

## The Difficulties in Creating Transactional and Interpersonal Conversations by Students of SMPN 2 Padang

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### Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan apa saja yang dihadapi siswa SMP Negeri 2 Padang dalam percakapan transaksional dan interpersonal yaitu kesulitan dalam menggunakan kemampuan grammatikal (*Grammatical competence*) dan kemampuan sosiolinguistik (*Sociolinguistic competence*). Di dalam penelitian ini, peneliti memilih siswa kelas 2 SMP Negeri 2 Padang sebagai populasi. Yang menjadi sampel dalam penelitian ini adalah siswa kelas VIII.4 yang berjumlah 36 orang berdasarkan teknik cluster sampling. Instrumen yang digunakan adalah observasi dan interview. Peneliti mengobservasi kesulitan apa saja yang muncul ketika siswa melakukan percakapan transaksional dan interpersonal dengan partnernya di depan kelas dengan menggunakan *observation checklist*. Setelah melakukan observasi, peneliti menginterview siswa untuk mengetahui penyebab dari kesulitan tersebut. Dari hasil observasi, peneliti menemukan bahwa 55.65% siswa memiliki kesulitan dalam menggunakan kemampuan grammatikal yaitu di bidang *grammar*, *vocabulary* dan *pronunciation*. 66.67% siswa memiliki kesulitan dalam menggunakan kemampuan sosiolinguistik (*penggunaan tindak tutur*). Berdasarkan hasil interview, diperoleh bahwa faktor yang menyebabkan siswa memiliki kesulitan dalam menggunakan kemampuan grammatikal adalah kurangnya pengetahuan grammatikal yang disebabkan karena siswa kurang latihan, kurangnya kontrol manajemen kelas oleh guru sehingga kelas ribut yang membuat siswa kurang memperhatikan penjelasan guru saat menerangkan pelajaran. Guru juga tidak memberikan motivasi kepada siswa untuk mengulang pelajaran yang telah diajarkan sehingga siswa jarang mempelajari kembali di rumah. Selain itu, guru banyak menggunakan bahasa Inggris sehingga siswa tidak mengerti apa yang dikatakan oleh guru. Faktor lain adalah terburu-buru, lupa, ceroboh, grogi, ragu-ragu, dan tidak perhatian. Faktor yang menyebabkan siswa memiliki kesulitan dalam menggunakan kemampuan sosiolinguistik adalah kurangnya pengetahuan menggunakan *tindak tutur*, lupa, dan tidak tahu apa yang dikatakan oleh lawan bicaranya. Dengan demikian, dapat disimpulkan bahwa siswa SMPN 2 Padang memiliki kesulitan dalam percakapan transaksional dan interpersonal, yaitu kesulitan dalam menggunakan kemampuan grammatikal dan kemampuan sosiolinguistik.

**Kata kunci:** Kesulitan, percakapan transaksional dan interpersonal

### Abstract

This study aimed to determine what difficulties faced by the students at SMP Negeri 2 Padang in transactional and interpersonal conversations, namely difficulties in using grammatical competence and sociolinguistic competence. In this study, researchers chose the second-year students of SMP Negeri 2 Padang as the population. The samples in this study were students of class VIII.4, consisting of 36 students based on cluster sampling techniques. The instruments used were observation and interview. The researchers observed some difficulties that happened when the students created transactional and interpersonal

conversations with their partners in front of the class using an observation checklist. After making observations, researchers interviewed the students to find out the causes of these difficulties. From the observations, the researchers found that 55.65% of students had difficulties in using grammatical competence, namely in grammar, vocabulary and pronunciation. 66.67% of students have difficulties in using sociolinguistic competence (the use of speech acts). Based on the results of the interview, it was found that the factors that caused students to have difficulties in using grammatical competence were lack of grammatical knowledge due to lack of practice, lack of classroom management control by the teacher so that noisy classes made students pay less attention to the teacher's explanation when explaining the lesson. The teacher also did not give motivation to students to review the lessons that have been taught so that they rarely relearned at home. In addition, many teachers used English so students did not understand what the teacher said. Another factors were rush, forgetfulness, carelessness, nervousness, hesitation, and inattentiveness. The factors that caused students to have difficulties in using sociolinguistic competence were the lack of knowledge of using speech acts, forgetting, and not knowing what the other person said. Thus, it could be concluded that the students of SMPN 2 Padang have difficulties in transactional and interpersonal conversations, namely difficulties in using grammatical competence and sociolinguistic competence.

**Keywords:** *difficulties, transactional and interpersonal conversation*

## 1. Introduction

Educational institutions in Indonesia apply curriculum 2013 (K-13) in teaching English. This curriculum is developed from standard of content by schools which requires the collaboration between schools, regional government and local community based on regional characteristics, needs and conditions [1]. In accordance with this curriculum (K-13), the objective of the English teaching especially teaching English to students of junior high school is to enable them to have the ability in developing communicative competence in both spoken and written form for achieving the functional literacy level. In this level, the students are expected to be able to use English for their daily needs of life in a simple form of both spoken and written [1].

