

**STUDENTS' ABILITY TO CONSTRUCT VERB PHRASE IN WRITING
ENGLISH SENTENCES**

**(A Descriptive Study on the Third Semester Students of English Department
in Muhammadiyah University of Makassar)**



A THESIS

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3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

Allah has a plan,

don't ever stop believing

Keep praying, and keep trying.

I dedicate this thesis to:
my parents, my sisters and all my best friends,
for your sincerities and lots of prayers in supporting
the writer making her dream comes true.

ABSTRACT

Rini Anggraemi. 2019. *“Students’ Ability to Construct Verb Phrase in Writing English Sentences (A Descriptive Study on The Third Semester Students of English Department in Muhammadiyah University of Makassar)”*. A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Guided by Hj. A. Tenri Ampa and Awalia Azis.

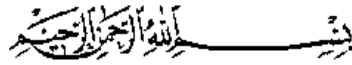
The objective of the research was to find out the students’ ability to construct verb phrase in writing English sentences focused on finite and non finite verb phrase at the third semester students of English Department in Muhammadiyah University of Makassar.

The method of this research was Descriptive Quantitative. The research population was the third semester students of English Department in Muhammadiyah University of Makassar academic year 2018/2019. The sample of this research consisted of 63 students. The researcher obtained the data by using writing test.

The findings of the research were the students’ ability to construct finite verb phrase and non finite verb phrase in writing English sentences. The results of the students’ writing test showed different scores between finite verb phrase and non finite verb phrase, means score of finite verb phrase was 72 and the mean score of non finite verb phrase was 66. It could be stated that students’ were better in constructing finite verb phrase than non finite verb phrase but both of them were fair good.

Keywords: Verb phrase, finite and non finite

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Researcher

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CHAPTER I

INTRODUCTION

A. Background

Writing a sentence is ability to construct or compose one word to others words to form one unit has a meaning. Heaton (1989:135) argues that writing skill is complicated and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devise but also conceptual and judgment element. People cannot write even a single letter of the alphabet without conscious effort of mind and hand, and to get beyond the single letter it must be known how to form words, how to put words together into sentences and how to punctuate the sentences.

Sentence is a group of word that expresses a statement, command, question or exclamation. Swan (1995) states that sentence consist of one or more clauses, and usually have at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark or exclamation mark. Cook (1969:40-41) states that sentence can be classified according to the number and kind of clauses in the base into three types of sentence. Those are simple sentence, compound sentence, and complex sentence.

It is important for learner to have a good skill in writing sentence with a good structure. If the students have good skill in sentence constructions, they will be able to make and arrange the sentence into good paragraph. It is also relevant with what Widdowson (1992: 74) states that language learning

consists of effort to get competent in constructing good sentences or how to use suitable sentences in context.

Sentence construction is not only a lower-level skill, but also a foundational skill that students acquire at lower elementary-grade levels. Lower-level skills are crucial building blocks of writing skills to successfully engage in higher-order skills. More specifically, lack of mastery in constructing syntactically complex sentences may hinder students' abilities to effectively translate thoughts and ideas into writing. Knowing how to plan, for example, has ultimately little value if the writer is unable to construct effective sentences. Poor sentence-construction skills can be a serious inhibitor to successful writing. While lack of sentence-construction skills impedes successful growth in writing for skilled writers, it is a significantly greater challenge for less-skilled writers in constructing simple sentence structures, let alone syntactically complex structures.

Words do not pattern directly into sentences. There are some units between word and sentences are usually called phrase and clause. Phrases are equivalent to the word grouping of the previous paragraph and clause to the larger units. So, words pattern into phrase, phrase into clause and clause into sentences. Or, from alternative perspective, a sentence is composed of one or more clause, a clause is composed of one or more phrase and a phrase is composed of one or more words.

The smaller unit below the sentence is clause which is a group of words that contains a subject and a predicate. A clause may be either a

sentence (an independent clause) or a construction within another sentence (a dependent or subordinate clause). Below the clause is a phrase that is two or more words that do not contain the subject and verb to form a clause. And the smallest unit is a word that grammatically interacts with other such units to form constructions on various levels.

Phrases are important units of language that tends to use quite a lot. A phrase is a small group of words without both a subject and predicate that is considered as the second level of classification as they tend to be larger than individual words, but smaller than sentences. The words in a phrase act together so that the phrase itself functions as a single part of speech. For example, some phrases act as nouns, some as verbs, and some as adjectives or adverbs.

A phrase might consist of a head and one modifier or a head and more than one modifier. If the head is a noun, it is called a noun phrase; if the head word is a verb, it is called a verb phrase; if the head word is an adjective, it is called an adjective phrase; and if the head word is adverb, it is called adverb phrase (Abdul Muis Ba'dulu, 2008:41).

Risna in her researcher (2016) "An Error Analysis of English Verb Phrases in Writing Paragraphs at the Fifth Semester Students of English Department of FKIP Unismuh Makassar" found that The Fifth Semester Students of English Department of FKIP Makassar need to improve verb phrase in writing paragraphs because the result of the research shows the an error analysis of verb phrase in writing paragraphs was indicated by the mean

score of omission errors are (46,65%), Addition errors are (10,7%), Misformation errors are (42,63%), and Misordering errors are (4,65%).

Meanwhile, Titin Hardiyanti (2016) in her research “Error in Using English Noun Phrase in Writing English Paragraph at The Third Year Semester Students of English Department University of Muhammadiyah Makassar showed based on two categories; those are students’ errors in using pre-modifier and students’ errors in using post-modifier. She finds that addition is the dominant from kinds of error in pre-modifier and post-modifier made at the third year semester students of English Department University of Muhammadiyah Makassar.

Both of the researchers tried to find errors are made by the students in using phrase. But the object of the research of the first researcher is verb phrase and object of the second research is noun phrase. The differences both of the previous researchers are the researcher doesn’t use error analysis and the verb phrases is limited (finite verb phrase and non-finite verb phrase).

Verb phrase is very important to be known because it is a part of sentences that can function as a predicate of a sentence. Therefore, the structure of verb phrases should be mastered. In relation to the background above, the researcher would like to focus and carry out a research under the title “The Students’ Ability to Construct Verb Phrase in Writing English Sentences”

B. Problem Statement

Referring to the background above, the researcher formulated the problem statements as follows:

1. How is the students' ability to construct finite verb phrase in writing English sentences?
2. How is the students' ability to construct non-finite verb phrase in writing English sentences?

C. The Objectives of the Research

Related to the problem statements presented the aim of this research are:

1. To find out the students' ability to construct finite verb phrase in writing English sentences.
2. To find out the students' ability to construct non-finite verb phrase in writing English sentences.

D. Significance of the Research

The result of this research was expected to be more useful for the English learners and the English teacher especially in using verb phrases as important knowledge. It was also to be useful information for the next researchers who are interested in the same matter.

E. Scope of the Research

This research was focused on the students' ability to construct finite verb phrase dealing with main verb and auxiliary verb; and non finite verb phrase dealing with infinitive and participle in writing English sentences.

.CHAPTER II

REVIEW OF RELATED LITERATURE

This study was designed to describe students' ability to construct verb phrase in writing English sentences. It was conducted to know the capability of the students to construct verb phrase to write English sentences. Therefore, this chapter presented concepts of verb phrase and sentence.

A. The Concepts of Verb Phrase

1. Verb

The term 'verb' originally comes from 'were', a proto-Indo-European word which means a 'word'. It comes to English through the Latin word 'Verbum' and the old French word 'Verbe'. Verbs describe actions, events and states and place them in a time frame. They tell us whether actions or events have been completed or are ongoing. They point out whether a state is current or resultative and perform a number of other functions. Therefore, a verb is considered to be the 'heart' of the sentence. According to Palmer (1965), a verb or a verb phrase is so central to the structure of the sentence that 'no syntactic analysis can proceed without a careful consideration of it.

