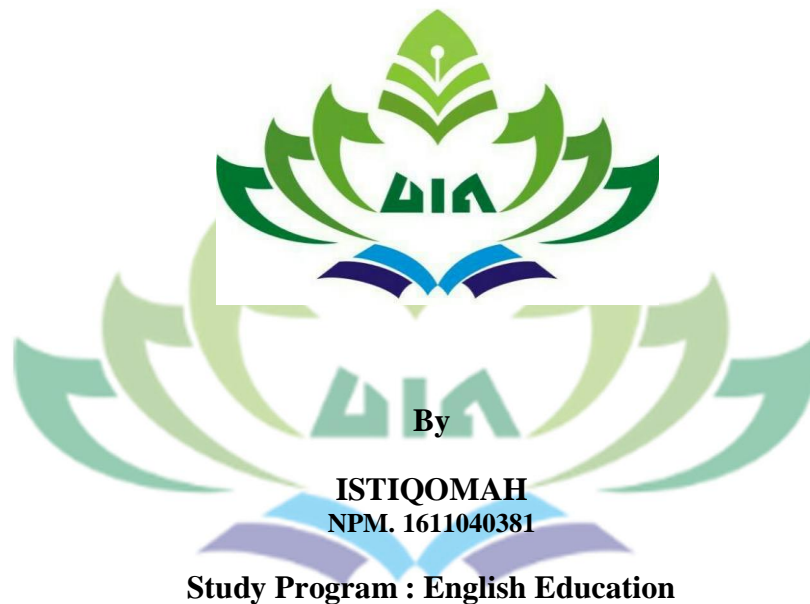


**AN ANALYSIS OF STUDENTS' ABILITY IN IDENTIFYING  
COMPOUND COMPLEX SENTENCE AT THE FOURTH SEMESTER  
OF ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC  
UNIVERSITY RADEN INTAN OF LAMPUNG IN ACADEMIC YEAR OF  
2019/2020**

**A Thesis**

**Submitted as Partial Fulfillment of  
the Requirements for S-1 Degree**



**Advisor : Meisuri, M.Pd.**

**Co-Advisor : Irawansyah M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY RADEN  
INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2020/2021**

## ABSTRACT

This thesis was about students' ability in identifying compound complex sentence. the purpose of the research was to find out the data of students' ability in identifying compound complex sententece using subordinate conjunction in adverb clause of time. This research was conducted at the fourth semester students' of English Education Study Program of Raden Intan State Islamic University of Lampung in the academic year of 2019/2020.

The type of this research was descriptive quantitative research. The population of this research was the fourth semester students of English Education Study Program of Raden Intan State Islamic University of Lampung in the academic years of 2019/2020 that the total of students were 344 in 9 classes. The sample was taken by using culster random sampling technique. The number of sample to be tried out were 38 students or one class and the number of sample to be tasted were 38 students or one class. To get the data, the researcher used the test. The researcher analyzed the data by giving score to the students test, classifying the students' ability, calculating the frequency's percentage and the average of students' score. Finally, the students ability in identifying compound complex sentence can be known.

Based on the result of the research, the students' ability in identifying compound complex sentence that having excellent level showed 6 students or 15.79%, students got good level was 16 students or 43.10%, fair level was 10 students or 26.31%, low level was 3 students or 3.90 and the rest got failed level was 3 students or 3.90%. it can be concluded that the average of students' ability in identifying compound complex sentence at the fourth semester students of English Education Study Program of Raden Intan State Islamic University of Lampung in the academic year of 2019/2020 was 66.34. it was categorized into good level.

**Keywords :***Students' ability, subordinator conjunction of adverb caluse of time, compound complex sentence,*

## DECLARATION

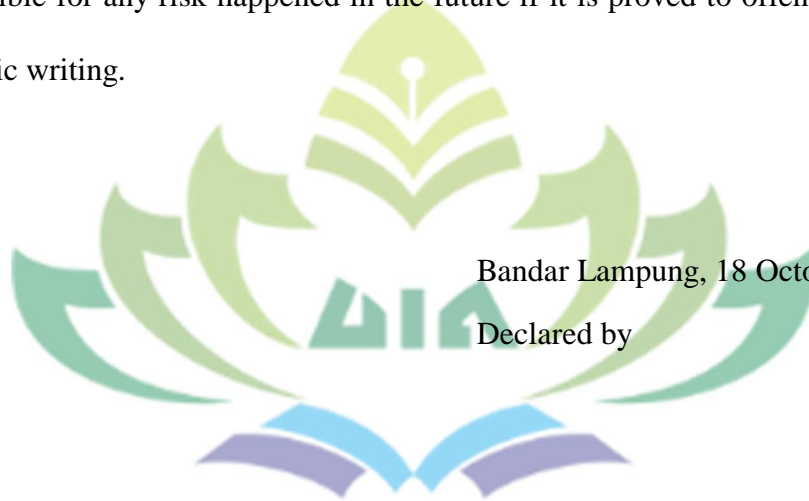
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Thesis: :AN ANALYSIS OF STUDENTS' ABILITY IN  
IDENTIFYING COMPOUND COMPLEX SENTENCE

Certify that this thesis is really my own writing with some quotations from some source by using the acceptable scientific method of writing. I completely responsible for any risk happened in the future if it is proved to offend the ethics scientific writing.



Bandar Lampung, 18 October 2020

Declared by

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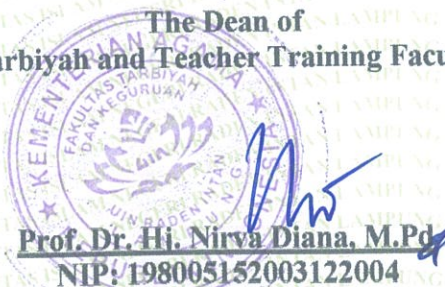
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## MOTTO

وَمَا عَلَى الَّذِينَ يَتَّقُونَ مِنْ حِسَابِهِمْ مِنْ شَيْءٍ وَلَكِنْ ذِكْرًا لَعَلَّهُمْ يَتَّقُونَ ٦٩

Those who ward off (evil) are not accountable for them in aught, but the reminder (must be given them) that haply they (too) may ward off (evil).<sup>1</sup>(Q.S. Al-Anam:69)



---

<sup>1</sup>Available in [https://ayatalquran.net/2015/01/surah al anam](https://ayatalquran.net/2015/01/surah_al_anam), accessed on 30<sup>th</sup> 2020

## DEDICATION

Praise be to Allah who has given its abundant blessing me, and from deep of my heart this thesis is dedicated to:

1. The greatest inspiration and motivation in my life are my beloved parents, Mr.Ibrohim and Mrs. Juriyah who always take care of me, prayed and supported for my succes and advise me al l the time.
2. My beloved sister and brother Ummi Kulsum S.Th.I and Zainal Muttaqin. Thanks for supporting and advising me, your kindness and togetherness.
3. Thank to Almamater UIN Raden Intan Lampung which has contributed a lot for my development.





## **CURRICULUM VITAE**

The name of the researcher is Istiqomah. Her nick name is isti. She was born in Umbul Bandung on 23 August 1997. She is the tenth child of twelve children of a couple, Ibrohim and Juriyah. She has 9 sisters and 3 brothers. She lives in Umbul Bandung village, Katibung, South Lampung.

The researcher began her study at Elementary School at MI YPI Umbul Bandung in 2008 and finished in 2010. She continued to Junior High School at MTs YPI Umbul Bandung and graduated in 2013. After that, she continued her study to Senior High School at MA Al Fatah Natar and finished in 2016. After finishing her study at MA Al Fatah, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung in 2020. At this time, she became a member of UKM Bahasa. Then, she tried on Teaching Practice Programme (PPL) at SMA YP Unila Bandar Lampung.