From that level, it is known that in speaking, the students of junior high school are included in intermediate level because the students utilize English in simple related for their daily activities. It is based on American Council on Teaching Foreign Language (ACTFL) proficiency guidelines [2], that is, intermediate level speakers are characterized by the ability to participate in simple and direct conversations on generally predictable topics related to daily activities and personal environment. They are also characterized by the ability to obtain and give information by asking and answering questions.

Based on K-13, one of the standard competences of speaking for junior high school students is to be able to express the meaning in the form of transactional and interpersonal conversation for interaction with their surrounding. The basic competence of speaking of the second semester for the second-year students of junior high school is to be able to express the meaning in the form of transactional and interpersonal conversation accurately, fluently and acceptable for interaction with their surrounding using the speech acts [1]

In transactional and interpersonal conversations, the students have to master the conversational competences such as grammatical competence, sociolinguistic competence, and strategic competence [3]. The grammatical competence enables students to use and understand grammatical structures accurately and unhesitatingly. It includes the knowledge of vocabulary and rules of word formation, pronunciation, spelling, and sentence formation. Sociolinguistic competence enables students how to use such speech acts as apologies and compliments. They should also know when to use formal styles and when to use informal or neutral ones and know how to talk on the telephone and how to talk at social

gatherings. And strategic competence enables students to stretch the ability to compensate for breakdowns to assist when they do not know all the words to say such as rephrasing through circumlocutions [3].

Based on the observation and the interview with the English teachers of SMPN 2 Padang, the students have been taught all of the competencies above. Consequently, the students are expected to be able to produce transactional and interpersonal conversation. However, based on the researchers's preliminary research in teaching practice at SMPN 2 Padang, it was found that the students had difficulties in producing transactional and interpersonal conversation. Whereas, transactional and interpersonal conversations are important materials because the materials deal with the daily needs for the students to communicate so that they can apply them directly in their real-life setting [1]. When the students were asked to produce the conversation with their partner in front of the class, they often misunderstood each other. For example, Student 1 asked "What you study yesterday?" Student 2 answered "No." In this case, Student 2 assumed that Student 1 asked whether he studied yesterday or not. Whereas, the intention of Student 1 was to know what lesson that the Student 2 studied yesterday. From the example, it was assumed that the misunderstanding between the students happened due to lack of knowledge of grammar. Besides, the students even did not speak at all when they were assigned to produce the conversation. So, this reality made the researchers interested to investigate what difficulties in transactional and interpersonal conversations by students of SMPN 2 Padang.

## **2. Metode Penelitian**

### **2.1 Research Design**

This research was conducted by using a descriptive qualitative design. This design functions to describe the data of the current status of the population of the study. Qualitative research collects the data through observation and then comes up with a theory account for the data. In this research, the researchers described the difficulties in using grammatical competence and sociolinguistic competence in transactional and interpersonal conversations by students of SMP Negeri 2 Padang.

### **2.2 Population and Sample**

The population of this research was the second-year students of SMP Negeri 2 Padang spreading in seven classes: VIII.1 and VIII.2 (bilingual classes) and VIII.3, VIII.4, VIII.5, VIII.6, VIII.7 (regular classes). Since there were two types of classes, the regular classes were chosen as the population of this research. For this research, class VIII.4 was taken as the sample consisting of 36 students (21% of the population) that were selected by using cluster sampling technique.

### **2.3 Instrumentation of the Research**

The instruments used in this research were class observation and interview. Class observation was done when the teacher gave speaking tests to the students about transactional and interpersonal conversation. The observations were conducted four times, out of the teaching and learning process (after school finished).

The observation was conducted previously to get an accurate data about the real condition of the students of SMPN 2 Padang whether the students had difficulties in using grammatical and sociolinguistic competence in transactional and interpersonal conversations or not. The researchers watched over the performance of the students in the conversation and used observation checklist as a tool of observation.

After doing the observation, the interview was conducted in order to get more complete data about the students' difficulties and the causes of the students' difficulties. The students were asked to answer the questions in the school out of the teaching

training process. Before coming to the interview phase, the questions of interview were prepared. All of the questions of interview were designed in Indonesian language to avoid misunderstanding and to find the purpose of interview.

#### 2.4 Technique of Data Collection

Since the purpose of this research was to know the difficulties faced by the second-year students of SMP Negeri 2 Padang in using grammatical competence and sociolinguistic competence in transactional and interpersonal conversations, firstly, the observation was conducted, and after that, the students were asked some questions through interview. The data were analyzed descriptively based on result of the observation and interview. After the data were analyzed, a conclusion of the study was described.