Verbs generally refer to action; events and process e.g. give, happen, become. They typically have a number of distinct forms: infinitive ((to) walk), third person singular present tense (walks), past tense (walked), present participle (walking), and past participle (walked). The past participle is usually the same as the past tense form, but for some

verbs it is different e.g. *show* has past tense *showed* and past participle *shown* ; similarly *give* has *gave* and *given*.

According to Huddleston (1988) the term 'verb' can be applied to a grammatically distinct word class in a language having the following properties.

- a) It contains amongst its most central members the morphologically simplest words denoting actions, processes or events.
- b) Members of the class carry inflections of tense, aspect and mood if the language has these as inflectional categories. The verb phrase is defined in a different way in the generative grammar framework. In this framework, a verb phrase is a syntactic unit that corresponds to the entire predicate. In addition to the verb, this includes auxiliaries, objects, object complements, and other constituents apart from the subject.

Quick and Jackson divides verb into lexical verbs and modal auxiliaries or auxiliary verb. Auxiliary verbs have a mainly grammatical function. The subclass of auxiliary verbs Includes: be, have, do (primary auxiliary) and such words: can, could, will, shall, and the like (modal auxiliaries or modal verb).

Among lexical verbs a distinction is made between transitive and intransitive verbs (Jackson, 1982: 62). Verbs which require a direct object to complete the sentence are called transitive verbs. Greenbaum (1991) argues that the term 'transitive' comes from the notion that a person

performs an action that affects some person or thing. Verbs like 'bring', 'obtain', 'reduce' and 'take' essentially require an object and are, therefore, called transitive verbs. If a main verb does not require another element to complete it (object/complement), the verb is termed intransitive. For example, verbs like 'sit', 'wait' and 'fall' are intransitive verbs.

While transitive verb is a type of action verb that links the subject with the object (a person or a thing) of a sentence, which is receiving the action. Transitive verb has two prominent features: (1) It acts as an action verb, expressing an activity and (2) it uses a direct object that receives an action. For example, my mother gave me some money. The word *gave* expressing an action that is received by *me*. A number of verbs are transitive and transitive verb depending in the context, e.g. *write* is transitive in *write your name here* and intransitive in *Devi couldn't read or write*.

Jackson (1982: 62) makes another distinction among lexical verbs, namely dynamic and stative verbs on the other. The distinction between stative and dynamic verbs is considered to be a fundamental one in English grammar. Verbs that can occur with the progressive aspect are labeled as dynamic verbs and verbs which generally do not occur in the progressive form are termed as stative verbs. For example, activity verbs like 'call', 'drink' and 'throw', process verbs like 'grow', 'change' and 'deteriorate', verbs of bodily sensation like 'feel', 'ache' and 'hurt', momentary verbs like 'jump', 'hit' and 'knock' and transitional event verbs like 'fall' and 'arrive'

are frequently used in the progressive aspect and therefore, they are called dynamic verbs. Thus, it is possible to say in English 'He is drinking coffee' or 'My head is aching'.

On the other hand, verbs of involuntary perception like 'see', 'hear' and 'smell', verbs of likes and dislikes like 'love', 'hate' and 'prefer', and verbs of mental processes like 'remember', 'know' and 'understand' are generally not used in the progressive form and therefore, they are called stative verbs. Thus, English does not allow constructions like 'We are knowing him very weird' or 'He is liking music'.

Frank (1972:49) clarifies verbs based on their function in a sentence namely finite and non-finite (infinite) verb. Finite verbs are lexical that are restricted by either 'person' (first, second, third person), 'time/tense' (present and past) or number (singular and plural). In **I have two books**, **have** acts as the full verb in the predicate which is limited by person. Non-finite (or infinite) verbs are verb forms that function as other parts of the speech than verbs. They consist of the infinite forms (to + the simple form of the verb) and the participle –ing or –ed forms. Thus, in **the boy talking to the teacher is my brother**, **talking** is a participle used as an adjective to modify **boy**. In **He likes talking to the teacher**, **talking** is a noun (a gerund) used as the object of **likes**.

The examples above show us that the predicate of a clause or sentence must contain a finite verb, but does not always contain a non-finite one. A sentence may or may not contain non-finite verb. Again,

some certain verbs are finite in one context but are non-finite in the other contexts. In predication, the non-finite verb, if any, always follows the finite verb.

The grammatical form of verbs is usually discussed in connection with *tense*. The description of verb forms differs according to the way the term *tense* is interpreted. On the basis of this interpretation by meaning, some grammarians, presents a three-tense system – present, past and future. The different tenses are signaled by verb endings or by auxiliary verbs. A second interpretation of tense is based on the form of the verb alone. According to this interpretation, there are only two tenses – a present and a past – each of which is marked by different forms in the lexical verb itself or in the auxiliary used with it.

A verb that tense to indicate time: present, past, future may also indicate aspects: progressive and perfect. To indicate time, a verb can be a single word and can also be phrase (verb phrase). Single word verbs indicating time are those that are in simple present tense and simple past tense, as in **I am here now** (simple present). Other tenses indicating future time and aspects are always in phrases. In **We have studied hard**, the phrase **have studied indicates** present perfect tense.

2. Phrase

a. What is phrase

The word *phrase* is derived from Latin *phrasia* meaning are two or more words conveying a single thought or forming a distinct part of a

sentence but not containing a subject and predicate, (Guralnik, et al, 1975: 563).

According to Cook, (1969: 9) the phrase is composed of words and typically fills slots at the clause level. It is a word group that fills the same slots at clause level as are filled by single words. Elson and Pickett, (1963:73) defined the phrase as a unit composed of two or more words potentially, which does not have the characteristics of a clause, typically, but not always, fill slot on the clause level. Based on this definition, the phrase has three main features: (1) the phrase typically fills slot on clause level. (2) The phrase does not have characteristics of clause, and (3) the phrase consists of two or more words.

Mas'ud, (1996:223) defined phrase as a combination of words that has no subject and predicate but it is also has meaning. Based on the definition above the writer concludes that phrase is a word group or a linguistic form from two or more words that has not subject and predicate but it still has a meaning.

b. Types of Phrase

Elson and Pickett (1963:75) divide phrase into modified noun phrase, possessive phrase, modified adjective phrase, modified adjective phrase, modified adverb phrase, verb phrase and prepositional phrase. Meanwhile, Waldhorn and Zeiger, (1954:46) state that on its use, phrase can be divided into three types namely: *Noun phrase, adjective phrase, and Adverb phrase.*

There are two criteria that can be used to classify phrase: (1) according to relationship of elements in the structure: (2) according to the number and types of words that become the head of the structure. Base on the relationship of element in the structure, phrase can be classified into *Exocentric phrase* and *Endocentric phrases*.