The researcher, 18 November 2020

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## ACKNOWLEDGEMENT

In the name of Allah, the Lord of the world, the Good of the people, the king of the kings, for the good mercy and blessing during my study and in completing this thesis. Then, my humbles gratitude to the holy prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for me.

This thesis is submitted to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis as compulsory fulfillment of the requirements for S1 degree of English Education Study Program of UIN Raden Intan Lampung. For that reasons, the researcher would like to thank to the following people for their ideas, time and guidance for this thesis.

1. Prof. Dr. H. Moh. Mukri, M. Ag., the Rector of UIN Raden Intan Lampung
2. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
3. Meisuri, M.Pd., the chairperson of English Education Study Program of Raden Intan Lampung.
4. Irawansyah M.Pd., as the second advisor who has guided, giving motivation, taking time to correct this thesis until finish.
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6. Iwan Kurniawan, M.Pd., as the lecturer of advance structure who helped the researcher to conduct the research and taking the data at the fourth semester of C class English Education Study Program State Islamic University of Raden Intan Lampung in academic year 2019/220.
7. All students of English Education Study Program at the fourth semester in the academic year of 2019/2020 especially C and F class for giving the opportunity to conduct the research.
8. Beloved friend of PBI G 2016 especially Reliska Yulita Putri, Syifa Yulita, Novi Nurmala Sari, Nada and others who have supported to finish her thesis.
9. Beloved all friends classmate of PBI G class year 2016 who accompany and keep togetherness since the first semester until finishing this thesis.
10. All people who have completed the researcher's life and doing the thesis. May Allah always bless you all.

In conclusion, this thesis is far for being perfect, therefore, any constructive criticism and suggestion, ideas from the research to improve the quality of the thesis.

Bandar Lampung, 18 October 2020

ISTIQOMAH  
NPM. 1611040381

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# CHAPTER 1

## INTRODUCTON

### A. Background of the Problem

Grammar is rules of a language which is governed by particular pragmatic constrain consist of set of meaningful structure. Brown states that in a sentence, grammar is one of system and guideline to govern an arrangement of word.<sup>2</sup> It can be known in another definition that grammar is a rule and set of description about system to form a sentence meaningfull, providing an explanation of the meaning conveyed.

In studing about English, grammar is very important to be studied because it will help students to arrange word and sentence meaningfully with the correct grammar. Learning more about grammar will allow students to produce sentence both in speaking and writing skill. Students who have a good skill about knowledge in learning grammar will help them to make better sentence and understandable. By comprehending grammar, students can create a good sentencece clearly and easy to understand. An error in using grammar will not deliver meaningful sentence.

To produce an effective communication, grammar skill is necessary for the student who learn an English. Consequently, without learning grammar speeech gets meaningless. As an essential aspect, grammar is used to

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<sup>2</sup>H. Douglas Brown, *Teaching By Principles An Interractive Approach To Language Pedagody*. (New York: Prentice Hall, 2001), p. 362.

communicate effectually. Furthermore, grammar is constructing well organized both in reading and writing skill. It will guide learners to the capability of how combining words to create a good sentences. To establish meaningful sentence, grammar knowledge is required.

Grammar take as an significant place foreign language learning. It should be considered that skill of grammar will take a good contribution to language capability for students who learn it.<sup>3</sup> Besides, as an fundamental aspect of language, understanding the grammar will influence the student's skill in mastering of language . Hence, studing about language, indicate that grammar become a material that must be learned deeply which is a teacher may give them a good skill in learning grammar in order they have good language skill.

As usually, many students' assume that learning about grammar is complicated and unattractive subject. It is considered when they learned for some years did not have achievement in learning it. It is proved when they learn it still get difficulties to creat a good and correct sentences.

Referring to Richards and Schmidt, grammar is a system which describe about structure of language containt a group of words such as words and phrases are formed become a complete sentences. From this statement we can find that grammar is one aspect in language that should be comprehended by students. even though students who will teach grammar to another learners it

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<sup>3</sup>Cagrul Tugrul Mart, Teaching grammar in Context: Why and How?, Theory and Practice in Language Studies. Vol.3.No.1. January 2013. P.125



becomes note that it depends on the skill and level mastery of grammar to have competence deeply because it is very important in language learning.<sup>4</sup>

If we talk about grammar it will relate to a system, rules and all about its systematic form. It is very important to be learnt because be a good english learners should be mastered in grammar and also the four basic skill in english. However, grammar is about much more than form. According to Lock, he states that grammar is a set of guideline provide the possible of grammatical structure which classify into two aspect they are arrangement of words and the international structure of words especially.

English grammar is complex, without comprehending a grammar students will use improper language in their speaking or writing performance because their skill in mastering structure and grammar are less. They should consider that in english grammar is very important to be learn in order to establish a good sentence meaningfully. Therefore, the students should master grammar when they want to write an article which is need a sentence variety in each paragraph in order every sentences which they are written not monotone. In grammar there is a sentence structure which is very important to provide and to be mastered in writing. Because if students do not know sentence tructure well, he or she will not write well as writing comprises some components of tense especiall in writing.

In grammar, subject and predicate are the main grammatical that should be provide in a sentence. moreover, based on the function, sentence can be

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<sup>4</sup> Muh. Saeful Effendi, et.al, *A Study on Grammar Teaching at an English Education Department in an EFL Context*, International Journal on Studies in English Language and Literature (IJSELL) Volume 5, Issue 1, January 2017, p. 42

devided into each words in a sentence that consist of subject and the predicate. Each of these function is categorized as distinct part of speech.<sup>5</sup>

In a writing, student should learn about kind of sentences namely sentence structure which is the basic of writing skill. Sentence structure is the arrangement of words, phrases, and clauses in a sentence. It is very important because with the right person sentence structure will better understand what it convey. Sentence structure made up of simple sentence, compound sentence, complex sentence and compound-complex sentence the capability of sentence structure will greatly enable one skill in writing, either in receptive or expressive basis.<sup>6</sup>

Sentence structure is used in the process of writing, in producing kind of sentence in writing, there are variety of sentences that should be learn by students in order what is written are not monotone. The one of longer sentence is compound-complex sentence. Therefore, Most of students are lack in identifying compound-complex sentence because it consists of three clauses and ues subordinate and coordinate conjunction.

One of the various subjects of the curriculum and syllabus in the fourth Semester of english education study program at Islamic university of Raden Intan Lampung is advance structure. In the advance structure, sentence types such as simple, compound, complex and compound-complex sentence are learned. From these types, the students have difficulty in

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<sup>5</sup> Marcella Frank, *Modern English A Practical Reference Guide*, (New York University: Prentice-Hall, 1972), p. 1.

<sup>6</sup> Muhammad Miftahul Ulum, *Development of Module Writing Sentence Structure for Deaf Students*, European Journal Of Special Education Research, Vol , issue 4, 2017. P.95

identifying compound-complex sentence. They are lack in identifying a longer sentence which include two or more independent clause and one or more dependent clause that being elements of compound -complex sentence.

A compound – complex sentence is established on the correlation of two or more independent clause and one or more dependent clause. Compound-complex sentences helps us to produce longer sentences which combine in some phrases to complete idea.<sup>7</sup> kind of sentences that actually used by students are simple sentence, compound sentence and complex sentence, because they consider that these sentence are the easiest sentence used in writing than compound complex sentence which have more parts in a sentence.

While they assume that compound-complex sentence is complicated structure. Because this sentence is established from two or more Independent clause, one or more dependent clause, punctuation and more conjunction are needed. It means that this kind of sentence will be longer sentence than other types. Therefore, they need understanding deeply and should obtain more good knowledge not only grammar but also sentence type that should be mastered to make a good writing.

Referring to the result of interview to the lecturer of English Department in Raden Intan State Islamic University of Lampung, Mr Iwan Kurniawan, M.Pd, he said that most of students have problem in studying about compound-complex sentence. The students get difficulties in identifying it

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<sup>7</sup> Anis Ernwati, *An analysis types of sentences used by the students' Essay writing*, (repo.iain-tulungagung.ac.id ), p. 7

sentence which consist of three clauses and the conjunction.<sup>8</sup> in the description of interview above, the researcher assumes that the main of the students' trouble is students' lack in identifying compound-complex sentence.