#### 2.5 Technique of Data Analysis

The collected data from the observation and interview were analyzed based on the indicators in instrumentation guidance. First, the researchers collected and analyzed all of the form of checklist sheet of the students' difficulties in using grammatical competence and sociolinguistic competence in transactional and interpersonal conversation in order to get information whether the students had the difficulties and see the frequency of the difficulties. Then, the results of recorded interview were transcribed based on the indicators. The last, the data from the observation and interview were analyzed by interpreting them through the descriptions of each indicator.

### 3. Findings and Discussion

#### 3.1 Findings

The data of this research were obtained through class observation and interview conducted in SMPN 2 Padang. First, the researchers observed the students' difficulties in using grammatical and sociolinguistic competence in transactional and interpersonal conversations. The researchers watched over the performance of the students in the conversation and used observation checklist as a tool of observation. After doing the observation, the researchers interviewed the students to know the causes of the difficulties. As stated before, the numbers of students who were observed and interviewed in this research were thirty six students, residing at class VIII.4.

From the research done at SMPN 2 Padang through observation and interview, it was found that the second year students of SMPN 2 Padang had difficulties in transactional and interpersonal conversation. To describe the difficulties, the researchers referred back to the research questions. They were about the students' difficulties in using grammatical competence (grammar, vocabulary, and pronunciation) and sociolinguistic competence (the use of speech act) in transactional and interpersonal conversation. The findings of the research are presented as follows:

##### 3.1.1. Observation Report

After doing four times observation to the students for four weeks, in which at that time the students had speaking test held by the teacher to produce transactional and interpersonal conversation out of the teaching and learning process (after school finished), the researchers found the results in the following table:

##### 3.1.1.1 Students' difficulties in using grammatical competence in transactional and interpersonal conversation

**Table 1. Students' difficulties in using grammatical competence in transactional and interpersonal conversation**

Indicator	Descriptions	F	Percentage
Grammatical	Student could not make the positive sentences	31	86.11%

competence a. Grammar	based on certain tenses correctly		
	Student could not make the negative sentences based on certain tenses correctly	5	45.45%
	Student could not make the interrogative sentences based on certain tenses correctly	28	77.78%
	Student could not use nominal phrases like pronouns, plural/singular nouns, articles, demonstratives, possessives, non specific deictic, quantitative, ordinatives, affectives, and affective clause correctly	16	44.44%
	Student could not use modals correctly	9	33.33%
	Student could not use adverbs correctly	1	8.33%
	Student could not use prepositions correctly	21	58.33%
b. Vocabulary	Student could not use the appropriate word based on the context	22	61.11%
c. Pronunciation	Student could not pronounce the English words well	30	83.33%
	Student could not use intonation appropriately	21	58.33%
<b>The average percentage of students' difficulties in using grammatical competence</b>			<b>55.65%</b>

From the table above, it is known that 55.65% of the students had difficulties in using grammatical competence when producing transactional and interpersonal conversation. The difficulties in using grammar were making the positive sentence, the negative sentence, the interrogative sentence based on certain tenses correctly and using nominal phrases, modals, adverbs, prepositions correctly. The difficulty in using vocabulary was using the appropriate word based on the context. The difficulties in using pronunciation were pronouncing the English words well and using intonation appropriately.

### 3.1.1.2 Students' difficulties in using sociolinguistic competence in transactional and interpersonal conversation

**Table 2. Students' difficulties in using sociolinguistic competence in transactional and interpersonal conversation**

Indicator	Descriptions	F	Percentage
Sociolinguistic competence: The use of speech acts	Student could not use the speech acts that are delivered appropriately	24	66.67%

From the table above, it can be seen that the students got the difficulties in using sociolinguistic competence when producing transactional and interpersonal conversation. 66.67% of the students could not use speech acts that were delivered appropriately.

### 3.1.2. Interview Results

As stated before, there were two indicators used by the researchers as the interview guidance. Each of indicators consisted of several questions to be answered by the students as the respondents. The questions were asked to know the causes of the students' difficulties in using grammatical competence and sociolinguistic competence in transactional and interpersonal conversation. The interview was conducted at school out of teaching process and it was conducted in Bahasa Indonesia to avoid misunderstanding and misinterpreting between the researchers and the students.