An *exocentric* phrase is a phrase that has complementary distribution with it is element; this means that no elements can substitute the whole phrase. In other words, an *exocentric* phrase is an *no centered phrase*. An exocentric phrase has two elements, *relater* and *axis*. The relater can be filled by a preposition, and the axis can be filled by a word group. Thus, the formula for relater axis phrase can be written as follows: **RA = +Rel : rel +Axis: n/ N.**

Read: A relater axis phrase consists of a relater slot filled by a relater and an axis slot filled by a noun phrase, e. g. in Indonesia, in *Makassar, during the semester, with his father, by the teacher.*

An endocentric phrase is a phrase that has parallel distribution with its head. This means that the whole phrase can be substituted by its head. Based on the number and types of head, endocentric phrase can be further divided into *single head phrase* and *multiple head phrases*. Single head phrase can be further divided into noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), and adverb phrase (AdvP). The multiple head phrase can also be further divided into the *coordinate phrase* and *appositive phrase*. (Ba'dulu 2004:46)

Jackson (1982:66) divides phrase into 5 types of phrase, these are noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase. The first four of these take their name from the word that is the chief word or the head the phrase. The prepositional phrase is different in that there is no head word. For the other types of phrase the minimal form of the phrase is the head. For example, in the clause *She looks beautiful today*, we have a noun, verb, adverb sequence; and each of these words is head of the corresponding phrase, i.e. noun phrase, verb phrase, adjective phrase and adverb phrase. A prepositional phrase, on the other hand, is always composed of two element, a preposition and a noun, or rather noun phrase, e.g. *at night*, *in the jungle*. Among these five types phrase of phrase, verb phrase is used quiet a lot because the function of the verb phrase in a sentence as predicate which is obligatory element. That means a sentence cannot be constructed without verb phrase.

3. Verb Phrase

a. What is verb phrase

Jacobs (1995) ague that every verb phrase contains at least one constituent, a verbal and therefore considers the verbal to be primary constituent of a verb phrase. At the same line, Quirk and Greenbaum (1973) hold the view that the verb element is always a verb phrase. According to them, a verb phrase can consist of one verb or more than

one verb and if it consists of more than one verb, the phrase consists of 'a head verb preceded by one or more auxiliary verbs'

Additional Biber et al. (1999) defines the verb phrase as one that contains a lexical verb or primary verb as head or main verb, either alone or accompanied by one or more auxiliaries. However, in this study the term “verb phrase” is used to refer to the main verb and its auxiliaries and it excludes the rest of the predicate.

Jackson (1982:72) states that a verb phrase is a phrase of which head contains a verb; it is a lexical verb along with any associated auxiliary verbs. The main verb phrase consists of a verb and any auxiliaries attached to it, at least one of which must be in the present or past tense. For example, *have been eaten*, *eaten* is past participle form as head while *have* and *been* are auxiliary that attached to it.

b. Verb Phrase Construction.

Jackson (1982:72) states that in the verb phrase all the elements are verb phrase of one kind or another. A verb phrase contains one lexical verb as head and may have up four auxiliary verbs, besides the negative word, as modifiers. The lexical verb is always the last element in the verb phrase; e.g. *may not have been being interrogated*, in which the lexical verb *interrogate* and the other elements auxiliary verbs together with *not*

Same line with Jackson; Quirk and Greenbaum (1973) hold the view that the verb element is always a verb phrase. According to them,

a verb phrase can consist of one verb or more than one verb and if it consists of more than one verb, the phrase consists of 'a head verb preceded by one or more auxiliary.

1) Finite verb phrases.

A finite verb phrase is a verb phrase containing a finite form of the verb. The finite form of the verb in a verb phrase shows tense distinction between 'past' and present', and it is associated with person: First, second and third person, and number: singular or plural. This function is performed by the operator (the first auxiliary in verb phrases).

According to Quirk and Greenbaum (1973), auxiliary verbs can be classified into primary and modal auxiliaries. Primary auxiliary verbs play a kind of dual role, as they can function both as lexical and auxiliary verbs. 'Be', 'Have' and 'Do' are examples of the primary auxiliary verbs. For example, in the sentence 'I do my work sincerely', 'do' is a lexical verb, whereas in the sentence 'I do believe in God', 'do' is an auxiliary verb. And modal auxiliary (can, may, will, must, etc). Auxiliary verbs serve to realize the grammatical categories associated with the verb phrase, especially tense and aspect.

Modals always occur as the first element of the verb phrase, and they help the main verb to express a range of meanings like possibility, probability, permission, certainty, necessity and obligation. Modal

auxiliaries do not carry third person present (-s) ending, and they do not have past participle, present participle and infinitive forms.

Modal is always followed by the infinitive (without to) form of the verb. E.g. *he may come, they can stay*. The negative word always takes up second position. The primary auxiliary *be* has two uses and *have* has one. *Be* is followed by the present participle (-ing form of the verb) to indicate **progressive** or alternatively called **continuous aspect**, as in *he is coming, she was going*. *Be* is followed by the past participle (-ed form of the verb) to indicate **passive voice**, as in *it is finished, it was eaten*. *Have* is followed by the past participle (-ed form of the verb) to indicate perfect or passive aspect, as in *he has gone, they had eaten*.

When combinations of auxiliary verbs occur, the relative order among auxiliary verbs is as follows:

Modal – *have* – *be* (progressive) – *be* (passive)

These rules means as follows:

- a. When a verb phrase has four auxiliary verbs as modifiers, the order should follow the rule above, in which 'be' is of course not present.
Example: *would have been being done*
- b. When a modal auxiliary and a primary auxiliary occur at once in a verb phrase, the modal auxiliary should precede the primary auxiliary. For example, *Can be interviewed*.

- c. When two primary auxiliary verbs (have and be) occur at once in a verb phrase *have* always precedes *be*. For example: *Has been done*
- d. When *be* (am, is, are, was, were) and its variant (being) come at once in a verb phrase, *be* (am, is, are, was, were) always precedes *being*.
- e. When the variants of *be* (been and being) occur at once in verb phrase, *been* always precedes *being*. For example, *should have been being taught*”?

Jackson (1982:73) states that the first auxiliary in a verb phrase is called the **operator**, and has a number of special function:

1. The operator is the element in the verb phrase that is marked for **tense**; that is, the distinction between ‘past’ and ‘present’ i.e. he *is coming*, the operator *is* marked that it is *present tense*. if there is no auxiliary in the verb phrase, then the lexical verb itself is marked for tense, for example *he walks* – indicate *present* and *he walked* – indicate past.
2. The operator changes places with the subject of a clause in most questions; for example, where the wh-word (interrogative pronoun) is the subject of the clause and comes first like all wh-interrogatives.
3. The negative word *not* is placed immediately after the operator and before any other auxiliaries; for example, *he has not come*.

4. The operator is the item that is repeated in a tag question.

Example, *he is coming, isn't he?*

From some explanation about finite verb phrases, it can be concluded that the formula for verb phrase, can be written as follow:

$$V = \pm \text{aux}_1 \pm \text{aux}_2 + H : v$$

2) Non-finite verb phrase

A non-finite verb phrase is a verb phrase which consists of non-finite forms of the verb. It is not restricted by either person: first, second, and third person; Tense; present or past; or number; singular or plural.

A non-finite verb phrase may be introduced by an infinitive (usually with *to*) and therefore, called 'infinitive non-finite verb phrase'. It can also be introduced by a present participle non-finite verb phrase (Jackson, 1982: 74). The type (infinitive, present participle) of the non-finite verb is indicated by the form of the first member.

Examples:

a). Infinitive non-finite verb phrases:

- 1). They wanted to be fed.
- 2). She wants to be going.
- 3). He likes to have shaved before 7.00 a. m
- 4). He regrets not to have consulted.

Changing the subjects to any other forms or the tense to any other tense would not require us to change the verb phrase to any other forms. From the example above, we can have the following notes.

- infinitive non-finite verb phrase is always preceded by any other finite verb (the finite verbs preceding the infinitive non-finite verb phrases in the examples above are respectively: wanted, wants, likes, and egrets).

- An infinitive non-finite verb phrase may contain a 'be- passive', as give in (1)

- An infinitive non-finite verb phrase may contain a 'be- progressive' as given in (2)

- An infinitive non- finite verb phrase may contain a 'have-perfect', as given in (3)

- The negative 'not' in a clause containing an infinitive non-finite verb phrase is immediately placed before the infinitive verb phrase, as give in (4)

b). Present participle non-finite verb phrases:

1). Having been asked about his identity, he went straight home.

