The Students' Ability in Differentiating Compound and Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan

By: Rayendriani Fahemi Lubis, M.Ag., Yusni Sinaga, M.Hum.,
and Isma Yanti

ABSTRAK

Peneliti mengeksplorasi kemampuan siswa dalam membedakan kalimat majemuk dan kompleks. Tujuan dari penelitian ini adalah untuk menguji kemampuan siswa dalam membedakan senyawa dan kalimat kompleks pada kelas XI SMA Negeri 1 Angkola Selatan. Setelah menganalisis data, peneliti menemukan bahwa kemampuan siswa dalam membedakan kalimat majemuk dan kompleks pada kelas XI SMA Negeri 1 Angkola Selatan dapat dikategorikan cukup, dengan skor rata-rata 51,33 untuk kemampuan dalam kalimat majemuk dan 59,2 untuk kemampuan dalam kompleks. kalimat. Kemudian, berdasarkan data yang terkumpul, data telah dianalisis untuk membuktikan hipotesis dengan menggunakan rumus Z-Test. Hal ini dapat dilihat $Z_{(hitung =)}$ - 0,087 $<Z_{(tabel =)}$ 0,326 dengan tingkat signifikansi 0,05. Artinya hipotesis ditolak. Jadi, kemampuan siswa dalam membedakan kalimat majemuk dan kompleks adalah kemampuan yang cukup.

Key words: ***Kalimat Majemuk*** dan ***Kalimat Kompleks***

A. INTRODUCTION

English clearly stated in curriculum that the object of teaching learning process. It improves students' skill in four skills of language. The language skill is the performance of speakers of a language in using their language as tool of communication in daily routine. It is the ability to use their language according to set of the conventional rules, they share among themselves.

In teaching process, the students should be able to write sentences correctly. Sentence is not only the combination of some words but also have the elements. The elements can be subject (S), verb (V), object (O), or complement (C). The students need at least two elements to build sentences correctly. There are many factors of English that must be understood by students in the school to arrange a sentence such as vocabularies, tenses, and part of speech. The students must know the factors. Part of speech is one of the factors of mastery the sentence. There are eight parts of speech, they are noun, pronoun, verb, adjective, adverb, preposition,

conjunction, and interjection. A group of part of speech is the important things to make a good sentence.

In curriculum of English in Senior High School, there are many subjects or material taught in this level: such as vocabulary, tenses, part of speech and sentences (simple sentence, compound sentence, complex sentence, compound complex sentence).[1] Students at grade XI SMA N 1 Angkola Selatan in their learning have difficulties to write sentence well. It has been known after the researcher has done observation directly to the school. The students can write a simple sentence but the researcher also found the other problems when the researcher asked some of students about compound and complex sentences, they do not understand to write compound and complex sentences, and the students do not understand in differentiating between them.

Rosin Sunaryo is one of the students in SMA Negeri 1 Angkola Selatan says that compound and complex sentences cannot be understood by him well because he unable in differentiating between them and he do not understand how to use the conjunction in compound and complex sentences.[2] Then, Borkat says that he is confused to use conjunction in complex sentences.[3] The students still got difficult in differentiating between compound and complex sentences. They are often error in using conjunction. So, it makes them cannot write compound and complex sentences correctly.

B. The Formulations of the Problem

Based on limitation of the problem above, the problem of the research can be formulated as follows: "How is the students' ability in differenciating compound and complex sentences at Grade XI SMA Negeri 1 Angkola Selatan?".

C. Theoretical Description

1. Students' Ability

Student according to oxford dictionaries is person who is studying at a college or university, person studying at secondary school, any person

---

[1]English Syllabus of Grade XI students at SMA Negeri 1 Angkola Selatan.
[2] Rosin, students of SMA N 1 Angkola Selatan, *Interview*, at 12th 2016.
[3] Borkat, students of SMA N 1 Angkola Selatan, *Interview*, at 12th 2016.

interested in a particular subject.[4] Next, in American English, student is anyone who studies at school, college, or university can be referred as a students.[5] Then, student is a person who is studying at a university or other place of higher education.[6] From explanation above, the researcher concludes that the student is a person who is enrolled or attends classes at school, college or university.

There are many kinds of ability, they are:

Table I
The 10 mental abilities

Mental ability	Description
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. Inductive reasoning	The ability to form and test hypothesis directed at finding relationships.
4. Associative Memory	The ability to remember bits of unrelated material and to recall.
5. Span Memory	The ability to recall perfectly for immediate reproduction a set as of item after only one presentation of the series.
6. Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual Speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive Reasoning	The ability to reason from stated premiers to their necessary conclusion.
9. Spatial Orientation and Visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge.[7]

Based on the explanation above, the researcher used ability from the book Gibson with the title Organization Behavior Structure Processes the

[4]A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441.

[5]Farlex, students. Retrieved from *www.Thefreedictionary.com/student*, acessed at 12th October 2016.

[6]English Oxford Living Dictionaries, retrieved from *http://en.oxforddictionaries.com/definition/students*, accessed at 12th October 2016.