From the interview, it was obtained that thirty six students who were chosen as the sample of the research said that they had difficulties in transactional and interpersonal conversation. Their difficulties due to the following matters:

**3.1.2.1 The causes of students' difficulties in using grammatical competence in transactional and interpersonal conversation.**

**Table 3. The causes of students' difficulties in using grammatical competence in transactional and interpersonal conversation.**

Indicator	Descriptions	Causes of the Difficulties	F	Percentage	
a. Grammar	Student could not make the positive sentences based on certain tenses correctly	Having lack of knowledge in making the positive sentence	20	64.52%	
		Being in a hurry	5	16.13%	
		Forgetting how to make the positive sentence	2	6.45%	
		Being careless	2	6.45%	
		Being nervous	2	6.45%	
	<b>Total</b>			<b>31</b>	
	Student could not make the negative sentences based on certain tenses correctly	Having lack of knowledge in making the negative sentence	5	100%	
		<b>Total</b>			<b>5</b>
	Student could not make the interrogative sentences based on certain tenses correctly	Having lack of knowledge to make the interrogative sentence	24	85.71%	
		Being nervous	3	10.71%	
		Being in a hurry	1	3.57%	
	<b>Total</b>			<b>28</b>	
	Student could not use nominal phrases like pronouns, plural/singular nouns, articles, demonstratives, possessives, non specific deictic, quantitative ordinals, adjectives, and adjective clause correctly	Having lack of knowledge in using nominal phrases	8	50%	
		Forgetting to use	5	31.25%	
		Being nervous	2	12.5%	
Being in a hurry		1	6.25%		
<b>Total</b>			<b>16</b>		
Student could not use modals Having lack of knowledge to correctly	Having lack of knowledge to use modals correctly	9	100%		
	<b>Total</b>			<b>9</b>	
Student could not use adverbs correctly	Having lack of knowledge to use adverbs correctly	1	100%		
	<b>Total</b>			<b>1</b>	
Student could not use prepositions correctly	Having lack of knowledge to use prepositions correctly	17	80.95%		
	Forgetting to use	2	9.52%		
	Being in a hurry	2	9.52%		
<b>Total</b>			<b>21</b>		

b. Vocabulary	Student could not use the having limited vocabularies appropriate word based on the context	Having limited vocabularies	19	86.36%
		Being in a hurry	2	9.09%
		Being nervous	1	4.55%
		<b>Total</b>	<b>22</b>	
c. Pronunciation	Student could not pronounce the English words well	Having lack of knowledge to pronounce the English words well because seldom practicing the words	23	76.67%
		Being nervous	4	13.33%
		Being in a hurry	2	6.67%
		Hearing from other people who pronounce wrongly	1	3.33%
	<b>Total</b>	<b>30</b>		
	Student could not use intonation appropriately	Not having knowledge of the rule of raising and falling intonation	12	57.15%
		Not paying attention to the intonation	7	33.33%
		Doubt in using intonation	2	9.52%
		<b>Total</b>	<b>21</b>	

Based on the information on the table above, it is known that the causes why the students had difficulties in using grammatical competence when producing transactional and interpersonal conversation were having lack of knowledge, being in a hurry, forgetting to use, being careless, being nervous, being doubt, hearing from other people who pronounce wrongly, and not paying attention. The highest percentage of the causes of students' difficulties in using grammatical competence was having lack of knowledge for each description of indicators.

### 3.1.2.2 The causes of students' difficulties in using sociolinguistic competence in transactional and interpersonal conversation.

**Table 4. The causes of students' difficulties in using sociolinguistic competence in transactional and interpersonal conversation.**

Indicator	Descriptions	Causes of the Difficulties	F	Percentage
Sociolinguistic competence: The use of speech acts	Student could not use the speech acts that are delivered appropriately	Having lack of knowledge to use the speech acts	15	62.5%
		Forgetting the speech act they wanted to say	8	33.33%
		Not understanding what their partner said	1	4.17%
		<b>Total</b>	<b>24</b>	

From the table above, it is known that there were some factors that made the students had difficulties in using sociolinguistic competence (the use of speech act) when producing transactional and interpersonal conversation. They were having lack of knowledge to use the speech act, forgetting the speech act they wanted to say, and not understanding what their partner said. The highest percentage of the causes of students' difficulties in using sociolinguistic competence was having lack of knowledge to use the speech acts (62.5%).

### 3.2 Discussion

Transactional and interpersonal conversation is one of the materials of the lessons learned by junior high school students. It is used for changing the information and establishing as well as maintaining the relationship between the speakers [5]. There are three skills needed in the conversation: Grammatical competence, Sociolinguistic competence, and Strategic competence [4]. Those competences were introduced to the students in the teaching of transactional and interpersonal conversation at SMPN 2 Padang.

Consequently, the students had to master those competences so that they could produce the conversation well. However, the results of this research showed that the students had difficulties in producing transactional and interpersonal conversation, namely in using grammatical competence and sociolinguistic competence. Below, the researchers tried to analyze the data that the researchers have described before. In analyzing the data, the researchers analyzed it based on the research questions.

#### 3.2.1 Observation Report

##### 3.2.1.1 Students' difficulties in using grammatical competence.

###### *Grammar*

- a. Unable to make positive sentences based on certain tenses correctly.

