STUDENTS' ABILITY IN IDENTIFYING INTERROGATIVE SENTENCES THROUGH CONVERSATION TEXT

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ABSTRACT

The research is entitled an analysis of student's ability in identifying interrogative sentences through conversation text in SMK PendidikanSiapMandiri. The purpose of the research is to analyze data in detail to see how far the students' understanding of using interrogative sentences in conversational texts was. In order, it will produce the right of fixed data. This method of research uses conversation text. By using qualitative data, collecting data in using a written test by doing two tests. The results showed that on the first test only a few students get a score of 75, it is estimated that only 30% of students got the score criteria. However, in the second test, the researcher gives another explanation to the students to better understand how to identify interrogative sentences. And the result is that the student's ability has increased by 50%, many students have successfully met the score criteria, namely at least 75. So, the result of the research shows that the analysis of students' ability in identifying interrogative sentences is still lacking. Therefore, the conclusion is they can improve their abilities even better by learning more about an interrogative sentence.

Keywords: Conversation text, Interrogative Sentences, Writing.

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is thought of as a Global Language. The majority of the world uses English as a way of communication because it is an international language. In the Republic of Indonesia, English is taken into account because of the initial foreign language. English should be down pat by all students in-country, as a result of it is started and instructed from the preschool, even if it is studied in massive cities. however, on the contrary, the scholars still realize difficulties in learning English. To will increase students' data. several learning resources from books and conjointly the web ar in English.

The student must learn more about English. Especially increases the confidence for ourselves. As we all know that nowadays, several corporations and huge business use people that will speak English well to extend the standard of the work. In English, four skills must be mastered, namely writing, reading, listening, and speaking. The basic ability of high school students in listening and speaking is to express that means correctly in straightforward mutual voice communication fluently. Doing questions is considered to be used to develop concepts, build backgrounds such as the quality of learning, improve individual quality in absorbing students' English lessons to a higher level of thinking as student learning outcomes are seen from their ability after receiving a learning experience. According to the reference work of Linguistics, queries have many informative functions. At a better psychological feature level, it may be functioned to raise students' responses concerning antecedently learned data, to raise them to factually bear in mind info, to ascertain or take a look at students concerning info, and to check additional info from their academics. Therefore, students will get the data they have from the teacher by exploiting interrogative sentences, and therefore the teacher will get the data required from students.

In this study, the researchers chose SMK Pendidikan Siap Mandiri in the 2020/2021 school year, and the researchers in treated in a network computer engineering class or TKJ because the researchers want to see whether many students understood how to distinguish question sentences. Researchers interact with students as participants. The researcher

discusses the interrogative sentence and then gives the questions heat to the students. Analyzing and Making sentences in English are often difficult for students to understand at SMK Pendidikan Siap Mandiri. In teaching, teachers often find errors in students' sentences, especially when having conversations. These mistakes often make students insecure and even lazy to learn English. After two days of doing the research, the researchers got an improvement on the second day compared to the first day.

On the first day, any students did not perceive a way to analyze interrogative sentences. once the research worker asked students to investigate the question sentence, many students who do not understand analyzed the pattern of the interrogative sentence. Only 30% of students understand how to analyze the interrogative sentence questions given by researchers, many of which trigger students not to understand this material, one of which is the lack of material explanation due to limited teaching by the teacher during a pandemic like this time to 70% after the researcher explains again how to analyze the interrogative sentence. Through SMK Pendidikan Siap Mandiri's error analysis of interrogative sentences, we hope to reduce these errors and increase students' understanding of interrogative sentences and their meanings.

In this case, the author presents studies conducted by other authors who have similarities and differences with the Tag Questions and Yes-No Questions. The results of the study found that, compared with negative sentences, most students are more difficult to form interrogative sentences. Rosyid (2017) "The difficulty lies in punctuation, addition, capitalization, sentence context, etc". In addition, Rosyid researched to find out the mistakes made by students in interrogative sentences. The results show that there are four aspects of students' interrogative errors, namely, information errors, additions, confusion, and omissions. The main error is the error message. It is expected that the results of this writing will add information about the production errors of interrogative sentences, especially in terms of sentence types.

It is the strongest result for the researcher that the strategy of the research is to solve the case, for the student to learn more English. The result of research and the analyzed research before in order the both of research appear marvelous because there is a renewal of this research.

Previous Jurnal :

1. The Error Analysis In Interrogative Sentences Made By The Eleventh Grade Students of SMK Batik PerbaikPurworejo in the Academic Year of 2016/2017.