[7]Gibson, et. al. *Organization Behavior Structure Processes*(Singapore: The McGraw Hill Companies, 2004), p. 93.

number 7 is the ability to speed in finding figures, making comparisons, and carrying out simple task involving visual perception. The researcher choses point seven, because the ability in number 7 is perceptual speed, it means that the students must speed to know which one compound and complex sentences. So, based on definition above the researcher can conclude that students' ability is the achievement of person who is studying at secondary school. Students' ability in this thesis the achievement of person who is studying at grade XI SMA Negeri 1 Angkola Selatan.

2. **Sentence**

Sentence is group of word which usually consists of a subject and a predicate. Sentence is a group of words which makes complete sense.[8] Zandvoort stated, "A sentence is a word or set of words followed by pause and revealing an intelligible purpose".[9] The following are the example of sentence:

a. I write a letter for my brother.
b. Elly comes to my house.
c. Suci and Ummu cook a cake.

From the definition above the researcher can take a conclusion about sentences such as: sentence is the largest independent unit of grammmar: its begins with a capital letter and ends with a period, question mark, or exclamation point and sentence is a group of words that has meaning and function used by people to communicate and can be writing or speech form.

3. **Sentence Elements**

The elements can be subject (S), Verb (V), Object (O), or Complement (C). Complements can be adverb (adv), or adjective (adj). Example:

a. Ulfa cooks.
b. Isma sweeps the room.
c. Hatta reads Al-Quran.

---

[8]Jayanthy Dakshina Murthy, *Contemporary English Grammar,* (Delhi: Shivan Printers, 2003), p. 235.
[9]R.W. Zandvoort, *A Handbook of English Grammar,* (Singapore: Singapore Offset Printing, 1975), p. 195.

So, to build a sentence the students need at least two elements, and it can be more than like the examples above.

4. Simple Sentence

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. The sentence has a subject as well as a predicate and both may have modifiers. According to Marjolijn Vesspoor and Kim Sauter, "A simple sentence consists of one main clause only''. However, it does not mean that the sentence has to be very short.[10] According to Wren & Martin, "simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb".[11] Example:

a. Hatta drinks milk.

b. Suci and Ummu go there.

c. We sent a letter.

5. Compound Sentences

Compound sentence is two sentences are related using connectors. Compound sentence is a sentence that is made up two or more principal or main clause.[12] It is the sentence that contains of two or more independent clauses combining with conjunction. Each clause in a compound sentence must have a subject and a verb, is equal importance, can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction. There are three ways to join the clauses: 1. With a coordinator 2. With a conjunctive adverb, 3.With a semicolon. A compound sentence can be formed as follows: independent clause, + coordinator + independent clause.

There are seven coordinators, which are also called coordinating conjunctions. It can remember them by the prase "FAN BOYS (For, And, Nor, But, Or, Yet, So)". The following sentences illustrate the meanings of the

---

[10]Marjolijn Vesspoor and Kim Sauter. *English Sentence Analysis* (Amsterdam: John Benjamin Publishing Company, 2000), p. 37.

[11]Wren and Martin. *High School English Grammar & Composition* (NVD: Persada Rao, 1990), p. 200.

[12]Wren and Martin. *High School English…*(S. Chand & Company Ltd: Ram Nagar, 1991). p. 166.

seven FAN BOYS coordinators.[13] (*Punctuation note*: There is a comma after the first independent clause). Example:

a. Mother advices her son, **for** she loves him.

b. Mr. Faisal teaches us English, **and** Mrs. Ulfa teaches us Indonesia.

c. They do not eat a lot of red meat, **nor** do they eat many dairy product.

d. Elly likes apples, **but** Suci loves bananas.

e. Do you want to join us to the mosque, **or** you stay home ?

f. Cigarette smoking is a factor in longevity, **yet** Japanese and other long lived Asians have a very high rate of tobacco use.

g. She wanted to go on vacation, **so** she saved up her money.

6. Complex Sentences

Complex sentence is made up one independent clause and at least one or more dependent clauses. According to Wren and Martin complex sentences is a sentence that consist of one independent clause and one or more dependent clauses.[14] It is also stated by Oshima complex sentences is a sentence that consist of one independent clause and one or more dependent clauses.[15]

There are two types of clause: independent clauses and dependent clauses. A sentence contains at least one independent clause and may contain one or more dependent clauses. The dependent clause can come at the beginning or end of the complex sentence. When the dependent clause comes at the beginning, a comma (,) is placed before the independent clause. In a complex sentence of two related ideas, one idea is generally more important than the other one. The important idea is placed in the independent clause and the less important idea is placed in the dependent clause. There are three kinds of dependent clauses: adverb, adjective, and noun.[16]

a. Adverb Clauses

---

[13]Alice Oshima and Ann Hogue, *Writing Academic…* (Addison- Wesley Publishing Company: USA, 1983), p. 165.
[14]*Ibid*. p. 166.
[15]*Ibid*., p.123.
[16]*Ibid*., p. 172.