There are several previous research about compound-complex sentence relevant to this research. The first one, at Bung Hatta University in 2015 conducted by Kartika Wulandari, she discussed about An Analysis of Students' Ability to Write Complex Sentences Using Adverb Clause In Simple Past Tense at Bung Hatta University. The result of her research is The ability of the students to write complex sentence using adverb clauses that show time relationship was moderate. It provided the the fact that 3 students (10%) had high ability, 24 students (80%) had moderate ability, and 3 students (10%) had low ability. The ability of the students to write complex sentences using adverb clauses that show cause and effect was moderate. It was proved by tha fact that 6 students (20%) had high ability, 17 students (53%) had moderate ability, and 8 students (27%) had low ability.<sup>9</sup> In this research, the students still had problems to write complex sentences using adverb clause in simple past.

The second, at Bung Hatta University in 2016 conducted by Lisa Tavriyani. In this research, she discussed about An Analysis of Students' Ability In Identifying Independent And Dependent Clause In Complex Sentence Using Adverb Caluse At English Deptament of Bung Hatta

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<sup>8</sup> Iwan Kurniawan, *An interview with lecturer*, Raden Intan State Islamic University Of Lampung, On December 3<sup>rd</sup>, 2019, Unpublished.

<sup>9</sup> Kartika Wulandari, *An analysis of students ability to write complex sentences using adverb clauses in simple past tense* vol. 4, no 1, 2015. P. 10



University In Academic Year 2015/2016. The result of her research showed that 17 students (32%) who had high ability in identifying independent clause and dependent clause in complex sentence using adverb clause , 20 students (38%) who had moderate ability and 16 students (30%) who had low ability in identifying independent and dependent clause in complex sentence using adverb clause.<sup>10</sup>

Referring to the previous research, there are several distinction that find between previous studies and this one. The distinctions are; the research that was conducted by Kartika which the title was an analysis of students' ability to write complex sentences using adverb clause in simple past tense while the researcher is intended in taking a research to find out the students' ability in identifying compound-complex sentence. Furthermore, Lisa's research was about an analysis of students' ability in identifying independent and dependent clause in complex sentence using adverb clause while the researcher interests in conducting a research about an analysis of students' ability in identifying compound-complex sentence that has been taught in the fourth semester.

According to the decription above, the researcher intended to propose a research entitled : An Analysis of Students Ability in identifying Compoud-Complex sentence at the Fourth Semester of English Education at State Islamic University of Raden Intan Lampung in Academic Year of 2019/2020.

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<sup>10</sup> Lisa Tavriyanti, "An Analysis Of The Third Year Students' Ability In Identifying Independent Clause And Dependent Clause In Complex Sentence Using Adverb Clause At English Department Of Bung Hatta University", (Thesis Degree Of SI English Department, Teacher Training And Education Faculty, Bung Hatta University, 2016), P. 9

## **B. Identification of the Problem**

According to the description of background above, there are some issues which can be identified, they are:

1. Students have difficulty in identifying kind of sentences
2. Students can not improve their writing into longer sentences by using compound-complex sentence.
3. Students did not understand well to the kinds of sentences
4. The teachers have not explored more about compound-complex sentences.

## **C. Limitation of the Problem**

Sentence structure is the way its words are arranged. In English, we have four main sentence structures which consist of simple, compound, complex and compound-complex sentences. From the four main of sentence structure that have been mentioned, the researcher will focus only on students' ability in identifying compound-complex sentence using subordinate conjunction in adverbial clause of time (When, while, since, before, after, until).

## **D. Formulation of the Problem**

According to the limitation above, the researcher provide the formulation of the problem was: how is the level of students' ability in identifying compound-complex sentence?

## **E. Objective of the Research**

The objective of the research was to know the students' ability in identifying compound-complex sentence.

## F. Significance of the Research

Regarding to the declaration above, the researcher hopes the result of the research can be used:

### 1. Theoretically

To support the previous theory and give more contribution in providing information about an analysis of students' ability in identifying compound-complex sentence. Beside that, the result of the research were expected to add more theory about how to identify sentences grammatically and give more contribution to improve students' knowledge about sentences because a good writing is a writing that uses a complex sentence grammatically.

### 2. Practically

#### a. For the students

In this research, the researcher provided the information about students' ability in identifying compound-complex sentence, the result of the research would give more information about sentence that a good sentences was a sentence that complex. Therefore, they will know their ability and after that they will learn more about sentence types especially in identifying compound-complex sentence to improve their writing skill.

#### b. For lecturer

As an information about the students ability in identifying compound-complex sentence at the fourth semester of English Education at State Islamic University of Raden Intan Lampung. Therefore, the result of this

research can help the lecturer as an evaluation in improving the students' ability in identifying compound-complex sentence as the basic structure in writing.

### **G. Scope of the Research**

The researcher elaborated the scope of the research as follows:

#### 1. Subject of the research

The researcher choosed the fourth semester of English Education Study Program of Teacher and Training Faculty of UIN Raden Intan Lampung in academic years of 2019/2020 as a subject of the research.

#### 2. Object of the research.

The object of the research was an analysis of the students' ability in identifying compound-complex sentence.

#### 3. Place of the research.

The research would be conducted in UIN Raden Intan Lampung. Which was located on Jl. Let Kol.H. Endro Suratmin Sukarame Bandar Lampung.

#### 4. Time of the research

The reserch would be conducted at the fourth smester of English Education Study Program of UIN Raden Intan Lampung in the academic years of 2019/2020.



## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Definition of Grammar

One of the requirements to get meaning in communication, especially in mastering of written and oral communication, many factors become attention in compiling writing skill which are named as higher and lower level skill. Higher level skill like planning, organization and lower level skill like spelling, grammar, structure and so on are the elements to fully completed in grammar mastery. This implies that to create meaning in communication, grammar is an indivisible element that take some parts in language in order to get meaningful communication.

Referring to Brown, grammar is a arrangement of language that govern words and it's correlation to get meaningful sentences.<sup>11</sup> By studying more about the rules of grammar, students can understand the meaning of sentence what the speaker or writer produced. Furthermore, grammar helps us to establish meaningful sentence by using structure and guiding us how to combine a sentence together to create a good language in communication. This indicate that, studying about structure such as word order, verb, noun, clause, modifier and so on are the rules that should be learned by students in grammar.

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<sup>11</sup>H. Douglas Brown, *Principles of English Language Learning and Teaching* (5th Ed) (New York: Pearson Education, 2007), p. 362.

According to Scott Thornbury grammar is description of the system that compose of how to form sentence in a language.<sup>12</sup> grammar is a means to produce meaning, it is being purpose for each language teacher that students should be focused and paid attention not only on the form of language but also on the meaning these form convey.

From the explanation above, this implies that grammar is important as the basic in language. Without learning grammar the language will be meaningless. Comprehending grammar is very significant for the learners who learnt it, because it becomes basis in learning English.. By comprehending grammar, students can know how to compose a sentence meaningful by using a rules correctly and understand what the people said both in spoken and written. They must consider that learning english without grammar is difficult to understand.

Morover, according to Hancock, grammar is one of basic part of language which has the rules to compose a group of words in a sentence which intend to produce meaningful sentences.<sup>13</sup> This indicate, the grammar is not only elaborates how the utterances are produced, but also givea means to produce some possible structures that have never been applied before, thatmay be functional for learners who prefer to apply the language in a creativity way so that they able communicate easily. Also, it can use to improve their skill in writing especially in producing kind of sentences correctly and meangfully in language communication.

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<sup>12</sup> Scott Thornbury, *How To Teach Grammar* (England: Pearson Education, 1999), p. 1.

