijelaskan dengan benar. • Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar. • Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. 	<ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples of time table and schedule • Degrees of comparison: <ul style="list-style-type: none"> - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus. • Pronouns and Reported Speech 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Dictation - Completing memos and menus - Matching pictures based on signs, symbols, time tables and schedules given. • Speaking <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules - Making sentences using degrees of comparison, pronouns and reported speech. • Writing <ul style="list-style-type: none"> - Completing time tables and schedules - Writing sentences using comparative degree, pronouns and reported speech. - Composing memos and menus. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menjawab pertanyaan secara lisan - Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. • Tes tertulis <ul style="list-style-type: none"> - Membuat memo - Menulis menu - Menulis jadwal - Menjawab pertanyaan 	<p>22</p>	<ul style="list-style-type: none"> ❖ Various kinds of memos and menus, time tables and schedules from different sources ❖ Person to Person ❖ American Business English ❖ Breakthrough 	<ul style="list-style-type: none"> ❖ Disiplin ❖ Cinta tanah air ❖ Peduli lingkungan
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<p>1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus</p>	<ul style="list-style-type: none"> Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat. Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat. Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat. Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat. 	<ul style="list-style-type: none"> Words and expressions used in expressing preference: <ul style="list-style-type: none"> I prefer coffee to soft drink at this time of the day. I'd rather stay home over the weekend than go to movies. I like badminton better than volley ball. Conditional sentence type 1: <ul style="list-style-type: none"> If the weather is nice this morning, we can go to the beach. Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> Can you swim to cross this river? When I was a child, I could (was able to) climb that tree. Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> Could you tell me the way to the Zoo, please? Go straight on as far as the junction, then 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> Dictation Listening for information: dialogues Listening and completing maps. Speaking <ul style="list-style-type: none"> Interviewing for one's preferences and capabilities, asking and giving directions based on maps given. Responding to questions using conditional sentences type 1. Reading <ul style="list-style-type: none"> Reading for information: passages, dialogues, etc. Identifying skills and capabilities from reading passages. Reading and finding a location on the map Writing <ul style="list-style-type: none"> Writing sentences expressing preferences and capabilities, directions or locations. Writing sentences 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Dialog tentang preference, direction, capabilities, conditional. Tes tertulis <ul style="list-style-type: none"> Melengkapi dialog Menuliskan arah / petunjuk. pilihan ganda 	<p>22</p>	<ul style="list-style-type: none"> Person to Person Grammar in Use Maps Breakthrough English for Hotel Services Global Access to the World of Work 	<ul style="list-style-type: none"> Peduli sosial Peduli lingkungan
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<p>1.8 Menuliskan undangan sederhana</p>	<ul style="list-style-type: none"> • Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan dengan benar • Kalimat dirangkai dengan benar untuk membentuk undangan • Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar. 	<ul style="list-style-type: none"> • Grammar review: “will”, “could”, “would” and prepositions: in, on at. • Samples of invitation (personal invitation). • Parts of personal invitations. • Contents, style, spelling and punctuation. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – Completing invitations – Listening for information • Speaking <ul style="list-style-type: none"> – Pronunciation practice – Dialogue practice – Responding to questions dealing with invitations using “yes-no” and “wh-” questions. – Telling about invitations, – Creating dialogues in pairs • Reading <ul style="list-style-type: none"> – Reading for information: invitations • Writing <ul style="list-style-type: none"> – Rearranging jumbled sentences to create invitation – Writing personal invitations. 	<ul style="list-style-type: none"> • Test Lisan <ul style="list-style-type: none"> – Mengundang secara lisan – Dialog • Test tertulis <ul style="list-style-type: none"> – Membuat undangan 	<p>18</p>	<ul style="list-style-type: none"> ❖ Different kinds of invitations ❖ Person to Person ❖ Breakthrough ❖ Global Access to the World of Work 	<ul style="list-style-type: none"> ❖ Disiplin ❖ Tanggung jawab ❖ Peduli sosial
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Mengetahui

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