2). Having seen that movie before, she does not want to go again.

3). Being disturbed by the noise from the neighbor's apartment, I woke up early.

4). Not having read the direction carefully, they lost the direction.

From the examples above we can take some notes on the present participle non-finite verb phrases as follows:

- A present participle non-finite verb phrase may contain a 'be-perfect', as given in (2), and (4)
- A present participle non-finite verb phrase may contain a 'be-passives given in (1) and (3)
- When both 'have' and 'be-passive' occur at once in present participle non-finite verb phrase, the 'have' auxiliary must precede the 'be-passive', as gives in (1)
- The negative 'not' is placed before the present participle non-finite verb phrase, as given in (4)
- The verb head of a present participle non-finite verb phrase is always opposite participle form of the verb.

4. Meaning of Verb Phrase.

Meanings of verb phrases require us to consider three terms (Quirk, 91073) states: "By tense we understand the correspondence between the form of the verb and our concept of time. Aspect concerns the manner in which the verbal action". "Verb phrase is experienced of regarded, while mood relates to the verbal action to such conditions as certainty, obligation, necessity, possibility"

In fact, however the three terms above impinge on each other. The expression of time; present and past cannot be considered separately from aspect, and the expression of future is closely bound up with mood.

1. Tense and aspect.

The terms 'tense' and 'aspect' are closely related categories in English. There has been a tendency to incorporate the aspectual distinctions under the general category of tenses. Generally, tense is perceived as 'a grammatical category with time relations as its semantic basis' (Huddleston, 1984:73).

Tense is considered to be a category of the verb that is obligatory in the finite verb phrase and the first verb in the verb phrase always carries the tense. The most striking feature of the verb system in English is that there is no necessary one-to-one equivalence between tense and time. Tense is a formal grammatical category, whereas time is a universal semantic category. Thus, to understand the concept of time, we have taken into consideration the meaning of the sentence

According to Quirk and Greenbaum's framework (1973) there is no future tense in English, it is just present tense and past tense. Each of these divisions is subdivided into two categories. The present tense consists of simple present tense and present progressive tense, while the past tense is sub-divided into the simple past tense and the past progressive tense (Hall, 1993:163-175).

The two tenses - simple present and simple past - are related to distinctions in time, but several linguists have pointed out that they do not correspond precisely to the difference between present and past in the real world. The present tense generally refers to a time that

includes the time of speaking, but it usually extends backwards and forwards in time. Leech (1971) refers to the present tense in English as being 'psychologically present'. Therefore, some linguists consider 'present' to be a misleading term and prefer the term 'non-past'.

Aspect the other hand, consist of progressive aspect: present progressive and past progressive. Perfective aspect: present perfective and past perfective. Perfect progressive: present perfective progressive and past perfective progressive.

2. Mood

The term 'mood' is a variant of the word 'mode' and it was borrowed from the Latin word 'modus', which means manner. The grammatical category of 'mood' relates to the attitude of the speaker or of the clause to the clause of which it is a part.

Several linguists have pointed out the fact that there is a lot of terminological confusion between the terms 'mood' and 'modality'. Several definitions of 'mood' reveal that there is a very close relationship between 'mood' and 'modality'

It is generally agreed that there are three standard moods in English - indicative, imperative and subjunctive. The indicative mood is used to state facts, describe events or ask questions. It is the usual mood in declarative, interrogative and exclamatory sentences.

The subject is overtly present in the indicative mood and there is a subject-verb concord. For example:

- a) He goes to the mosque every Sunday.
- b) How well does Arga play?

The imperative mood is used for making requests and commands. The formal characteristics of the imperative mood are that it does not make tense distinctions and the verb is always used in the base form. Unlike the indicative mood, the subject is generally not overtly present in case of the imperative mood and it almost never co-occurs with the perfect. For example:

- a) Open the window.
- b) Please work fast.

The subjunctive mood is considered to be the most complex of the three moods. The subjunctive verb forms express doubt, unlikelihood, condition, wish uncertainty, desirability, probability, denial and many other such concepts. Quirk and Greenbaum (1973) discuss three categories of the subjunctive; mandative subjunctive, formulaic subjunctive and subjunctive were.

The mandative subjunctive can be used with any verb in subordinate that-clause when the main clause contains an expression of recommendation, demand or resolution. The term 'mandative' is derived from the Latin word 'mandate' this means 'a command or an

order'. This type of subjunctive is commonly used in formal contexts. For example,

- a) The workers demanded that John be granted leave.
- b) I suggest that he leave.

The formulaic subjunctive is used in utterances that are learned as a whole. For example,

- a) God bless you.
- b) Long live the king!

The subjunctive 'were' is hypothetical in meaning and it is used in conditional and concessive clauses and in subordinate clauses after verbs like 'wish'. For example,

- a) I wish I were a bird.
- b) I wish I were you

B. English Sentences

1. Definition of sentence

According to Cook (1969:39), the sentence level is the level at which clauses are combined into large units. The largest unit of syntax is a sentence and below the sentences there is a clause, which is a group of words that contains a subject and a predicate. Below the clause is a phrase that is two or more words that do not contain the subject and verb to form a clause. And the smallest unit of syntax structure is words that grammatically interact with others such as units form construction on various levels.

A sentence is composed of various constituents whether at the level of the word, phrase, or clause. When these constituents are combined and arranged in grammatical ways, a potentially infinite set of simple or complex sentences can be formed (Chomsky, 1957)

2. Types of Sentences

There are at least five criteria that can be used to classify sentence (Cook, 1969:40-41): (1) according to the number and kind of clauses in the base, (2) according to the internal structure of the main clause, (3) according to the type of response expected, (4) according to the nature of the actor-action relationship, and (5) according to the presence or absence of negative in the main verb phrase. According to the number and kind of clauses in the base, sentences can be classified into: (1) simple sentence, (2) complex sentence and (3) compound sentences.

1. Simple sentence

Simple sentence is sentence which consist one clause, it is only consist of independent clause but has not dependent clause. So, simple sentence only consists of base structure of sentence which has subject and verb and sometimes has object or compliment. The subject in simple sentences may be compound and the verb also may be compound. But above all, simple sentences consist of only one subject-verb combination

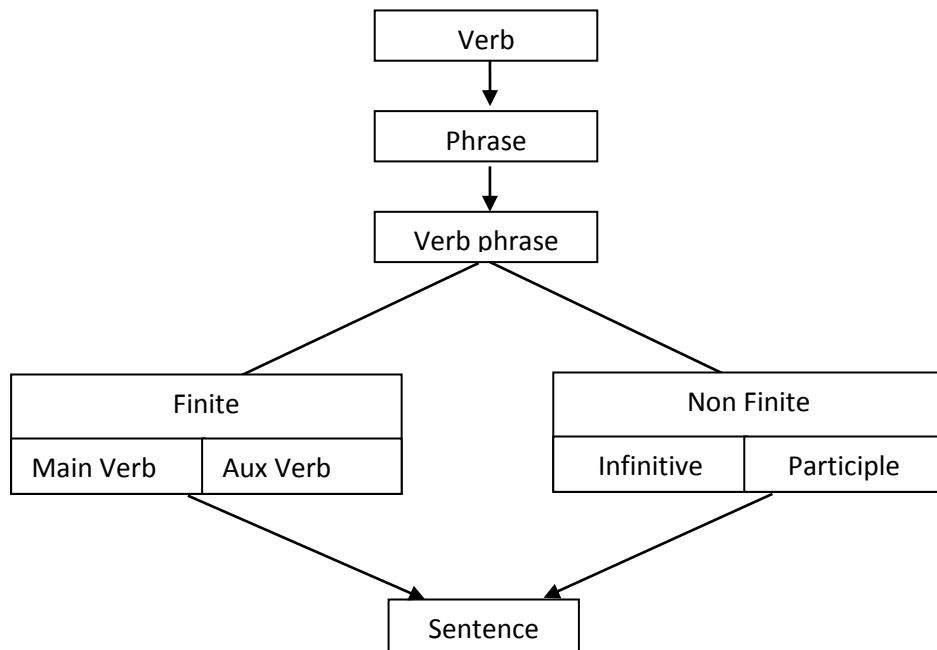
2. Complex sentence

Complex sentence are sentences consisting of one independent clause and one or more dependent clauses. Both the independent clause and the dependent clause may be transitive, intransitive, or equative clause. Commonly, the dependent clause may also precede the independent clause.