2. Analysis of students' interrogative sentence error at SMA Negeri 2 Salamantan Bangkayang Regency.

The difference between our study and previous research :

1. "The Error Analysis In Interrogative Sentences Made By The Eleventh Grade Students of SMK Batik Perbaik Purworejo in the Academic Year of 2016/2017". Discussing errors in analyzing interrogative sentences, while we discussed the journal "student's ability in identifying interrogative sentences through conversation text" which discusses students' ability to identify interrogative sentences through conversational texts.

2. "Analysis on students' interrogative sentence error at SMA Negeri 2 Salamantan Bangkayang Regency". Discusses error in analyzing interrogative sentences to students. While we discuss journals about "student's ability in identifying interrogative sentences through conversation text" which discusses students' ability to identify interrogative sentences through conversational texts.

1.2 The Problem of Study

Based on the above research background, the author specializing in issues subsequent studies:

1. What are the varieties of interrogative questions found from the conversation text?
2. How is the students' ability in using interrogative questions?

1.3 The Objective of Study

Related to the problems of study above, The research objectives are as follows :

1. Determine styles of interrogative questions which are found from the conversation text
2. To grasp the students' ability in using interrogative questions.

1.4 The Scope of Study

From the learning objectives above, researchers limit the scope from grade ten. And the subject of this study is school.

1.5 The Significance of Study

There are three significances of study, they are :

1. For teachers

   This study helps and supports the teacher to make a much better thanks to teaching the subject interrogative sentences to their students. Moreover, the teacher can find out which are common difficulties problems faced by the students in learning interrogative sentences.

2. For students

   This study can show how far the students understand using interrogative sentences in conversation text. The results of this study often come as a guideline to students' understanding in using interrogative questions.

3. For the researcher

   The purpose of this research is to clarify and expand knowledge during this field of study, in addition, to advance academic knowledge.

CHAPTER II

REVIEW OF LITERATURE

In English, four skills have to be done, particularly listening, speaking, reading, and writing. the fundamental competency of high school students in listening and speaking is too specific the which means properly in straightforward transactional and social conversations fluently. it's perceived in a position and includes the actions and words of requesting services, asking queries, requesting facts, and requesting opinions. Therefore, students should be able to establish interrogative sentences. queries do not seem to be solely associated with listening and speaking skills, however conjointly reading and writing skills. Students should be able to perceive the varied functions of interrogative sentences, so students will establish interrogative sentences from a text. In writing interrogative sentences, supported analysis expertise within the field. Most students don't perceive the precise structure that ought to be used, students are still confused concerning that one to use as an associate auxiliary word within the sentence. Quirk (1985) "suggests that associate sentence could be a term employed in synchronic linguistics to sit down with the options that make up an issue".

The interrogative sentences are uttered in the hope that the listener will respond with responses and answers. In communication, the interrogative sentence is not only pronounced to ask something but also used to express various things. However, If the speaker and listener have got the information they are looking for, then the speaker's intention is not just asking a question, but also the interrogative sentence used by the speaker to further emphasize the purpose of that goal.

But in everyday life, questions are in conversation more often than in writing. According to Bieber, (1999: 211) "the interrogative sentence is used to obtain information that may or may not be known by the questioner". In English, there are many interrogative sentences used. One of them used a question mark and usually functions to ask for information. In English, interrogative sentences are also divided into three types, namely, 5W+1H Questions which used questions like what, where, who, when, why, and how to ask information. WH question sentences require long answer sentences and are formed using auxiliary verbs. Yes/No questions, to bring up a yes or no answer, this sentence begins with

an auxiliary verb in the form of modal auxiliaries (may, will, should, can, might, shall, must, could) and primary auxiliaries (do have, be), The auxiliary verb primarily has no definite which means, however, it'll offer aiming to the context of the sentence, Yes-No questions are often known as closed questions. And the last one is the Question Tag which used an auxiliary verb at the end. A question tag is a form of interrogative sentence used to ask the listener to provide confirmation. The use of this interrogative sentence is adjusted to the main verb in the statement, namely the negative and positive forms, an auxiliary verb that is used.

"Questions with auxiliary word structures area unit given so that careful data is provided and communication objectives are consummated properly as a result of they perceive every other's which means and performance of the queries being expressed" (Swick, 2009: 109). Formation of an issue sentence exploitation the help typically needs a brief affirmative yes or no answer. The helper is placed ahead of the sentence subject followed by different sentence structures to raise somebody for the aim of getting a brief answer. Meanwhile, to get an additional complete answer, the employment of 5W + 1H is placed ahead of the sentence and is followed by a helper to differentiate the aim of the question being asked (Greenbaum and Lord Nelson, 2009: 39).