<sup>13</sup> Craig Hancock, *Meaning – Centered Grammar: An Introductory Text* (London: Equinox Publishing Ltd, 2005), p. 6.

From the description above, it can be concluded that grammar is element in language communication and the guideline to support the learner create the sentence based on the rules of language in order they can produce a sentence meaningfully. Moreover, by mastering grammar, the learners can comprehend and produce the language better and their competence in forming sentence is understandable.

## B. Concept of Clause

Clauses are the basic elements of sentences and a group of word consisting of a subject and a verb.<sup>14</sup> Every sentence contain a subject and a verb which a subject discuss about what or who while a verb discuss something about the subject. According to Umstater, a clause can be interpreted as a group of words which consist of a subject and a verb. there is form of simple sentence is a clause. Unlike phrase, clauses include both a subject and a verb.<sup>15</sup>

The clauses are functional word that does contain a subject and a finite verb. There are two basic clauses namely independent and dependent.<sup>16</sup> From that meaning we can know that to produce one sentence a subject and a verb which are part of clause is needed to construct sentence meaningfully.

From the description above, it can be summarized that a clause is a sentence that consist of a subject and a verb as follow example:

Here are the example of clauses :

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<sup>14</sup> Alice Oshima and Ann Hogue, *Writing Academic English* (3<sup>rd</sup> ed) (London: Pearson Longman, 1998), p. 152

<sup>15</sup> Jack Umstater, *The Grammar Teacher's Activity a Day* (New York: Jossey Bass, 2010), p.60

<sup>16</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Barkely, 2000), p.156

- a. She works every morning
- b. I drink a cup of coffee

There are not clauses.

- a. To protect the environment
- c. After working all day

From two examples above we know that they are clauses that consist of a subject and a verb. Besides a clause, they are types of clause as follows:

#### 1. Independent clause.

The main or dependent clause can be interpreted as a group of words which establish by its own sentence made up of subject and verb intended to produce complete thought.<sup>17</sup> Here is the example of independent clause as follows:

- 1. Students do the examination well
- 2. I will go to the beach tomorrow
- 3. She eats fried rice every morning

#### 2. Dependent Clause

Dependent clause or subordinate clause can be interpreted as a group of words which can not establish by itself. This clause should be joined by another independent clause to produce a meaningful sentence.

Dependent clause is started by subordinator like when, while, if, that, who and so on.<sup>18</sup> The example of independent clause follows:

- 1. Although learners normally finish her study four years in college.

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<sup>17</sup>Alice Oshima and Ann Hogue, *Writing academic english* (3<sup>rd</sup>ed) (London: Pearson Longman, 2006), p.153

<sup>18</sup>*Ibid*



2. If I talk about my major now

3. When they come to school in the morning

Beside that, to connect some clauses that the 3 of groups of words are provide to join Clauses which intend to produce distinct variety of sentences. these are subordinator (subordinating conjunction), coordinator (coordinator conjunction), and conjunctive adverb. The three has been mentioned namely clause connector<sup>19</sup>. Here some list of clause connectors:

**Table 2.1**  
**Clause Connector**

<b>Subordinators (Subordinator Conjunction)</b>				
after	Before	that	when	Which
Althou gh	even though	Though	Whenever	While
As	How	Unles	Where	Who
as if	If	What	Wherever	Whom
becuse	since	Until	Whether	Whose
as soon as	so that			
<b>Coordinators (Coordinating conjunction)</b>				
For	and	nor	but	or
			yet	so
<b>Conjunctive Adverb</b>				
Accordingly	Furthermore	in contrast	Menwhile	

<sup>19</sup>*Ibid*

Besides	Hence	Indeed	Moreover
Consequently	However	Instead	Nevertheless
for example	in addition	Likeawise	Nonetheless

### C. Concept of Sentence

Sentence can be interpreted as a group of grammatically related words which contain a subject and a verb and establish by it self.<sup>20</sup> The name of sentence is gotten from latin *sententia*, which the meaning is 'feeling' or 'assumption'. this meaning has used to explain that sentence is a statement to express idea or assumption in complete thought, in another meaning, sentence a part of grammar that consist of some significant element such as speech that provide of words, or a syntactically including group of words to convey statement, the questions, a command, a wish, or an exclamation, including capital letter, question mark and exclamation mark are begun in the process of writing.

Sentence is made up of some words that actually used by learners to convey the idea in communication. Because each sentences are produced from more than one clauses and convey meaningful sentence completely. Basically, sentence can be divided into four types of sentences in english, they are simple sentence, compound sentence, complex sentence and

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<sup>20</sup>Baryzin, *Phrases, Clauses and Sentences*, (Yogyakarta : C.V Andi, 2017), p 8

compound complex sentence. these are determined by the types of clauses used to create it.<sup>21</sup>

In reality, between linguists, there is nonetheless not certain definition that each person should accept in. For instance, is “Hey, you!” a sentence or not? The answer will rely on whether you pick up the characteristic or the shape of the utterance as a beginning point. “Hey you!” does specific a complete thought; by talking it, the speaker means something like ‘I want to find your concern’, but in shape it is as a substitute incomplete as it would not have a point or citation. In this case, we will not worry too plenty about the proper definition, but considering that we have decided to see to be most cases at the as a substitute formal, standard written type, we shall look generally at grammatically full unit, with their own subject and predicate.

Sentence is made up from some words that provide in writing start at a capital mail also close through full stop, query tag and invocatin tag. The meaningfull sentence is the sentence that consist of subject and predicate grammarly to convey meaning at least in one complete thought or situation. Some sentences made up justa clause. In a clause reveal an entirethe situation together a point and a predicate. In the next more than one example, every easy sentense made up in one clause, nevertheless, the sentence can be made up from two or more clauses.<sup>22</sup>

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<sup>21</sup> Alice Oshima and Ann Hogue, *Writing academic english* (3<sup>rd</sup> ed) (London: person Longman, 1999), p.153

<sup>22</sup>Marjolijn Verspoor, Kim Sauter, *English Sentence Analysis* (Amsterdam: University of Groningen, 2000), p. 33.

From the description above, it can be inferred that a sentence is made up from words that include a subject and verb and can stand alone by itself. To make good writing, the kind of sentence and its rule should be mastered in order the skill writing is well.

According to Frank, the sentence is the complete prediction that point of the subject and predicate with a limited verb.<sup>23</sup> This implies that the sentence is a fabric of prediction that point of subject and predicate with a limited verb. Besides this, Frank said that the sentence could be divided in more than one manner. First, according to kinds such as; The sentence of declarative (Statement), the sentence of negative, imperative sentence (command/request), and exclamatory sentence (exclamation). The next, according to number of official forecast there are; a simple sentence, compound sentence, complex sentence and compound-complex sentence.<sup>24</sup>

### 1. Sentence based on the Types

#### a. Declarative sentence (Statement)

The exponent sentence are the subject and predicate have a normal syllable order. A sentence finishes together term in writing with a derivation in tone in oration.

Example : The child ate his dinner

#### b. Interrogative sentence (Question)

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<sup>23</sup> Marcella Frank, *Modern English: A Practical Reference Guide* (New Jersey: Pactice-Hall, 1972), p.220.

<sup>24</sup> *Ibid*, p.220



The interrogative sentence are the subject and auxiliary and frequently turn over. In a sentence ends with query tag (or, interrogation full stop) in writing.

Instance : Did the kid eat his supper?

c. Imperative sentence (commands, request)

The imperative sentence, just the predicate is expressed. The easy shape in a verb is applied, unmindful of the human or tense. In the imperative sentence with a part in writing and a derivation the tone in oration.

Sample : Eat your dinner.

d. Exclamatory Sentence (Exclamation)

As like the sentence start by the exclamatory phrase consist in what or how and a section of the predicate. The exclamatory phrase is hold by the point and the stability of the predicate. In writing, the last exclamatory sentence and the tag of exclamatory (or, exclamation point).