3. Compound sentence

Compound sentences are sentences consisting of two or more independent clauses. These two independent clauses are commonly joined by a connector or conjunction, such as *and*, *but*, *or*, *etc.* There are also compound sentences which are complex. One or both of the independent clauses contain dependent clauses.

C. Conceptual framework



Writing is one of basic skill in learning language which refers to language learning process which consists of effort to get competence in conveying ideas or thought in paper. It is found more complex because the ideas should be conveyed in good writing construction in order to make reader easier to understand. The constructions are not only about how the sequences of ideas arranged one to another, but it is also about how the ideas arranged in a good sentences construction or how to use suitable sentences in written text.

There are some types of sentences, a simple sentences, complex sentences and compound sentences. Sentence must consist at least two important parts those are subject and verb. A verb is word or word group that expresses action, condition, or state of being. It may be a single word or it may be preceded by one or more auxiliary words and followed by one or more participle (a group words).

A group of words which has neither subject nor predicate is called phrase. Phrase is one of important element in a sentence, especially verb phrase. Verb phrase is a verb or as a group of words serve as a verb. There are some types of verb phrase; some of them are called finite verb phrase and non-finite verb phrase. Students' ability to construct words to phrase, phrase to clause and clause to sentences can be analyzed through writing.

CHAPTER III

METHODOLOGY

In this chapter, the researcher presented the description of the Research, population and sample instrument of the research, procedure of collecting data and technique of data analysis

A. Method of Research.

Quantitative descriptive was applied in this research. It was used to describe the students' ability to construct verb phrase in writing English sentences at 3rd semester of Makassar Muhammadiyah University in academic year 2018/2019.

B. Population and Sample.

1. Population

Population of this research was the third semester students' of English Department of Makassar Muhammadiyah University in academic year 2018/2019 which consisted of seven classes; those were III A, III B, III C, III D, III E, III F, and III G. The total number of population was 259 students from 7 classes.

Table 1: The population of the third semester students

Class	Population	Class	Population
BG III A	37	BG III F	37
BG III B	37	BG III G	37
BG III C	37	BG III H	37
BG III D	37		

2. Sample.

This research applied random sampling technique. 25% students were taken from each class randomly, so the totals of samples were 63 students.

C. Instrument of the Research

To collect data from the students, the writer used writing test to know the students ability to construct verb phrase in writing English sentences. Students were asked to write 20 sentences that contained finite and non finite verb phrase. They were given 45 minutes and he instruments were collected after they have done.

D. Procedure of collecting Data.

The researcher came to every single class then explained the purpose of the test. Next, the researcher gave the instrument to the students and fixes the test. The total numbers of item were 20 items, the students were asked to write 20 sentences. The instrument was collected from the students after they done it.

E. Technique of Data Analysis.

1. Individual Scoring

To know the score of each student, the score of correct answer was divided by total score of items and multiple by maximum score (100). The total number of items is 20 items. The writer used the following formula:

$$S = \frac{R}{T} \times 100$$

T

Notation:

S: Score of each students

R: Number of correct answer

T: Number of item

Layman in Syadaria (2003: 30)

Table 2: The scoring of students writing test

	Score	Criteria
Word or phrase	4	Words or phrases powerfully convey the intended message and skillfully reveal characters' looks, action, feelings, reaction, and conversation.
	3	Precise, detailed words or phrase get message across and reveal characters' looks, action, feelings, reaction, and conversation
	2	More precise and accurate words are needed to convey a clear message
	1	Words may be used inappropriately or unnecessary repeated

Harris, 1969 in Vanyva, 2002

2. Mean Score

To find out the mean score of the student, the writer used the formula as

follow:

$$X = \frac{\sum X}{N}$$

Notation:

X : Mean score

$\sum X$: The total row score

N : The number of sample

Gay in Syadaria (1981:298)

The data collection through the test was tabulated and then the scores of each student was determined by using percentage formula as follow:

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

Notation:

P : Percentage

FQ: Frequency of item

N : Number of sample

Depdikbud in Syadaria. (1985: 5)

3. To classify the students' score, there were seven classifications used as follows:

Table 3: The classification of students score

Grade	Score	Classification
1	95-100	Excellent
2	86-94	Very good
3	76-85	Good
4	66-75	Fair good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

Depdikbud in Syadaria. (1985: 5)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings of the research and its discussion. The findings of the research presented the students' ability to construct verb phrase dealing with finite verb phrase and non finite verb phrase in writing English sentences and the discussion of the research covered further explanation of the findings.

A. Findings

The finding of this research dealt with the answer of the problem statement which was aim to know students' ability to construct finite and non finite verb phrase in writing English sentences at the third semester students' of English Department in Muhammadiyah University of Makassar. The result of data analysis found that students' ability to construct both finite verb phase and non finite verb phrase were fair good, it was indicated by the total mean score 69 which could be categorized fair good.

The data above was derived from analysis of students' writing test; the students were given writing sentences test. Then, their writing would be analyzed to see their ability to construct finite verb phase and non finite verb phrase. For the clear explanation about the students' ability to construct both finite and finite verb phrase in writing English sentences could be seen in the following table:

Table 4: The main score of students' result writing test

Sample	VP	Mean Score
63	Finite	72
	Non-finite	66
	$\sum X$	69

The table showed that the students' ability to construct finite verb phrase in writing English sentences was fair good, it was indicated by the mean score of finite verb phrase, 72. While the students' ability to construct non finite verb phrase in writing English sentences was 66, somehow it was also categorized fair good.

To see the score of students' ability to construct verb phrase in writing English sentences clearly, a chart was also presented, as follows:

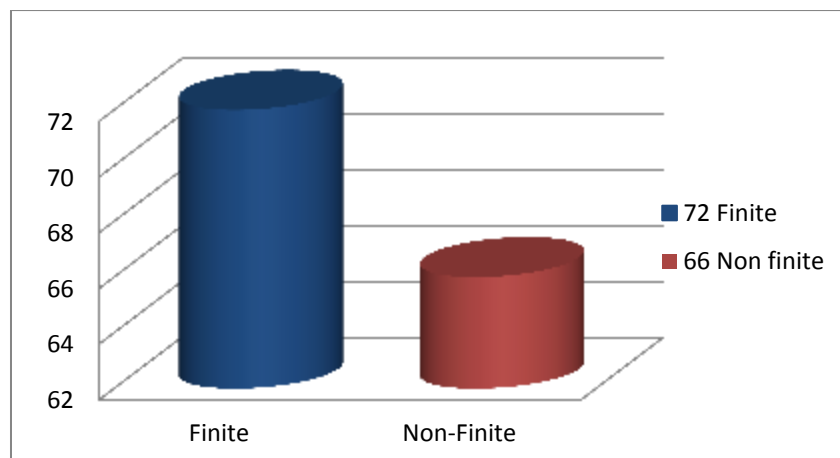


Chart 1: The mean score of students' ability to construct verb phrase in writing English sentences

