

**AN ANALYSIS ON STUDENTS' TYPES OF SENTENCES IN COMPOSING CONVERSATION AT SMA
FREE METHODIST 2 MEDAN**

Resperdiana Purba
(resperdianapurba@unprimdn.ac.id)

Hermina Ursula Ujut
(herminaujud@gmail.com)

Angeline Robert Pandori
(angelrobert456@gmail.com)

Hernawati Br. Sitompul
(hernasitompul0@gmail.com)

Abstract

The study identified and analyzed the types of sentences found in the text and what types of sentences were the dominantly used. Researchers use qualitative descriptive research methods by using analysis documents to obtain the desired results. Researchers collected 88 sentences data. The result showed that first, the types of sentences are declarative, interrogative, imperative and exclamative sentence. Declarative sentence consists of 18 data, interrogative sentence consists of 30 data, imperative sentence consists of 24 data and exclamative sentence consists of 16 data. Second, the data analyzed showed that the interrogative sentence is the most frequency dominant used, while the least frequency dominant is exclamative sentence.

Keywords: *types of sentences, composing conversation, declarative, interrogative, imperative, exclamative*

INTRODUCTION

1.1 The Background of the Study

In globalization word, English is one of international language. It domains of communication, both in oral and written contexts. Teaching and learning English, for the Indonesian students are crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Indonesia, English is considered as the first foreign language. Because of that, English must be mastered by all students in Indonesia, eventhought not all the school in Indonesia learn it such as kindergarten or primary school. But in Junior and Senior high school, English is one of the subjects lesson that is listed in curriculum. But in the contrary, the students still find difficulties in learning English. So that, nowadays we must learn more about English. Especially, increases the confident for ourselves. Nowadays, many companies and large business employ people who have competence in speaking English well to increase the quality of the working.

According to Andersen (2014), types of sentences are exist in the English language. In English, there are four types sentence, namely declarative, interrogative, imperative and exclamative sentence. The basic competence of high school students in listening speaking is accurately expressing to interact with others and understand the meaning in simple transactional and interpersonal conversations. It can be comprehended and included of actions and speech of asking service, asking things, asking facts, and asking opinion, asking suggestion, asking command and etc. Therefore, the students have to be able to identify kinds of sentences, because there are four types of sentences focus on the study namely declarative, interrogative, imperative and exclamatory sentence. The students have to be able to understand the kinds of those types of sentences, so the students can identify each sentences from a text based on the types.

To construct an understandable sentence in the English language, the words are not

randomly put together (Aitchison, 2003) in Andriani and Bram (2021). A sentence is made of a subject and a predicate (Those can be added with other words to construct meaning. Sentence is used to convey meaning in communication. Communication is the process of conveying thoughts and feelings or providing information to another. There are at least two people and two processes involved in communication. The listeners and the speaker are participants, and the procedures are

speaking and listening. When they speak, individuals position their thoughts into expressions, discussing views, feelings, and intentions that they want others to understand. When they listen, they convert words into concepts, attempting to rebuild the perceptions, sentiments, and purposes they wish to comprehend (Anggreini and Sari, 2023). Communication also happens in classroom between students, but sometimes problems found in the process of communication. This research is conducted in order to solve this problem. The researchers want to figure out what types of sentences used in order to produce an effective communication in students' conversation.

1.2 The Problem of the Study

Based on the background of the study above, the problem of the study is formulated as follows:

1. What are the types of sentences used by the students in the discourse?
2. What type of the sentence is dominantly used?

1.3 The Objective of the Study

Related to the problem of the study, the objective of the study are:

1. To find out the kinds of sentences types used by the students
2. To find out the type of sentence which the most dominantly used.

1.4 The Scope of the Study

The scope of the study is limited, the subjects are the students in grade XI 1, and the object is types of sentences.

1.5 The Significance of the Study

Theoretically

Expected to enrich the knowledge about types of sentences to the researcher.

1. Practically
1. This study is expected to provide information about the types of sentences to the other researchers

2. Can be used as reference to do the same research with the same topic.

RESEARCH METHOD

1.1 Research Design

The design of research is the way of making the data more completely in obtaining the result. This results uses the method of qualitative descriptive research. According to Moleong (2013:4) defines that qualitative methods as research procedures that produces descriptive data in the form of written or spoken words from people and observed behaviors. This qualitative descriptive research is used to find and analyzed the types of sentences used by the English teacherswhile interact in the class.

1.2 Place and Time of the Research

The place of the research will do in SMA FREE METHODIST Medan. It is located at jalan Gatot Subroto KM 7,8 Pasar III/ Jalan Sekolah No. 33 KelurahanCinta Damai Kecamatan Medan Medan Helvetia Kota Medan. The time is do on April 2023.

1.3 Technique of Collecting Data

Technique of collecting data is a way of collecting data based on the form of related research. Arikunto (2011) said research subject is the individu or thing that can be used for the variable research and the object is the test result. Moleong (2016) says that qualitative research is a research that is faced by the subject such as action, perception, motivation, character by holisticand descriptive in the form of language of a context.