As a sample: What a good supper that was!.<sup>25</sup>

## 2. Sentence according to the number in formal prediction

Sentences may have different degrees of complexity. When we teach students on how to write paragraphs well in academic style, we basically refer to realizing the notion of language acquisition. It involves specific strategy in teaching writing. Sentences that construct a paragraph are taught systematically through learning how to write four types of sentences.

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<sup>25</sup> Ibid, p. 221

Briefly, English language has 4 kinds of the sentences. Such as a simple sentences, compound sentences, complex sentences and compound-complex sentences. They are more than one staple clauses and more than one of dependent clauses. Each type is explained in detail below:<sup>26</sup>

**a. Simple sentence**

A simple sentence is the primary one to make another kinds. Simple sentence is more often use in writing. To start easy sentence use easy structure of subject-verb object, or subject – verb-complement. In other side to create it more meaningful, after that easy sentence is embedded by additional Information through coordination and modification. The means of coordination is the process of incorporate as like structures/compounds in sequence. Example:

- Technology is a creative process.
- Technology is an inovative process.

These general sentences can balance such as have the several combination which the adjective become *Technology is creative and innovative process.*

In the other side, additional information is embeded in the words that is modified or called as headword. As the example, the use of a girl was gotten, it sentence can be changed into the form of a girl had been missing.

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<sup>26</sup>Op.Cit, p.35

## b. Compound Sentence

Compound sentence may be interpreted as a sentence that consists of at least of all two subjects and two verbs.<sup>27</sup> In grammar, the formal compound means “having two or more parts.” If the sentence consists of 2 simple sentences and these are joined by a comma also a coordinating word or put the semicolon, it includes as the compound sentence. The use of coordinating conjunction for instance: for, and, nor, but, or, yet and so are have the purpose in joining the equal unit. Therefore, in compound sentence, the comma is required to differentiate whether the coordinating conjunction follows the compound predicate or simple sentence. Here are some examples of compound sentence:

- She does not want to be a teacher, and her mother is mad of her
- An old man is sitting in the garden, and I ask him to go home for taking a rest.

According to Alice Oshima, compound sentence can be divided into 3 types, those are compound by a coordinator, with a conjunctive adverb, with a semicolon.<sup>28</sup>

### 1. Compound sentence with coordinator

Independent clause + coordinator + independent clause.

Notice that there is a comma after the first independent clause.

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<sup>27</sup>Penelope Coy, Dorothy Goldbart Clark, *Basic Grammar and Usage* (8<sup>th</sup> ed) (Canada: Wadsworth, 2002), p.79

<sup>28</sup>Alice Oshima Ann Hogue, *Writing Academic English* (3<sup>th</sup> ed) (London: Pearson Longman, 1999), p.155

- Women can live longer than men, for they take better care of their health.

## 2. Compound sentence with conjunctive adverb

Independent clause + conjunctive adverb + independent clause.
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Notice a punctuation: in the first of independent should be joined by a semicolon, the, the conjunctive adverb is joined by comma. And not only the FANBOYS coordinators, conjunctive adverb reveal connection among the clause. For instance :

- Community college propose preparative for many occupation; moreover, they take ready of learners to transfer to a four year collage or university.

## 3. Compound sentence with semicolons

Independent clause ; independent clause
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My older brother studies law; my younger brother studies medicine
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This sentence is enable to combine if the 2 kind of setence have a relation in the meaning. but when they are not related, it can be named as simple sentence which is ending by period.

### c. Complex Sentence

Complex sentence can be interpreted as a sentence that consist of dependent clause and independent clause where a dependent clause can not establish by it sentence and independent clause can stand by it self, it

also called as simple sentence.<sup>29</sup> It can be concluded that complex sentence is a sentence that consists of one independent clause and one dependent clause. The difference among the compound and complex sentence are that compound sentence is established by 2 simple sentence or usually call as independent clause, while complex sentence is established by the dependent clause and the main clause or independent clause. Dependent clause are differentiate into 3 kinds, they are

The first is as the adverbial clause. as the example is “whales can not breathe under water because they have lungs instead of gills. It can be seen that the first sentence can stand alone while the second can not stand by it self.<sup>30</sup> Therefore, dependent clause is used the subordinate conjunction to show that a clause may be formed as an adverbial clause in a sentence, a relative clause, or a noun clause. the list of subordinator conjunction such as. after, although, as, because, before, even though, if, since, unless, until, when, where and while are categorized to acquaint an adverbial clause.

The following are some example of sentence that is created by distinct kinds of subordinator clause:

- When we come at the station, we got that. the train. already left (adverbial. clause).
- This is a book that I bought yesterday.(relative clause)

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<sup>29</sup>*Ibid*, p 95

<sup>30</sup>Marjolijn Verspoor, Kim Sauter, *English Sentence Analysis* (Amsterdam: University of Groningen, 2000), p. 38



- I believe that English is not difficult. (noun clause)

#### d. Compound-Complex Sentence

Compound–complex sentence is created by two or more main clauses and one or more subordinate clause. Many combination are enable and their punctuation require attention carefully.<sup>31</sup>it refers to compound-complex sentence. as the following examples:

- After I graduated from collage, I want to travel but I had to go work directly (Compound-complex sentence).

Writing a paragraph in English involves good understanding of clause construction. Students who learn how to write essays in english academically need to l earn that a text is a form of realization of meanings that can be in the form of information., messages, or ideas within information of sentences that is constructed thetorically in an appropriate genre grammatically. When students write sentences and do not follow grammatical or syntactical standards of sentences in english, there sentences are categorised as error sentences.<sup>32</sup>

#### D. Concept of Compound – complex Sentence

Compound - complex sentence can be interpreted as a sentence that is combined by more than one main clause and one subordinate clause.<sup>33</sup> a good writing is writing that blend form the four types of sentences such as simple, compound, complex and compound – complex sentence. the contexture

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<sup>31</sup>Alice Oshima Ann Hogue, *Writing Academic English* (3<sup>th</sup> ed) (London: Person Longman, 1999), p.162

<sup>32</sup> Syayid Sandi Sukandi, *Types of Sentences in EFL Students' Paragraph Assigments*, Journal Of Educational Research And Evaluation, Vol.1 , 2017, p.139

<sup>33</sup>*Ibid*

that is created in a short sentence is boring and unattractive. Therefore, it become the reason that many a good writer used variation in compound – complex sentence to produce their speech and writing interesting and it sentence should be provided the particular conjunction.<sup>34</sup>

It can be concluded that compound - complex sentence is combination of constituent of compound and complex sentence. This is the one of sentence that is complicated to be used. Comprehending the compound – complex sentence will assist you to improve you writing skill well.

a. Identifying compound – complex sentence

1. Compound sentence.

A compound sentence is a sentence that consist of two main clause and followed by coordinating conjunction, coma, and semicolon.

2. Complex sentence.

The complex sentence combines is a sentence that consist of one subordinate clause and one independent clause. the two clauses are divided by comma, therefore, there is no punctuation is needed.

It is mean that a compound – complex sentence consisting of at least 2 main clasues and one or more subordinate clause

b. Grammatical structure of Compound–complex sentence

Compound – complex sentence is the composite of or more compound setence clause and one or more complex sentence.

Adjective clause, adverb clause, and naoun clause are provided in the

structure of sentence, and only in this make up they consist of two or more independent clause and one or more. dependent clause. Coordinate conjunction, subordinate conjunction, correlative conjunction and conjunctive adverbs are consist in a compound – complex sentence.

#### 1. Noun clause

Noun clause acting as the direct object of the independent clause. for instance: *Racheal explained how cookies are made, and we practice her techniques at home.*

#### 2. Adjective clause

Here are the example with an adjective subordinate clause. it is acting as an adjective because it is modify the subject. Beside that, it can modify any noun or pronoun in a sentence.

- I buys the shoes that you like, but it was too expensive.)