1. The Students' Ability to Construct Finite Verb Phrase in Writing English Sentences

Based on the data analysis the students' score in writing English sentences dealing with finite verb phrase were gotten from writing sentences test, the following table and graphic is presented:

Table 5: The students' frequency and percentage score in writing test dealing with finite verb phrase

Classification	Score	Finite	
		F	%
Excellent	95-100	-	-
Very good	86-94	-	-
Good	76-85	4	6
Fair good	66-75	56	89
Fair	56-65	3	5
Poor	46-55	-	-
Very poor	0-45	-	-
Total score		63	100

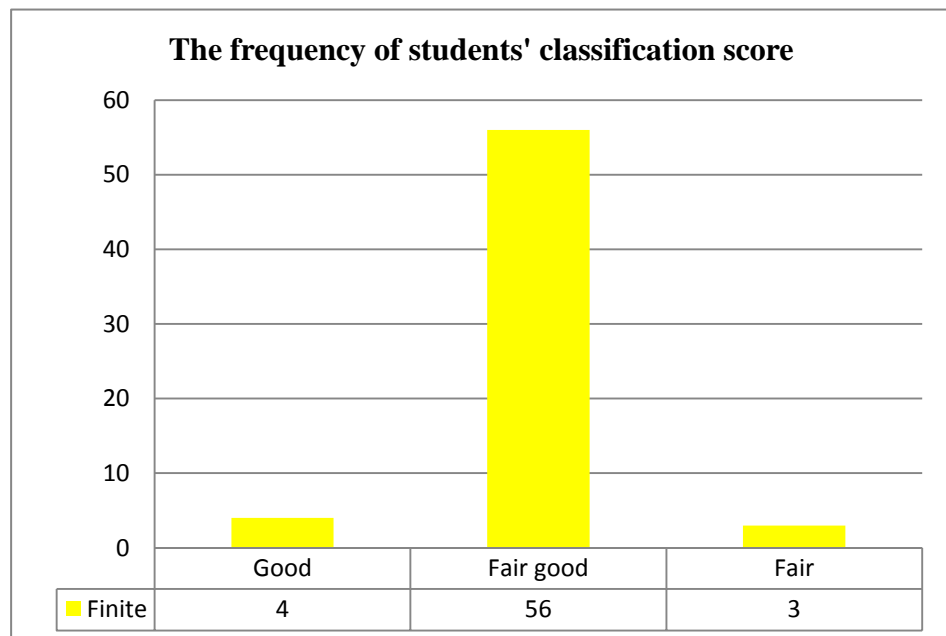
The tables above showed that students' ability to construct finite verb phrase in writing English. It showed that the highest classification score which was gotten by the students were 76-85 which categorized as good. There were 4 students that got good score meant that 6% of the total samples. The highest percentage was 89%, it was about 56 students from 63 students, and they gained 66-75 score which could be categorized as fair good score. The next classification score was 56-65,

the table above showed 5% students from the total samples, which was about 3 students got fair score.

So, the data showed that there's none of the students got two highest score classifications; excellent and very good. In which excellent was 95-100 and very good was 86-94. The table above also showed that there's none of the students got the two bottom classification score; poor (46-55) and very poor (0-45).

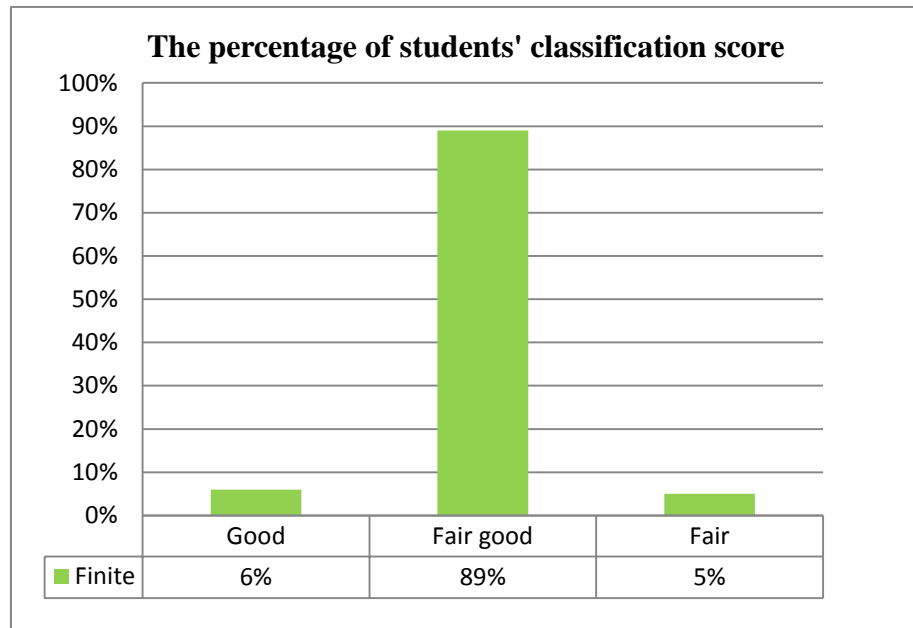
The students' ability to construct finite verb phrase in writing English sentences based on the result of analysis data could be seen also in these following charts:

Chart 2: The frequency of students' classification score



The chart above showed that the highest frequency was 56 at fair good classification, next by good classification was 4 and then 3 at fair. None of the students got excellent, very good, poor and very poor score.

Chart 3: The percentage of students' classification score



The chart above showed that the highest percentage was 89% at fair good classification, next by good classification was 6% and then 5% at fair classification.

2. The Students' Ability to Construct Non Finite Verb Phrase in Writing English Sentences

Based on the data analysis the students' score in writing English sentences dealing with non finite verb phrase were gotten from writing sentences test that students' ability to construct non finite verb phrase was 66, in which it could be categorized fair good. For clear

explanation of students' ability to construct non finite verb phrase these following table and graphic was presented:

Table 6: The students' frequency and percentage score in writing test dealing with non finite verb phrase

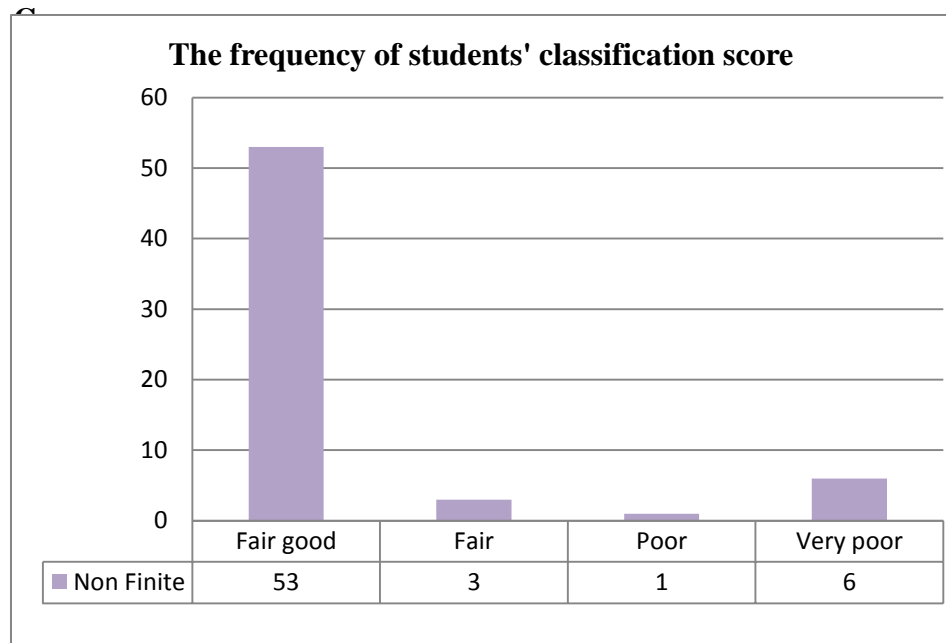
Classification	Score	Non Finite	
		F	%
Excellent	95-100	-	-
Very good	86-94	-	-
Good	76-85	-	-
Fair good	66-75	53	84
Fair	56-65	3	5
Poor	46-55	1	2
Very poor	0-45	6	9
Total score		63	100