From the table 1, it can be seen that 31 students (86.11%) of the students could not make the positive sentences based on certain tenses correctly. Most of them made mistakes in using verb tense. They did not use verb tense appropriately in making positive sentences. For example:

*"My phone number 29328"* (Student 16)

*"My mother is call"* (Student 4)

*"I am buy medicine for my mom"* (Student 22)

*"It about 20%"* (Student 5)

*"Last night, I am watch movie"* (Student 36)

*"I am waiting here around twenty minutes ago"* (Student 14)

*"I am go to grandmother's house on Sunday"* (Student 33)

The sentences above are clearly incorrect because the sentences did not use verb tense correctly based on the situation happened. For example, the sentence said by Student 16 is a fact so it should use verb BE "is" after "my phone number". The sentence becomes *"My phone number is 29328"*. The events in the sentences uttered by Student 4 and 22 are in progress. The tense that should be used is simple present continuous tense, so the verb "call" (Student 4) should be changed into "calling" and the verb "buy" (Student 22) should be transformed into "buying". The sentences become *"My mother is calling"* and *"I am buying medicine for my mom"*.

Furthermore, the event in the sentence stated by Student 5 and 36 happened in the past. The tense that should be used is simple past tense, so it should be added verb BE "was" (Student 5), the verb "watch" should be changed into "watched" and verb BE "am" is dismissed (Student 36). The sentences become *"It was about 20%"* and *"last night, I watched movie"*. The event in the sentence said by Student 14 happened in the past but still happening at that time. The tense that should be used is past continuous tense, so verb BE "am" should be changed into "was". The sentence becomes *"I was waiting here around twenty minutes ago"*. The event in the sentence uttered by Student 33 happens in the future. The tense that should be used is simple future tense, so verb BE "am" should be changed into "will". The sentence will be *"I will go to grandmother's house on Sunday"*.

- b. Unable to make negative sentences based on certain tenses correctly.

There were 4 students (45.45%) of the students who could not make the negative sentences based on certain tenses correctly. They did not make the sentence in a correct pattern and made mistakes in using verb tense. For example:



*"Sorry Niken, because this water not to have me"* (Student 8)

*"Oh, didn't homework"* (Student 25)

*"I am not go to the anywhere"* (Student 34)

The sentences said by Student 8 and 25 are wrong because the sentences are not in a correct pattern. The pattern should be "Subject + verb BE (as predicate) + not + Object" [4] for the sentence said by Student 8 and the pattern of "There + BE + not + Noun" is for the sentence said by Student 25. The sentences become *"Sorry Niken, because this water is not mine"* and *"Oh, there is not homework"*.

The sentence uttered by Student 34 is incorrect because the sentence did not use verb tense correctly based on the situation happened. The event has not happened; it is a plan in the future. The tense that should be used is simple future tense, so verb BE "am" should be changed into "will". The sentence becomes *"I will not go anywhere"*.

c. Unable to make interrogative sentences based on certain tenses correctly

From the result of observation, it was found that 28 students (77.78%) of the students were not able to make the interrogative sentences based on certain tenses. First, the students made mistakes in using auxiliary verbs. They used "verb BE" or question word "What" in Yes/No questions using verbs. For instance:

*"Are you watch soccer game last night?"* (Student 19)

*"Are you have time tomorrow?"* (Student 22)

*"Are you know with me?"* (Student 24)

*"Are you like candy?"* (Student 31)

*"What's you remember me?"* (Student 3)

*"What you want to go with us?"* (Student 28)

These sentences are not correct because if there is no auxiliary verb and the main verb is not the copula be in yes/no question, the auxiliary verb do/does, or did has to be inserted as dummy operator [4]. The sentences uttered by Student 19, 22, 24, 31 used verb BE "are". It should use auxiliary "Do" or "Did". It depends on the certain tense. And the other sentences, uttered by Student 3 and 28, used question word "What". It should use auxiliary "Do". Hence, the sentences should be:

*"Did you watch soccer game last night?"* (Student 19)

*"Do you have time tomorrow?"* (Student 22)

*"Do you know with me?"* (Student 24)

*"Do you like candy?"* (Student 31)

*"Do you remember me?"* (Student 3)

*"Do you want to go with us?"* (Student 28)

Second, the students made mistakes in using verb tense. They did not use verb BE in the interrogative question without verbs. It could be seen in the following cases:

*"What homework for tomorrow?"* (Student 1)

*"What the size of the shirt?"* (Student 3)

*"What your name?"* (Student 18 and 36)

*"Do you finishing your homework?"* (Student 22)

*"What teams are playing?"* (Student 36)