#### 3. Adverb clause

The subordinate clause being an adverb clause. it is acting as an adverb because it is modify a verb. For example:

By the reason of we had a lots of cookies, we had a party, and our. guests ate the freshly baked treats.<sup>35</sup>

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<sup>35</sup>Helga Tharadipa, *English Paper*, Available on <https://id.scribd.com/doc/52593194/English-paper-compound-complex-sentence>, accessed on October 24<sup>th</sup>, 2020

### E. Compound-Complex Sentence with subordinate conjunction in adverbial clause of time.

As we know, compound-complex sentence is a sentence that consist of two main clauses and once subordinate clause. In compound-complex sentence, subordinate conjunction in adverbial clause of time is needed. It follows larger groups of words within sentence. Its begin adverb.clauses or groups of word that. answer the. question when ?. in the other side, a subordinating conjunction of time can also be applied to incorporate an idea obtained in some sentence.<sup>36</sup>Below are the list of subordinate conjunction in adverbial clause of time:

**Table 2.2**  
**Subordinate Conjunction in adverbial clause of time**

<b>Subordinate Conjunction in Adverbial Clause of Time</b>	
When	Until
While	By the time now that
Since	Once
Before	As soon as
After	

The following instance of a compound-complex sentence has 2 full independent clause connected by the subordinating conjunction in adverbial clause of time and its coordinate conjunction:

- When the workers went on strike, the factory owner refuse to close the plan and the police tried to keep order.

**(subordinate conjunction):** when

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<sup>36</sup>. Jack Umstatter, *The Grammar Teacher's Activity A Day*, (New York: Jossey Bass, 2010), hlm 18.

**(dependent clause)** :When the workers went on strike

**(Independent clause)** : the factory owner refuse to close the plan

**(independent clause)** : the police tried to keep order

- After I swept the garage, I ask my dad for my allowance but he only laughed at my request.

**(subordinate conjunction)**:after

**(dependent clause)** : After I swept the garage

**(independent)** :I ask my dad for my allowance

**(independent clause)** : he only laughed at my request.

- While my parents were at dinner, I cleaned the house, and my sister did the ironing. :

**(subordinate conjunction)** : while

**(dependent clause)** : While my parents were at dinner

**(independent clause)** : I cleaned the house

**(independent clause)** : my sister did the ironing.

- Before she go to the market, she has to finish her work and I will help her.

**subordinate conjunction**): Before

**(dependent clause)** : Before she go to the market

**(independent clause)** : she has to finish her work

**(independent clause)** : I will help her.

- Since the cost of education is rising, learners should work par time and they must learn not to be wasteful.



**subordinate conjunction):** Since

**(dependent clause)** : Since the fee of education is rising.

**(independent clause)** : learners should work par time.

**(independent clause)** : they must learn not to be wasteful.

- We waited for them for two hours and they didn't come to my house until we canceled a meeting today.

**subordinate conjunction):** until

**(dependent clause)** : until we canceled a meeting today.

**(independent clause)** : We waited for them for two hours

**(independent clause)** : they didn't come to my house

From the examples above, the sentences made up of two main clause and one subordinate clause. in identifying compound-complex sentence they are some elements that should be mastered namely independent clause, dependent clause, coordinator and punctuation.

#### a. Independent Clause

The main clause consist of a subject and a verb and reveal a full idea. It may establish by it self as the sentence. the independent clause is established with:

<b>Subject + Verb (+ complement)</b>
Learners normally four spend four years in college.
They study hard work every day
Student went to the beach yesterday
My mother cooks the soup for my breakfast

### b. Dependent clause

Main clause start by a subordinator such as when, while, if, that, or who. The subordinate clause is not reveal a full idea and can not establish by it self as a sentence. According to Kane in his book, a dependent clause can not stand alone as grammatically perfect sentence.<sup>37</sup> A dependent clause is established with:

**Subordinator + Subject + Verb (+complement)**

There are three kinds of subordinate or dependent clause:

#### 1. Adverb clause.

An adverb clause is a group of words that function as an adverb. In the sentence, “while Nick was riding his bike, he saw his friends walking along the street”, the adverb clause is *While Nick was riding his bike*.

#### 2. The adjective clause.

The adjective clause is the group of words that function as an adjective. In the sentence, “Doris is the woman who designed the mural,” the adjective clause *who designed the mural* describes the woman.

#### 3. Noun Clause.

The naoun clause is the category group of word that function as a noun. In the sentence, “this is what the doctor suggested to me,”A

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<sup>37</sup>Thomas S.Kane, *The Oxford Essential Guide to Writing* (New York: Brakley, 2000), p 156

noun clause is *what the doctor suggested to me*. The function of that clause as predicate nominative.<sup>38</sup>

### c. Connectors

There are kinds of connector. A connector is applied in very broad sense as a superordinate term for all words that 'link'. Coordinators link parts that have 'equal' syntactic value. Subordinators link a dependent clause or phrase to a clause or phrase of a higher extent. Subordinators, in turn, can be categorized again based on the kinds of dependent phrase or clause they acquaint and based on whether they have a function within the clause or phrase they introduce. Each will be discussed separately below.<sup>39</sup>

1. The coordinating conjunction can be interpreted as a single word. These are the list of coordinating conjunctions such as for, and, nor, but, or, yet, and so. To make it easy in remembering those conjunctions are in the term of fanboys where in the first sentence every conjunction is applied. Here is an example compound-complex sentence by using coordinate conjunction:

- **When** my mother is not at home, I feel hungry and I will cook instant noodle.

2. A correlative conjunction follows words or groups of words. Below are **the five pairs of correlative conjunctions**:

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<sup>38</sup> Jack Umstatter, *The Grammar Teacher's Activity-a-Day* (San Francisco: Jossey-Bass, 2010), p. 60

<sup>39</sup> Marjolijn Verspoor, Kim Sauter, *English Sentence Analysis*, (University of Groningen: John Benjamins Publishing Company, 2000), p. 101-102

Whether ... or.                      Either... or  
 Neither... nor.                      Not only... but also  
 Both... and

3. The subordinating conjunction follow larger groups of words within sentences. It begins adverb clauses (groups of words that answer the questions when, where, how, to what extent?). A subordinating conjunction is applied in incorporating a thought obtained in some sentence. below are the list of subordinating conjunction:

After, although, as, as far as, if, as long as, as soon as, because, before, even though, if, in order, that, since, so that, than, unless, until, when, whenever, where, wherever, while.<sup>40</sup> Here is the example of compound-complex sentence by using subordinating conjunction:

- **Before** our grand mother arrived to our house, we prepared her favourite dish so she could happy

#### d. Punctuation in compound-complex sentence

Punctuation are the marks such as Period, coma and question mark. these function are to get the meaning of sentence clearly.<sup>41</sup> The type of compound – complex sentence is produced by longer sentence than the

<sup>40</sup>Op. Cit, p.15-17

<sup>41</sup> Anne Seaton, Y.H.Mew, *Basic English Grammar For English Language Learner* (USA: Saddleback Educational, 2007), p. 150

other sentence usually. It becomes very significant to punctuate them absolutely. Here are guidelines in using punctuation in a sentence:<sup>42</sup>

a. Punctuation in compound sentence

1. When the compound sentence consist of coordenating conjanction, the placement of coma before the conjanction.

- Melani forget her friend's birthday, so she intended dispatch a card when she eventually think.

1. Even though compound sentence is formed by one or more coordenating conjanction, the placement of coma is applied before conjanction which follow the caluse.

- James and Jeck study at the same university, finally they work for the same enterprise.

2. When the compound sentence is not followed by coordenating conjanction, put the semicalon between the clauses. But if the clauses are followed by a conjunctive adverb, the coma should be provided in that adverb.

- She doesn't has many books; she should buy at gramedia store
- We want to wathch the theater; nevertheless, the film was over.