The tables above showed that students' ability to construct non finite verb phrase in writing English. It showed that the highest classification score which was gotten by the students were 66-75 which categorized as fair good. There were 53 students that got fair good score meant that 84% of the total samples. Below fair good classification was fair classification, in which 56-65. Found that there were about 5% from the total samples, or 3 students who got fair score. The next classification score was poor, there were only one student who got 46-55 score which could be categorized poor. The bottom score was 0-45 as very poor

classification, and the table showed that 9% students from the total samples or it was about 6 students got very poor score.

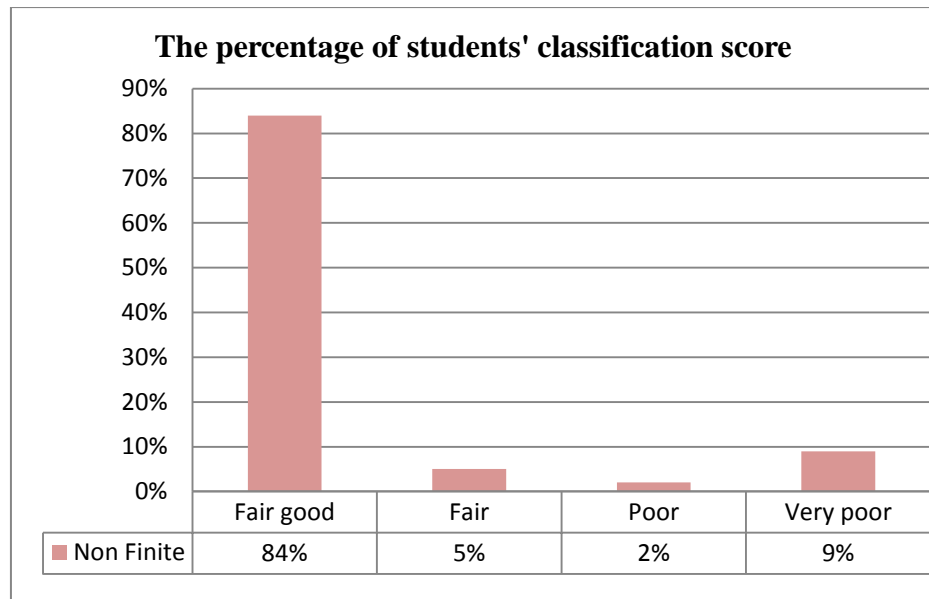
So, the data showed that there's none of the students got the three highest score classifications; excellent, very good and good. In which excellent was 95-100, very good was 86-94 and good was 76-85. The students' ability to construct non finite verb phrase in writing English sentences based on the result of data analysis could be seen also in these following charts:

Chart 2: The frequency of students' classification score



The chart above showed that the highest frequency was 53 students at fair good classification, next by fair score classification was 3 students and then poor was only one student. The last score classification was very poor, 6 students. None of students were at excellent, very good and good score classification.

Chart 5: The percentage of students' classification score



The chart above showed that the highest percentage was 84% at fair good classification, next by very poor was 9%, then fair classification was 5% and the last was poor with 2%. None of the students got excellent, very good and good classification.

B. Discussion

In this part, the discussion covered the interpretation of finding which derived based on the problem statements: 1) How is the students' ability to construct finite verb phrase in writing English sentences? 2) How is the students' ability to construct non finite verb phrase in writing English sentences?

The students were given a writing test to write twenty sentences freely to know their ability to construct both finite and finite verb phrase. To know clearly the discussion of finding in writing test, these followings were presented:

1. The students' ability to construct finite verb phrase in writing English sentences

The result of students' writing test showed that the third semester students of English department in Muhammadiyah University of Makassar were fair good in order to construct finite verb phrase in writing English sentences. It was indicated by the mean score 72, which could be classified as fair good.

The highest classification score that was gotten by the students was 76-85 which categorized good, there were 4 or it was about 6% students from the total samples students got good score. It could be stated that they were able to construct finite verb phrase in writing English sentences. In which, finite verb phrase was restricted by person, number, etc. They put a fit words form or finite verb phrase form; either lexical verb or primary auxiliary on sentences.

Below good score classification was fair good which was 66-75. There were 56 students or 89% students got fair good score. Sometimes, they got confused to construct suitable word form of finite verb phrase which was restricted by the subject. Some sentences had error on agreement but it still has meaning.

The last score was gotten by the third semester students were 56-65 which categorized as fair, which was found 3 students who got fair score. They tended to get confused to construct finite verb phrase, so it was found some errors on agreement which lead to less clear meaning.

Most of students wrote sentences at the simple construction which consisted of base elements of sentences, subject and verb and sometimes they put compliment or object at the last of the sentences. However, some of them still confused to form finite verb phrase either lexical verb or primary auxiliary which was restricted by a person, tense, etc. Hence the sentences have less clear meaning

2. The students' ability to construct non finite verb phrase in writing

English sentences

The result of students' writing test showed that the third semester students of English department in Muhammadiyah University of Makassar were fair good in order to construct non finite verb phrase in writing English sentences. It was indicated by the mean score 66, which could also be classified as fair good.

The highest classification score that was gotten by the students was 66-75 which categorized fair good, there were 53 or it was about 84% students from the total samples got fair good score. Most of them were able to construct non finite verb phrase in writing English sentences even they made a very few error in words form but the meanings were still clear.

Below good score classification was fair which was 56-65. There were 3 students or 5% students got fair score. Some errors to form non finite verb phrase either infinitive or participle form but it didn't effect the meaning of the sentences.

The next score classification was poor, it was 46-55, found that only one student who got this score classification. The student tended not to be able to construct non finite verb phrase even it was not restricted by any kinds of tense, noun, number, etc.

The last score was gotten by the third semester students were 0-45 which categorized as very poor, there were 6 students or 9% from the total samples got very poor score. But it could be stated that they were not able to construct finite verb phrase because the researcher didn't find any kinds of non finite verb phrase in their writing sentences.

Overall, the third semester students of English Department in Muhammadiyah University of Makassar were fair good in writing English sentence dealing with finite and non finite verb phrase. Even the students' ability to construct finite verb phrase was higher than non finite verb phrase but it could be stated that they were fair good to construct both finite and non finite verb phrase even it was just in a simple sentences construction.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusion and suggestions. The conclusion based on the objectives of the research and the suggestions based on the data analysis and findings of the previous chapter.

A. Conclusion

Based on the findings and discussions of the research in the previous chapter, the researcher presented the conclusions as follows:

1. The third semester students at English department in Muhammadiyah University of Makassar had a fair good achievement in constructing finite verb phrase even in writing a simple sentence construction. This provided by the mean score of the students' ability to construct finite verb were 72. 4 students or 6% students got 76-85 which could be categorized good, next 56 students or 89% from the total samples got 66-75 which categorized fair good. The last was 56-65, the table above showed 5% students from the total samples, which was about 3 students got fair score.
2. The third semester students' of English Department in Muhammadiyah University of Makassar were fair good to construct non finite verb phrase in writing English sentences, it was indicated by the mean score 66 which could be classified as fair good. There were 53 students or 84% that got fair good score (66-75), 5% from the total samples, or 3 students who got fair score (56-65). There was only one student who got 46-55 score

which could be categorized poor. The last, 6 students or 9% from the total samples got very poor score (0-45).