Based on the experts opinion above, in collecting data, the researchers will perform by test.

The researchers will ask the students to write a conversation in free topic.

1.4 Technique of Analyzing Data

Moleong, (2005:4) descriptive qualitative is a research where the data collected are in the form of sentences, text interview, video or other documentation. Sugiyono

(2018:482)says that analysis data is a process of finding and arrange data systematically by the way of interview result,

note of field, and documentation, then organize the data into category and arrange in to the suitable pattern. Related to this opinion, all the data collected that has been identified, the will analyze it based on the type of sentences. Then the researchers will draw the conclusion, what types of sentence is the most dominantly used by the teachers.

RESULT AND DISCUSSION

In this chapter, the researchers describe the answers to the research problem, identifying the types of sentences used by the English teachers while interact in the class. The result of identification shows that there are 4 (four) types of sentences, namely affirmative, declarative/assertive, interrogative and exclamatory sentence.

3.1 Declarative Sentence

A declarative Sentence a sentence that is generally consists of a simple statement, used to provide information about something or statement based on the fact. Declarative sentence is also said as assertive sentence. It can be either positive or negative statement base on the fact.

Example:

1. Indonesia is the champion of world cup. This is Indonesia's greatest experience in the world of football. (Doni Christian Samosir)
2. Smoking can damage our organs, especially the lungs. (Johns C. Hutabarat:)
3. That's is one of its benefits but it's also can burn human lung. (Johns C. Hutabarat)
4. But I still wonder why there are still so many people who smoke, they do not know what the effect of smoking. (John C. Hutabarat)
5. I was too sick and couldn't make it to school. (Satria Abednego)
6. I don't have permission to go to the home room teacher. (Satria Abednego)
7. My mom don't allow me to go to the place. (Siska Nayla)
8. I don't think they fall and become a demon's Kimetsu Novaiba (Risman Tua Sinaga)
9. Ok, I will will find out if they really become devil. (Rendrian Jevandry)
10. I think it's 5-2 for Argentina.
11. That is located on the Ledong Gede street. (Rogiel Adam)
12. I am from Beverly Hills. It's not to far from here. (Marlina)
13. I think I didn't do the exam well (
14. I get so caught up in the story that I can't stop reading. (Eva Rouli S)
15. I also like reading mystery novels. They are always full of suspense. (Eva Rouli S)

16. I was absent last week

17. I am very busy at the moment (Somi Engelina)

18. Your house is very pretty. (Binsar Rainhad)

3.2 Interrogative Sentence

Interrogative sentence is a sentence generally used to ask a question in order to gather information about something.

Example based on the data collected:

1. Where? (Siska Nayla)
2. Do you know the anime where he becomes a devil? (Risman Tua Sinaga)
3. Do you think they are fully becomes demons? (Rendrian Jovandry)
4. Hi Buddy, how are you? (Gilbert S)
5. What do you do now? (Gilbert S)
6. What is it? (Gilbert S)
7. What do you think about the score? (Gilbert S)
8. About Argentina, what's your opinion about that? (Gilbert S)
9. Do you think smoking is useful? (John S. Hutabarat)
10. Why don't you come to school yesterday? (Satria Abednego)
11. Why don't you have permission from the homeroom teacher? (Satria Abednego)
12. Do you still remember me? (Daniel Steven)
13. So, how is your health now? (Satria Abednego)
14. I am now working at PT. Samudera (Daniel Steven)
15. By the way, what are you doing now? (Daniel Steven)
16. Where are you from? (Marlina Wahyu)
17. How about you? Where are you from? (Marlina)
18. Do you like it so far? (Marlina)
19. Are there any more? (Chelsea Lubis)
20. Hi, Bryan, why don't you come to the party yesterday? (Chelseas Lubis)
21. Hi, Eva, what are you doing? (Armando Napitupulu)
22. What kinds of book is it? (Eva Rouli S)
23. By the way, where is your gang? (Marta Lestari)
24. Where is your house? (Marta Lestari)
25. Hi Cindy, what are you doing? (Sindy Claudia)

26. What homework are you checking? (Sindy Claudia)
27. Can I see your homework?
28. Do you want to hear a funny story? (Nova)
29. Have you finish biology homework? (Flora)
30. What can I do for you? (Somi Engelina)

3.3 Imperative Sentence

Imperative sentence is a positive sentence that patterned of sentences that supports a claim, a regular action, an idea, a request, a command or random thinking.