2. Punctuation in complex sentence<sup>43</sup>

1. When a dependentclause become the fisrt clause in. the sentence, it should be followed by coma.

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<sup>42</sup>Penelope Choy, Dorothy goldbart clark, basic grammar usage (8<sup>th</sup>ed) (USA: Wadsworth, 2002), p. 83

<sup>43</sup>Penelope Choy, Dorothy goldbart clark, *ibid*, p. 97



- Before she appeared at the club, Maura brings her guest.
2. When the independent clause is the first clause in the sentence, there is no comma required.
- Maura brings her guest before she appeared at the club.

From the example above, we know that punctuation is used in sentences. Its function is to express and avoid the ambiguity of meaning. In compound sentences, apply the comma (,) before a coordinating conjunction which relates two independent clauses.

Independent clause, (**FANBOYS**) independent clause.

Citra overlooked her friend's birthday, so she intended to dispatch a card when she eventually thought. This indicates that to apply a semicolon in connecting two closely related or parallel independent clauses. Independent clause (;) independent clause.

While the punctuation in a complex sentence, the placement of a subordinate clause indicates the punctuation of the clause. Apply the comma ensuing the introductory subordinate clause to divide it from the independent clause. Subordinate clause (,) independent clause, as the example:

- After you finish cooking for dinner, you can call me as soon as possible.

If the subordinate clause is followed by the dependent clause, there is no comma required except that a clause reveals opposition or exclusion (although, while, whereas). Punctuation marks can be interpreted as a symbol

that assist the readers In revealing the sentence. it become very significant in the writing skill , the punctuation is used to assist reveal our Meaning.It is very important in the writing skill, We use punctuation to help express our meaning. It is not Statement whis is added in a piece of writing. It is part of composition to leave it out. Therefore there are several the significant of punctuation sign:

1. A help to comprehend a piece of written English as it is read.
2. The way to avoid ambguity in revealing meaning and conveying exactly to the reader What is meant by the words choosed and place it saquence.<sup>44</sup>

#### **F. Concept of Student' Ability**

Ability can be interpreted as a potency that exist in a human being. Providing competence that to particular response or to show a particular assigment, in addition, the students' competencein studying may be known from result of studying it self. Students' competence in mastering the materials are not the same. Although the teacher is the same, by reason of their energy in receiving the meterials is distinct.<sup>45</sup> Referring to Oksiana, giving the learners a test that is given by the researcher and calculating their score form the result of answering question is the way to know the learners'

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<sup>44</sup>Ika Nurhayati, Fitrah Yuliawati, The Study Of The Students' Ability To Use Punctuation In Writing Skill, *Jurnal Pemikiran, Penelitian Pendidikan dan Sains*, Vol. 5, No 2, December 2017, p. 119-120

<sup>45</sup>Surya Ningsih, *Improving The Students' Ability In Reading Comprehension of Narrative Text Through Question Answer Relationship* (thesis Undergraduate: 2017), p. 6

competence and their extent.<sup>46</sup> In this case, you find out the learners' capability, providing a test to them can be applied in this research.

According to Hornby, capability can be interpreted as a potency, capacity also energy in doing something physically or mentally.<sup>47</sup> This implies that capability is an energy or individual person's Potential In mastering the skill in doing a kinds of assignment in a job or a scoring of persons' action. Beside that, capability is named as a performance in certain assignment or class of task.<sup>48</sup>

To get the original evaluation of learners' competence in mastering a grammar, a judgement should consider real – life apply of grammar context. This implies that each activities should has a destination which provide an evaluation and involve learners in demonstrating their extent of grammar capability by equipping assignments.<sup>49</sup> Referring to the description above, the conclusion is that the learners' capability become the energy in doing something to support the learners skill. Then, the capability can be identified by providing the test and calculating the score that learners obtained by responding the question. Moreover, the aim of this research is to find the learners' competence in identifying compound-complex sentence.

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<sup>46</sup> Laila Oksiana, An analysis on the understanding of the usage of correlative conjunction, available on <http://library.gunadarma.ac.id> , December 5<sup>th</sup> 2019.

<sup>47</sup> AS Hornby, *Oxford Advanced Dictionary of Current english*, (London: Oxford University Press, 1987), p. 2

<sup>48</sup> David F. Lohman, *Issues In The Definition And Measurement Of Abilities* (The University of Iowa, USA: available on <http://www.Semanticscolar.org> , December 18<sup>th</sup> 2019

<sup>49</sup> Henry Joseph Morrison, *How To Measure Lernalers-Grammar-Proficiency*, (available in <http://www.ehow.com>, December 18<sup>th</sup> 2019.

### G. Concept of Students' Ability in identifying Comopund-Complex Sentence

Ability can be interpreted as a mental and power Physical and skill provided to do something, in another definition, capability is define as a name used in achievement in a certain assigment.<sup>50</sup> Referring to another meaning that is stated by Lohman, he stated that capability used in the name of assigment to learners, is the learners' best achievement.<sup>51</sup>Moreover, the use of assigment can deliver about. how is the learners competence towards the elements that will be examine.

Based on the previous explanation, an author assumes that the learners' competence become the strength in doing something. Beside that, it can be interpreted as the achievement or skill that is produced by the learners. The learners' competence can be analyzed by providing a test and calculating the score. from the learners' score. Therefore, an author intended to find out how is the learners' competence in identifying compound-complex sentence. We can infer that in obtaining the learners capability, the researcher gives the learners test in indentifying compound-complex sentence and analyze the result of test by counting the score.

According to Marjoolin vespoor, if sentence is created from a short one, normally it rather easy to identify how many clauses that consit of it, where the sentence can be in the form of main and depenent clause. there are variety of sentence provide construction and sometime is not alway easy to indicate.

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<sup>50</sup>Cambridge Advance Learner's Dictionary, (Cambridge: Cambridge Uneversity Press, 2008), p.2

<sup>51</sup>David F.Lohman, *Issues In The Definition And Mesurement Of Ablities* (Lowa: the university of Iowa, peper presented at the second spearman seminar, 1997), p.8.

Therefore, to understand the kind of its sentence, identifying and analyzing the main clause and dependent clause is significant. Pay attention to the sentence that is constructed from the two detached sentences. Another sentence is complex that consists of one independent clause and one or more dependent clauses in a sentence..

Hence, there are some steps that you should be paid attention to know whether they included a simple, compound, complex and compound – complex or not. To make you easy in indicating the sentence types, below is the description of procedure.<sup>52</sup>

#### 1. Getting a finite verb

Identifying a main clause and dependent clause is significant that should be paid attention by learners. When a sentence consists of just a finite clause, it is a main clause. The first is that you must get a finite verb. At least one of the finite clauses is a main clause. When you get features such as two main clauses and a semicolon provided in a sentence, you may be sure that its sentence is a compound sentence.

#### 2. Getting coordinator and subordinator

Another method to know whether there are main clauses or dependent ones is to get coordinators and subordinators, some of them may help you to know from where clauses are started (Remember that may be comprehended.), the clause that is started by subordinate will be an independent clause.

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<sup>52</sup>Marjolijn Verspoor, Kim Sauter, *English Sentence Analysis*, (University of Groningen: John Benjamins Publishing Company, 2000), p. 180-181

### 3. Deciding types of sentence.

After you identify the main clause and the dependent clause, the next is you should categorize the types of sentence. when the sentence consist of one restricted clause, it can be a simple sentence, while the sentence that consist of two sentences completely, it is a dependent clause. the charateristic are it sentence provide the subject and its pericate, then cosisting of semicolon and combained by two elemnt such as coordinate conjunction or correlatif conjunction namely a compound sentence. afterwards, a sentence that consist of indepedent caluse and more than one depedent clause namely complex sentence. and the last is compound – complex sentence which consisting of coordinate and subordinate clause.