These sentences are not correct because there is not verb BE in these sentences (said by Student 1, 3, 18, and 36). It should be added verb BE "is". This is based on what Biber, et al (2002) says about wh-question. He says that a wh-word is followed by VS (verb-subject) structure [4]. In VS structure, the word order is the operator followed by the subject. So, the operator that should be used is verb BE "is". The sentences should be:

*"What is the homework for tomorrow?"* (Student 1)

*"What is the size of the shirt?"* (Student 3)

*"What is your name?"* (Student 18 and 36)

The tense used in the sentences (said by Student 22 and 36) are incorrect. The tense should be present perfect tense (Student 22) and simple past tense (Student 36). So, the sentences become:

*"Have you finished your homework?"* (Student 22)

*"What teams were playing?"* (Student 36)

Third, the student did not make the interrogative sentences in a correct pattern. For instance:

*"That's cassette you want?"* (Student 19)

*"This is Isfan?"* (Student 20)

*"You don't remember me?"* (Student 22)

*"This is phone number 007007?"* (Student 31)

The students did not put verb BE or auxiliary verb in front of subject. This is based on what Biber, et al (2002) says about yes/no question. He states that yes/no questions have VS (verb-subject) word order: they begin with the operator followed by the subject. To form a yes/no question, the operator is placed in front of the subject noun phrase [4]. These sentences should be:

*"Is that cassette you want?"* (Student 19)

*"Is this Isfan?"* (Student 20)

*"Don't you remember me?"* (Student 22)

*"Is this phone number 007007?"* (Student 31)

- d. Unable to use nominal phrases like pronouns, plural/singular nouns, articles, demonstratives, possessives, non specific deictic, quantitative, ordinatives, adjectives, adjective clause correctly.

From the result of observation, it was found that there were 16 students (44.44%) of the students were incapable in using nominal phrase. First, the student could not use plural nouns appropriately, e.g. *"Can you buy three tin Sunkist for me?"* (Student 23). Second, the student could not use articles appropriately, e.g. *"I need a sugar"* (Student 1). Third, the student could not use possessives appropriately, e.g. *"I am you are old friend"* (Student 21), *"Can I ask for you help?"* (Student 27), *"I name is Rahmat"* (Student 29). Fourth, the student could not use quantitative appropriately, e.g. *"Oh, sorry, I have only pen"* (Student 28).

The sentences above should be: *"Can you buy three tins of Sunkist for me?"* (Student 23), *"I need sugar"* (Student 1), *"I am your old friend"* (Student 21), *"Can I ask for your help?"* (Student 27), *"My name is Rahmat"* (Student 29), *"Oh, sorry, I have only one pen"* (Student 28).

- e. Unable to use modals correctly.

From the table 1, it can be seen that 9 students (33.33%) of the students could not use modals appropriately. The students did not use modals based on correct pattern. For example:

*"Can I to speaking to Fitri?"* (Student 1)

*"I can speak with Febby?"* (Student 12)

*"I must to visit my aunt to the hospital"* (Student 14)

*"Where I can some candies?"* (Student 27)

These sentences are incorrect because according to Biber, et al (2002) modals take a bare infinitive verb as the main verb in the verb phrase. So, the patterns of sentences using modals are: (+) Subject + Modal + verb 1 + O, (-) Subject + Modal + not

+ verb I + O, (?) Modal + Subject + Verb + O + ? or Question word + Modal + Subject + Verb I + O + ? [4]. Therefore, the sentences should be:

*"Can I speak to Fitri?"* (Student 1)

*"Can I speak with Febby?"* (Student 12)

*"I must visit my aunt to the hospital"* (Student 14)

*"Where can I buy some candies?"* (Student 27)

f. Unable to use adverbs correctly.

From the result of observation, it was obtained that 1 student (8.33%) of the students could not use adverb correctly. For example, *"I like it very like"* (Student 33). The word "very" modifies the verb "like". The sentence should be *"I like it very much"* (Student 33).

g. Unable to use prepositions correctly.

Based on the information from table 1, it is known that there were 21 students (58.33%) of the students could not use prepositions correctly. Most of them could not differentiate the use of prepositions in sentence like the use of "in, on, and at", the use of "to" and "for". For instance, *"No, it's so very hard to me"* (student 4), *"I will study you"* (student 13), *"On number one until five"* (student 15), *"I live in Sudirman street"* (student 21), *"I live Lubuk Buaya street number 3"* (student 28), *"We want to discuss about farewell party in Sunday"* (student 33), *"I live in Gunung Pangilun street"* (student 34).

The sentences above should be as follows: *"No, it's so very hard for me"* (student 4), *"I will study with you"* (student 13), *"From number one until five"* (student 15), *"I live on Sudirman street"* (student 21), *"I live at Lubuk Buaya street number 3"* (student 28), *"We want to discuss about farewell party on Sunday"* (student 33), *"I live on Gunung Pangilun street"* (student 34).