The distinction in question patterns in English, particularly between queries with short answers and queries that need complete answers, has to be understood to avoid misunderstandings in decoding the which means of the question.

CHAPTER III

RESEARCH METHODS

3.1 Research Design

The analytical methodology can consistently solve the problem of analysis weaknesses. it's going to be understood as a science of checking out the analysis it's to was done scientifically this research is conducted by using qualitative with descriptive analysis method. The writer design this research method to know students' ability in identifying interrogative sentences. In analyzing students' ability in identifying interrogative sentences, the writer will use the test as an instrument. In this study, we used two classes of the participant from third-grade students. The researcher will explain the collecting data, then the researcher will provide a test sheet that will be answered by the students.

In this research, its data consist of written tests. This aims to increase student's knowledge about the use of interrogative sentences. After conducting the knowledge assortment method, the man of science continues the analysis to the following step that is to investigate the information. Researcher using the interrogative sentence, question tag, and 5W+1H. This method begins with a question about conversations.

3.2 Instrument of Collecting Data

Deciding the instrument Arikunto (2002: 160) argues that an analysis instrument could also be a method of a facility used by the investigator to assemble the data for good result accurately, fully consistently, and simple to be analyzed. From the definition on top of, it area unit typically complete that instrument throughout a hunt is extraordinarily necessary to undertake to thus on urge correct information.

The action of the researcher to collect data is by carrying out several activities as follows:

1. Giving pre-test paper

2. Doing a teaching test

3. Fill in the interrogative text

4. Researchers provide opportunities for students to ask questions about difficulties in filling out interrogative texts

3.3 Techniques of Data Collection

Test

Firstly, the writer will give many texts of conversation. After reading the text, the students are asked to identify all interrogative sentences. Then they are asked to classify the kinds of interrogative sentences based on the kinds it is of the text above. The last, they are asked to analyze the percentage of it is used and find out which interrogative used is dominantly used.

3.4 Techniques of Data Analysis

The collected data are going to be analyzed and interpreted by using qualitative scores to urge summary (Suharsini and Erikunto, 1998: 246). During this case, the author uses 5 categories: excellent, good, enough, less, and bad. To urge the outline of this answer which is given by students, the analyzed data uses the formula as follows :

P = Percentage

F = Number of item

N = Total item

The writer will categorize the students' scores in criteria of ability. To seek out out the categories of students' ability in using interrogative sentences, the authors present the class data scores as follows:

Table 3.1 The classifying score of students' ability

No	Range	Level
1	90 - 100	Excellent
2	80 - 90	Very good
3	70 - 80	Good
4	60 - 70	Enough
5	50 - 60	Bad
6	Less than 50	Very Bad

CHAPTER IV

CONCLUSION AND SUGGESTION

Conclusion

English is known as an International Language it is used for communication by most people in the world. In Indonesia, English is considered the first foreign language. Because English is considered the first foreign language. Then this language must be mastered by all students in Indonesia starting and taught from kindergarten to university. In English, four skills must be mastered, namely writing, reading, listening, and speaking. High school students have basic competencies in listening and speaking, which is expressing meaning in simple conversations such as asking facts or an opinion accurately, fluently, can be understood. In identifying the interrogative sentence form a conversational text, students are asked to first understand the various functions of the interrogative sentence. Like the frank statement, English has 3 kinds of question forms. The first is 5W + 1H Questions that use questions like what, where, who, when, why, and how to ask for information. Yes / No Questions, to bring up a yes or no answer this sentence begins with an auxiliary verb and modal or it can also be preceded by a sentence whether the answer will appear yes or no. And the last one is the Question Tag which uses the auxiliary verb at the end. From the suits of this study, many students don't understand the interrogative text, because it is seen from the low overall score of the students. Only a few have scores above 75 and most students have grades below average. And this study most students choose to identify only the interrogative sentences instead to identify the 5W+1H Questions, Yes-No Questions, and Tag Questions Sentences. In this problem, before the lessons begin, the teacher identifies students or asks students what a problem the students have in this material cause most students still did not understand. Because there are still many students who have difficulty learning English, discussing questions or practicing speaking every day can help to develop student concepts and improve the quality of students in absorbing English lessons taught by teachers to students at higher levels of thought.

Suggestion

At present, the teacher must first find out the students' problems, especially the materials on the use of interrogative sentences and functions, to help compare the understanding of the rest before and after the explanation. The teachers should explain the differences in short sentences that need to be answered yes or no, and used questions such as why, when, where, who, what, and how. These questions often require more complex answers. The school hopes to motivate by holding more internal English competitions to familiarize students with English.

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