To decide types of sentence, learners should not pay attention to non finite of dependent clause, it can be indicate that a simple consist of just one or more than one non fenite clause in the sentence. this implies that elements in english so many such as non Fenite also verb form applied as Adjective. so many non-finite clauses and verb forms used as adjectives, that it would be difficult to decide when a non-finite verb form is part of a non-finite clause or not.

### **H. Concept of Testing Grammar.**

In studing language, the one that should be pay attention is aabout testing grammar, it is become the important point in studying and teaching foreign



language. The grammar tests aim to measure the progress of students in grammar class.

### 1. Types of Technique for Testing Grammar

According to Hughes, Kathleen & Kenji, there are some techniques for testing grammar:

#### a. Gap filling

1. One sentence with one blank.
2. Actually, in gap filling item must have only one correct response.
3. Item with two possible correct answer will be acceptable if the meaning is the same.
4. Make clear if contractions (e.g. I'd) are to be allowed.
5. Just a gap or a prompt for each can be provided.

For example:

He arrived late, \_\_\_\_\_ was a surprise (which)

#### b. Paraphrase

Paraphrase item is the one of test that enable learners to create a sentence similarly to the sentence that is provided. the uses of it is to provide the learners skill in improving of sentence grammatically. For instance:<sup>53</sup>

When she come, a policement was asked introgatifly by the bank clerk.

When she come, the bank clerk .....

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<sup>53</sup>Arthur Hughes, Testing for language teachers (2<sup>nd</sup> ed) (Cambridge University press, 2003), p. 177-174

**c. Multiple Choice Test**

In a test of grammar, multiple choice becomes an instrument to measure the learner's ability. The type of multiple choice can be in the form of a blank sentence with the four possible answers of words or phrases to complete the sentence meaningfully. As the example below:

In that her father was sick, she \_\_\_\_\_ to go home last week.

- a) Had.
- b) Have.
- c) Has.
- d) Hadn't.

**d. Error Correction.**

In testing grammar, error correction becomes the helpful one. In this kind of test, learners are provided an error sentence and it should be revised. There are four possible choices of phrases that the learners should select the word that has an error. For example:

Most of learners assure that the must be obtaining better class than they  
 A B C  
are.  
 D

**e. The use of items to Test awareness of Word/Sentence Order**

This type is intended to examine the awareness of learners in the form of word order sentence. The learner is provided the four alternatives in word orders. As the instance:

I repeatedly ask how she know.

- a) . How it cost much.

b) . How much it cost.

c) It costs how much.

d) It how much costs.

In another probability, the examiner is provided the four words and request to arrange them into complete sentence. for instance:

I repeatedly ask how she knows.

1. How 2. It 3. Much 4. Cost.

#### **f. Completion Item**

Completion Items become the one from type of test which the examiner request the learners to complete the blank of sentence. for instance:

Take the magazine from \_\_\_\_\_ man who is wearing a jeans

#### **g. Word Changing Items**

There is a type of sentence which enable learners should complete it into the meaningful sentence, an examiner may give learners a word, then they change to be a correct one

For instance:

I have never \_\_\_\_\_ to Australia.(be)

#### **h. Sentence Combining Exercise.**

In incorporating a sentence practice may play the section to examine grammar more its more Traditional apply as section in arrangement testing and training, for instance, a prober can give learner instruction

in incorporating the sentence applying a relative pronoun as the example below.<sup>54</sup>

He saw a woman

A woman went to the same high school I did.

(He saw a woman who went to the same high school I did)

### i. Noticing Task

Observing becomes the basic thought that when students should notice to the form and significance in particular language structures in input. Cross in Noonan, concludes some element that convey a concern to a particular characteristic below:

#### 1. Clear Guideline

Guideline clarifying and picturing a concern into a certain design.

#### 2. Frequency

The regular occasion of a particular in input

#### 3. Perceptual Salience

Spotlight or underline to show a concern particular of structure.

#### 4. Task Demand.

Creating a duty that involve students to pay attention a

structure intended in completing it.<sup>55</sup>

## I. The Three Dimensions of Grammar

According to Murcia and Freeman, there are three dimension of the pie chart useful as conceptual framework for teaching grammar. They are consist of

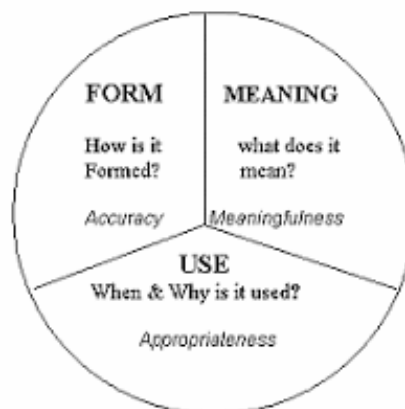
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<sup>54</sup>S. Kathleen Kotao and Kenji Kitao, "Testing Grammar" . Educational Resources Information Center, 1996, p 2-6

<sup>55</sup> Francis J. Noonan III, Teaching ESL Students to "Notice" Grammar, available in <http://iteslj.org/Techniques/Noonan-Noticing.html>, accessed on Mei 9<sup>th</sup>, 2020

form, meaning, and application, parts of three dimensions may have its question in the following description.<sup>56</sup>

**Pie Chart 2.1**  
**Three Dimensions of Grammar**



In pie chart 2.1, we can know that there are three dimension of grammar are related to each other. We can use grammar structure accurately, meaningfully, and appropriately if we are learning three dimension of grammar.

In this research, the researcher uses form of grammar in that the learners will take the test on sheet for selecting the best answer of sentence which the students will contribute to identify the correct sentence of compound-complex sentence by knowing the grammar structures.

#### **J. Number of Test**

According to Thornbury in Fulcher, he state that amount of items can be variety at the time, however the scoring meaning on the scale is the same.<sup>57</sup>

This indicate that a mounst of item can be flexible, but the specificication of

<sup>56</sup> Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book* (2<sup>nd</sup> ed) (New York: Hainle and Hainle Publisher, 1999), p.4

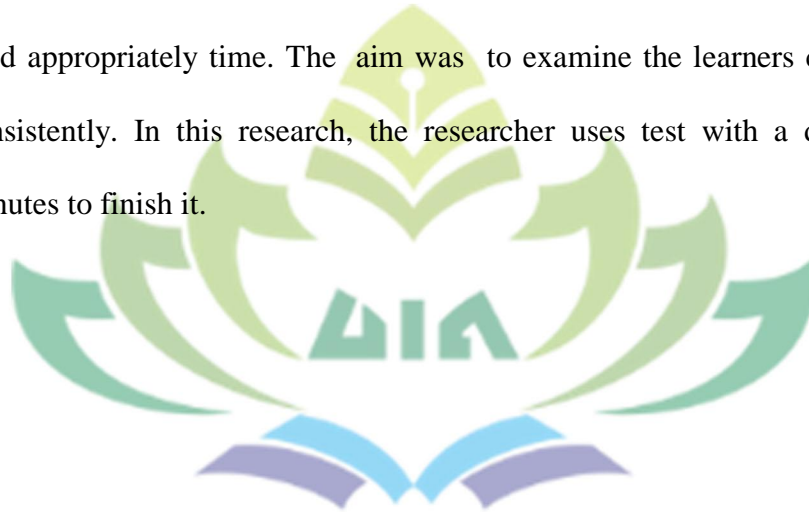
<sup>57</sup> Glenn Fulcher, *Practical Language Testing* (London: Hodder Education, 2010), p.42

extent of learners' competence is quiet. Therefore, the total of test that is provided by the author consist of 50 items before try out. And deciding the score is indicated by the learners' competence.

the number of items test in this research is 50 items before try out and the score is decided by the students' ability.

#### **K. Duration of Test**

The duration that the author applied in administering a test should not be in the long time in completeng the test, this implies that an author managed the time appropriately.<sup>58</sup> This indicated in conducting the test, the author should used appropriately time. The aim was to examine the learners competence consistently. In this research, the researcher uses test with a duration 90 minutes to finish it.



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<sup>58</sup> Ibid. p.185



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