#### *Vocabulary*

a. Unable to use the appropriate word based on the context.

From the table 1, it is shown that 22 students (61.11%) of the students were not able to use the appropriate word based on the context. It could be seen as follows: *"Do you have a smoke?"* (Student 4), *"I am school in SMPN 8 Padang"* (Student 8), *"I buy daily activities"* (Student 16), *"I like friend noodle"* (Student 21), *"I school in SMP 25"* (Student 30), *"I school in SMPN2"* (Student 34), *"Who's the win?"* (Student 36).

The sentences above should be: *"Do you have a cigarette?"* (Student 4), *"I study in SMPN 8 Padang"* (Student 8), *"I buy daily needs"* (Student 16), *"I like fried noodle"* (Student 21), *"Who's the winner?"* (Student 36).

#### *Pronunciation*

a. Unable to pronounce the English words well.

From the result of observation, it was found that 30 students (83.33%) of the students were unable to pronounce the English word well. For instance, about—/ebot/ (Student 3, 17, 31, 33), live—/laif/ (Student 28, 34, 35), wait —/wait/ (Student 4, 22, 30), know—/kenou/ (Student 23, 26), temple—/timpel/ (Student 8, 25), ever—/iver/ (Student 20), medicine—/medisain/ (Student 22), fried rice—/fred ris/ (Student 29), day—/dai/, bus—/bus/, discuss—/diskus/ (Student 31), want—/went/ (Student 33), size—/sain/ (Student 3).

The pronunciation of the words above should be about—/eba<sup>u</sup>t/ (Student 3, 17, 31, 33), live—/liv/ (Student 28, 34, 35), wait—/weit/ (Student 4, 22, 30), (Student 23, 26), temple—/templ/ (Student 8, 25), ever—/evæ/ (Student 20), medicine—/medsin/, day—/dei/ (Student 22), fried rice—/fred rais/ (Student 29), discuss—/diskAs/ (Student 31), want—/wont/ (Student 33), size—/saiz/ (Student 3).

b. Unable to use intonation appropriately.

Based on the information from table 1, it is known that 21 students (58.33%) of the students could not use intonation in the sentence appropriately. Most of them used raising intonation in Wh-questions. For example, *"What do you want?"* (Student 3), *"How are you?"* (Student 6), *"What time is It?"*, *"Where are you going?"* (Student 18), *"How does it look like?"* (Student 26), *"What time is it now?"*, *"What would you like to drink?"* (Student 31). Whereas, in asking questions using Wh-questions, it should be in falling intonation. This is based on what Lane (2005) says about falling intonation. She says that falling intonation is used in statements and information questions. The voice rises on the highlighted word and then falls to a low pitch to end the sentence [5].

### 3.2.1.2 Difficulties in using sociolinguistic competence.

From the result of observation, it was found that 24 students (66.67%) could not use the speech acts that were delivered appropriately. For example: *"How page?"* (Student 11, it should be *"What page?"*), *"I am thirsty. Would you like something to drink?"* (Student 16, it should be *"Would you like to give me something to drink?"*), *"How you able to know if me is Tari?"* (Student 8, it should be *"How do you know that I am Tari?"*), *"By the way, I am hungry. Would you like some food?"* (Student 23, it should be *"By the way, I am hungry. Would you like to give me some food?"*).

### 3.2.2 Interview Results

In the following part, it can be seen specific description of the data and the analysis of the students' difficulty in using grammatical and sociolinguistic competence in transactional and interpersonal conversation.

#### 3.2.2.1 The causes of students' difficulties in using grammatical competence.

The table 3 shows about the causes of the students' difficulties in using grammatical competence. For more detail, it is presented as follows:

##### *Grammar*

Based on the result of interview, there were some causes why the students had difficulties in grammar as follows:

- a. 31 students could not make the positive sentences based on certain tenses correctly when creating the conversation. 20 students (64.52%) of the students said that they lacked of knowledge to make the positive sentence. It was occurred because the students paid no more attention when the teacher explained the material in front of the class due to that the condition of the class was noisy and the teacher always spoke English all of the time so that the students could not concentrate to the material. Besides, the students did not review the material that has been taught. 5 students (16.13%) of the students said that they were in a hurry when creating the conversation so that they had mistakes in making the sentence. 2 students (6.45%) of the students said that they were nervous, 2 other students (6.45%) said that they were careless, and the rest (2 students) said that they forgot how to make the positive sentence correctly.
- b. 5 students could not make the negative sentence correctly because they lacked of knowledge to make the negative sentence. It was caused by less attention to the material taught by the teacher in the classroom.
- c. 28 students were unable to make the interrogative sentence correctly. 24 students (85.71%) of the students said that they did not understand how to make interrogative sentence because the students paid no more attention to the teacher's explanation about the material in the class due to that the condition of the class was noisy and the teacher always spoke English all of the time so that the students could not concentrate to the material. Besides, the students did not review the material that has been taught. 3 students