B. Suggestion

In respect to the improvement of the student's knowledge of English Syntax, particularly at the phrase structure the researcher put forward some suggestions as follow:

1. For students
 - a. Being aware that writing is an important skill in English language. The students are expected to write as daily activities even though they just write little by little. It can stimulate to write more and to get many ideas.
 - b. Being of a good ability of English phrase, the students are expected to increase knowledge particularly in English Syntax in order to make them write easily in their sentence.
2. For lecturer
 - a. The lecturer is expected to emphasize teaching of sentence structure especially the construction of finite and non finite verb phrase in sentences.
 - b. The lecturer is expected to give more opportunity for students to practice.
3. For researcher
 - a. To find out the students' writing ability generally, there are many cases which must be observed such as: writing a paragraph, writing

narrative text, writing descriptive text, etc. But in this research, the researcher focused attention to find out the students' ability to write sentences. So for the next researcher, they can take the other case of writing or take the same case to know the students' writing ability with different discussion.

- b. The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

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APPENDIX

APPENDIX 1

INSTRUMENT OF THE RESEARCH

Name :

Reg. Number :

INSTRUCTION

Please writes twenty (20) sentences that included finite verb phrase and non finite verb phrase !

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....
- 12.....
- 13.....
- 14.....
- 15.....
- 16.....
- 17.....
- 18.....
- 19.....
- 20.....

APPENDIX 2

THE DATA ANALYSIS

No	Sample	Score	
		Finite	Non finite
1	S-01	74	72
2	S-02	71	75
3	S-03	74	75
4	S-04	64	65
5	S-05	59	71
6	S-06	66	75
7	S-07	74	75
8	S-08	67	75
9	S-09	71	75
10	S-10	64	64
11	S-11	74	75
12	S-12	75	75
13	S-13	72	75
14	S-14	69	75
15	S-15	74	75
16	S-16	74	75
17	S-17	74	69
18	S-18	72	71
19	S-19	72	73
20	S-20	74	0
21	S-21	70	75
22	S-22	69	69
23	S-23	75	75
24	S-24	67	0
25	S-25	75	75
26	S-26	74	67

27	S-27	72	50
28	S-28	80	75
29	S-29	78	75
30	S-30	69	75
31	S-31	66	75
32	S-32	71	75
33	S-33	75	75
34	S-34	78	75
35	S-35	76	60
36	S-36	69	75
37	S-37	70	67
38	S-38	73	75
39	S-39	71	68
40	S-40	71	75
41	S-41	72	75
42	S-42	68	0
43	S-43	73	75
44	S-44	66	67
45	S-45	69	75
46	S-46	71	75
47	S-47	75	75
48	S-48	75	75
49	S-49	75	75
50	S-50	73	75
51	S-51	75	0
52	S-52	71	75
53	S-53	70	75
54	S-54	66	75
55	S-55	74	0
56	S-56	68	75

57	S-57	74	75
58	S-58	75	75
59	S-59	67	0
60	S-60	70	75
61	S-61	76	75
62	S-62	75	75
63	S-63	75	75
Mean Score		72	66

Analysis of the Data

1. Finite

Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{4522}{63}$$

$$\bar{X} = 72$$

2. Non Finite

Mean Score

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{4158}{63}$$

$$\bar{X} = 66$$

APPENDIX 3

INSTRUMENT OF THE RESEARCH

Name: Amara Anwarulhaq

Reg Number: 4231112447

$\frac{1}{2} = 0.5$
 $\frac{1}{3} = 0.33$
 $\frac{1}{4} = 0.25$
 $\frac{1}{5} = 0.2$

INSTRUCTION
Please write down the sentence

1. She ^{is} ^{promoting} her ^{product}
2. The ^{jumping} ^{students} ^{made} me ^{crazy}
3. He ^{is} ^{repairing} that ^{broken} ^{clock}
4. Leaving ^{home} can be very ^{traumatic}
5. She ^{loves} to ^{play} the ^{piano}
6. I ^{will} ^{stand} on the ^{right} ^{side}
7. The ^{motorcycle} ^{should} be ^{repaired}
8. He ^{is} ^{repairing} that ^{broken} ^{clock}
9. Leaving ^{home} can be very ^{traumatic}
10. She ^{loves} to ^{play} the ^{piano}
11. The ^{motorcycle} ^{should} be ^{repaired}
12. I ^{will} ^{stand} on the ^{right} ^{side}
13. She ^{is} ^{promoting} her ^{product}
14. The ^{jumping} ^{students} ^{made} me ^{crazy}
15. He ^{is} ^{repairing} that ^{broken} ^{clock}
16. Leaving ^{home} can be very ^{traumatic}
17. She ^{loves} to ^{play} the ^{piano}
18. The ^{motorcycle} ^{should} be ^{repaired}
19. I ^{will} ^{stand} on the ^{right} ^{side}
20. She ^{loves} to ^{play} the ^{piano}

INSTRUMENT OF THE RESEARCH

Name: Karna Devi

Reg Number: 4231112447

$\frac{1}{2} = 0.5$
 $\frac{1}{3} = 0.33$
 $\frac{1}{4} = 0.25$
 $\frac{1}{5} = 0.2$

INSTRUCTION
Please write down the sentence

1. He ^{is} ^{repairing} that ^{broken} ^{clock}
2. The ^{motorcycle} ^{should} be ^{repaired}
3. The ^{leaves} ^{were} ^{yellow} ^{and} ^{crispy}
4. She ^{loves} to ^{play} the ^{piano}
5. I ^{will} ^{stand} on the ^{right} ^{side}
6. My ^{sister} ^{loves} ^{english} ^{on} ^{holiday}
7. The ^{leaves} ^{were} ^{yellow} ^{and} ^{crispy}
8. The ^{leaves} ^{were} ^{yellow} ^{and} ^{crispy}
9. She ^{loves} to ^{play} the ^{piano}
10. He ^{is} ^{repairing} that ^{broken} ^{clock}
11. The ^{motorcycle} ^{should} be ^{repaired}
12. The ^{leaves} ^{were} ^{yellow} ^{and} ^{crispy}
13. I ^{will} ^{stand} on the ^{right} ^{side}
14. She ^{loves} to ^{play} the ^{piano}
15. The ^{leaves} ^{were} ^{yellow} ^{and} ^{crispy}
16. He ^{is} ^{repairing} that ^{broken} ^{clock}
17. Leaving ^{home} can be very ^{traumatic}
18. Leave ^{immediately} when you are asked ^{to} ^{do} ^{it}
19. Karna ^{loves} to ^{play} the ^{piano}

APPENDIX 4





CURRICULUM VITAE



Rini Anggraeni was born in Camba, 14th of October 1996. She is the last child. Her father is Tahting and her mother is Harina.

She graduated her elementary school in 2008 at SD Negeri 20 Cendrana. She continued her study at SMP Negeri 1 Camba and graduated in 2011. Her senior high school was at SMA Negeri 2 Camba-Maros and graduated in 2014.

At the same year 2014, she continued her study at the University and at that year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department.

At the end of her study, she could finish her thesis with title “Students’ Ability to Construct Verb Phrase in Writing English Sentences (A Descriptive Study on the Third Semester Students of English Department in Muhammadiyah University of Makassar).