Example based on the data collected

1. Do you have some pens? (Siska Nayla)
2. Can I borrow it? I forget to bring my pen (Siska Nayla)
3. Oh, thank you, Mr! (Rogiel Adam)
4. You're welcome (Rogiel Adam)
5. Don't worry, another time I will invite you. (Siska Nayla)
6. Oh no, the address is so far (Siska Nayla)
7. Oh, May be you are right (Rendrian Jovandy)
8. Oh, I am sorry. (Satria Abednego)
9. Do you mind if I borrow the notes from you yesterday? (Arnold Sinaga)
10. No, sure. Here my notes. (Arnold Sinaga)
11. Oh, thank you, Mr! (Rogiel Adam)
12. You're welcome (Rogiel Adam)
13. Oh, May be you are right. (John C. Hutabarat)
14. Ok, no problem (Arnold Hutabarat)
15. Wait a moment. (Daniel Steven)
16. Ok. Let's go there (Daniel Steven)
17. I guess, I will see you there (Marlina)
18. Oh, wait. (Chealse Lubis)
19. I agree (Armando Napitupulu)
20. Oh, my God (Sindy Claudia)
21. Oh no! That's so funny! (Nova)

22. Don't worry about it. (Nova)

23. How pity you are (Flora D)

24. Oh my God (Flora)

3.4 Exclamative Sentence

Exclamative sentence is a sentence that consists of an exclamation or strong emphasis. It expresses sudden or strong emotions and feelings of someone.. The exclamative sentence begins with a capital letter and ends with an exclamation mark.

Example based on the data collected:

1. Ok. Good! (Siska Nayla Simare-mare)
2. It's amazing! (Gilbert S)
3. Hahahaaa! (Gilbert S)
4. Hello Bella! (John C. Hutabarat)
5. Oh, of course! Let's wake up the smokers!
6. Hi, John! (John C. Hutabarat)
7. It,s really good! (John C. Hutabarat)
8. Oh, of course! (John C. Hutabarat)
9. Let's go!
10. That's good! (Satria Abednego)
11. Go a long! (Rogiel Adam)
12. That's good! (Arnold Siallagan)
13. So far so good! (Daniel Steven)
14. Wow, cool! (Daniel Steven)
15. That's cool! (Bryan Panjaitan)
16. They are so exciting! (Amando Napitupulu)

All numbers of data can be seen from the table below:

No.	Types of Sentences	Data	Percentage
1.	Declarative	18	15,84 %
2.	Interogative	30	26,4 %
3.	Imperative	24	21,12 %
4.	Exclamative	16	14,08 %

	Total	88	100 %
--	-------	----	-------

CONCLUSION AND SUGGESTION

4.1 Conclusion

After analyzed the data, the researcher conclude that:

1. based on each type of sentences, the researcher can conclude that there are four types of sentences that are found in the conversation text, namely declarative (18), interrogative (30), imperative (24) and exclamative sentence (16).
2. Type of sentence that the dominantly used is interrogative sentence (30).

4.2 Suggestion

1. The researchers suggest that the students can improve their conversation by learn types of sentences.
2. The researchers also suggest the students to practice English by conversation, because speaking English will be more fluent if they often practice it.

REFERENCES

- Andersen, Sarah. *"Sentence Types and Functions"* San Jose State University: Spring, 2014. Print.
- Anggreini, Merliyani Putri and Sari ratih Novita. 2023. *Teacher Talk: A Prgmatic Analysis of Presiposition in English Teaching Classroom*.
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Creswell, John W. (1994). *Research design : Qualitative and quantitative approach*. California: sage publication, Inc
- Education Byrd, Patricia and B. Benson (2001). *Applied English Grammar*. Boston: ThomsonLearningInc.
- Erina Andriani and Barli Bram. 2021. SYNTACTIC ANALYSIS OF SENTENCE PATTERNS AND TYPES OF BBC NEWS ARTICLES. . *LiNGUA Vol. 16, No.1*, June. 2021
- Gall, Meredith D, Joyce P. Gall, and Walter R. Brog. (2007). *Educational Research*. Boston: Pearson Education Inc.
- Moleong, Lexy J. 2015. *Metode Penelitian Kualitatif. Edisi Revisi*. Bandung: PT. Remaja Rosdakarya.
- Sugiyono, 2017. *Metode Penelitian Kwantitatif, Kualitatif dan R.D*. Bandung: CV.Afabeta.
- Parker, Frank. 1986. *Linguistics for Non Linguist*. London: Taylor and Francis
- Shazali Mustafa, Mustafa. (2010). "The interpretation of implicature:A comparative study between Implicature in Linguistic and Journalism". *Journal of Language Teaching and Research*. Vol. 01. No. 01. PP. 35-43. ISSN. 1798-4763
- Thomas, Jenny. (1996). *Meaning in interaction: an introduction to pragmatics*. New York : Adison Wesley Longman Publishing
- Trisyandi, Dedi. Dkk. (2013). "Implicature in government slogan". *Paraphrase: Jurnal kajian kebahasaan dan kesastraan*. Vol. 13. No. 02. ISSN: 0854-6126
- Wijana, I Dewa Putu. 1996. *Dasar-dasar Pragmatik*. Yogyakarta: Andi OffsetWright,
- Wright, Richard A. 1975. "Meaning non-natural and Conversational Implicature", *Cole and Morgan. Syntax and Semantics Vol. 3: Speech Act*. New York: Academi Press
- Yule, George. (2003). *Pragmatic: Oxford introduction to language study*. New York : Oxford

university press.