- (10.71%) of the students were nervous when they created the conversation. 1 student (3.57%) was in a hurry because he had to take the course immediately after school.
- d. 16 students could not use nominal phrases correctly. 8 students (50%) of the students said that they did not know how to use the nominal phrases correctly. 5 students (31.25%) forgot how to use it. 2 students (12.5%) were nervous so that they said wrongly. 1 student (6.25%) was in a hurry because he wanted to go to the course soon.
  - e. 9 students were not able to use modals correctly. All of them said that they lacked of knowledge to use modals. It was occurred because they did not review the material at home.
  - f. 1 student was incapable in using adverb correctly. She said that she did not know how to use adverb. She just translated directly from Indonesian to English.
  - g. 21 students could not use prepositions correctly. 17 students (80.95%) of the students said that they were less understanding how to use prepositions. They could not differentiate the use of prepositions. 2 students (9.52%) forgot how to use prepositions. 2 other students (9.52%) were in a hurry when they created the conversation, as the result, the preposition that should be used were not uttered.

#### *Vocabulary*

There were 22 students who could not use the appropriate words. 19 students (86.36%) of the students said that they had limited vocabulary because of seldom memorizing vocabulary at home or out of school. 2 students (9.09%) were in a hurry and 1 student (4.55%) was nervous.

#### *Pronunciation*

There were 30 students who could not pronounce the English words well. 23 students (76.67%) of the students said that they did not know how to pronounce the English word well because they seldom practiced pronouncing the English words at home as well as seldom practicing to speak English with their friend in the class. 4 students (13.33%) of the students were nervous. 2 students (6.67%) were in a hurry. 1 student (3.33%) of the students said that she heard the word from other people who pronounced the word wrongly.

In using intonation, there were 21 students were unable to use it. 12 students (57.15%) of the students said that they did not know the rule of rising and falling intonation. 7 students (33.33) of the students did not pay attention to the intonation so that they just spoke what they want. 2 students (9.52%) were doubt in intonating the sentence.

### **3.2.2.2 The causes of students' difficulties in using sociolinguistic competence.**

Table 4 shows the causes of the students' difficulties in using sociolinguistic competence. There were 24 students who could not use the speech acts that were delivered appropriately. Based on the result of interview, most of the students, 15 students (62.5%) of the students said that they did not know to use the speech acts appropriately. It was due to less attention to the material taught by the teacher in the classroom since the condition of the class was noisy so that the students could not concentrate, and the teacher spoke English all of the time that made them did not understand to what the teacher explained. Besides, they seldom review the speech acts that had been taught at home and even they seldom took a note the speech acts written by the teacher on the whiteboard on their note books. Moreover, they also seldom used and applied the speech acts with their friends out of teaching learning process. As the results, they could not use the speech acts appropriately.

#### 4. Conclusion

After interpreting the result of the data analysis, it can be concluded that, the students of SMPN 2 Padang had difficulties in transactional and interpersonal conversation. They had difficulties either in using grammatical competence or sociolinguistic competence. There were 55.65% of the students had difficulties in using grammatical competence when producing transactional and interpersonal conversation. The difficulties in using grammar were making the positive sentence, the negative sentence, the interrogative sentence based on certain tenses correctly and using nominal phrases, modals, adverbs, prepositions correctly. The difficulty in using vocabulary was using the appropriate word based on the context. The difficulties in using pronunciation were pronouncing the English words well and using intonation appropriately. There were 66.67% of the students had difficulties in using sociolinguistic competence. They could not use speech acts that were delivered appropriately.

Second, the students' difficulties in producing transactional and interpersonal conversation were caused by some factors. The cause that made the students had difficulties in using grammatical competence was lack of knowledge. This was due to lack of practice of the students in using grammatical competence to produce the conversation. It was also caused by lack of control of classroom management done by the teachers. As the results, the condition of the class was noisy that made the students less paid attention to the teacher's explanation. Besides, the teacher did not give motivation to the students to review the materials that have been taught so that the students seldom review the materials at home. In addition, the teachers used English all of the time. As a result, the students did not understand what the teacher said. The other factors that caused the students had difficulties in using grammatical competence were being in a hurry, forgetting, being careless, being nervous, being doubt, hearing from other people who pronounced wrongly, and not paying attention. Moreover, the factors that made the students had difficulties in using sociolinguistic competence (the use of speech act) when producing transactional and interpersonal conversation were being lack of knowledge to use the speech act (the causes were the same with what have been mentioned in grammatical competence), forgetting the speech act they wanted to say, and not understanding what their partner said.

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