Adverb clause is clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the other clause. Subordinating conjunctions can be arranged according to the purpose of the clause they begin.

There are eight types of adverbial clauses depending on the specific kinds of conjunctions used to link them to the main clauses: the adverb of time, adverb of place, adverb of comparison, adverb of condition, adverb of purpose, adverb of concession, adverb of manner, and adverb of result.

b. Adjective Clause

An adjective clause modifies a noun. It is describes or gives information about a noun.[17] An adjective clause begin with a relative pronoun such as: *who, whom, which, whose, or that*, or with a relative adverb, such as: *why, where or when*.[18] If it gives additional information, then use commas. A good way to test for this is to leave out the clause, read the sentence, and see if the meaning of the two sentences is different.

Here are some examples with a relative pronoun:

1) Last year we are vacation in Padang, which features excellent scuba diving.

2) The man who is sitting over there is my father.

3) The boy whom I love so much is very kind.

Examples with a relative adverb:

1) My mother cooks in the kitchen when my youngest brother cries.

2) This is the reason why he does not want to come here.

3) All that glitters is not gold.

c. Noun Clause

A noun clause is a dependent clause and cannot stand alone as a sentence. It must be connected to an independent clause (a main clause).[19]

---

[17] Betty Schrampfer Azar. *Fundamental of English Grammar* (2nd edition, 1941), p. 309.
[18] Alice Oshima and Ann Hougue, *Writing Academic...*(Addison- Wesley Publishing Company: USA, 1983).p.130.
[19] *Ibid,* p. 346.

A noun use acts like a noun; it can be either the subject or an object of the independent clause.[20]

1) Noun clause that begin with a question word

      Examples:

Question	Noun Clause
a) When did they leave?	Do you know when they left
b) Where did Helli go?	I don't know where Helli went
c) What did she say?	Please tell me what she said
d) Who came to the party?	Tell me who came to the party
e) What did Ros say?	I didn't hear what Ros said

2) Noun clauses with who, what, whose

      Examples:

Question	Noun Clause
a) Who is that boy?	I don't know who that boy is
b) Whose pen is this?	I don't know whose pen this is
c) What is that?	Do you know what that is

3) Noun clauses which begin with if or whether

Yes/No Question	Noun Clause
a) Is Juni at home?	I don't know if Juni is at home
b) Did Karim go to Brazil?	I wonder if Karim went to Brazil

note: when a yes/no question is changed to a noun clause if is usually used to introduce the clause.

    c) I don't know *whether* Robiah is at home

        whether has the same meaning as if

    d) I don't know *whether* Robiah is at home *or not*

        or not can come at the end of the noun clause

    e) I don't know whether or not Robiah is at home

        or not can come immediately after whether

        (note: or not cannot come immediately after *if*)

4) Noun clauses which begin with that

    a) I think *that* Mr. Dedek is a good teacher.

---

[20]*Ibid.*

b) Ita Erpina realizes *that* she would study harder.

c) Ummu hopes *that* Elly can come to the party.

D. Hypothesis

According to L. R. Gay said that hypothesis "is a researcher's tentative prediction of the results of the research findings".[21] The hypothesis of this research is, "The students' ability in differentiating compound and complex sentence at grade XI SMA Negeri 1 Angkola Selatan are enough ability".

E. Research Methodology

1. Place and Time of the Research

This research was done at SMA Negeri 1 Angkola Selatan. The location of the school in Simarpinggan, Kelurahan Napa, Kecamatan Angkola Selatan, Kabupaten Tapanuli Selatan. This research has begun from August 2016 up to 19th June 2017.

2. Method of the Research

The method of this research is quantitative and the kind of this research is descriptive method. Quantitative method is doing the research method by systematic, controlled empiric, critics with have nature relation. Quantitative method of the research are based on the collection and analysis of numerical data, usually obtained from questionaries, tests, checklists and other formal paper and pencil instrument.

In this research, the descriptive method is used to describe the students' ability in differenciating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan.

3. Population and Sample of the Research

a. Population

In this research, the researcher chose all of the grade XI students of SMA Negeri 1 Angkola Selatan. There are three classes of grade XI as the population of research. They are IPA classes consist of 67 students and

---

[21]L.R Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 71.

IPS classes consist of 61 students. So, the total of population of research is 128 students.

b. **Sample**

In this research, the researcher takes the sample by using Cluster sampling. Cluster sampling is used if the population is in group. It means cluster sampling is suitable will use to get sample in this research. The researcher choses XI IPS 2 that consist of 30 students.

4. **Instrument of the Research**

This test is given to know the students' ability in differenciating compound and complex sentences. The researcher had been given test in the class. Before validity, the test consisted of 55 questions. The researcher concluded that for test only 50 were categorized valid and 5 were categorized invalid. The researcher conducted 50 items test. Each question had been given 4 score to get the students' score in answering the question. If the students can answer all the questions correctly, the score is 100. The following table is the indicator of students ability in compound sentences and complex sentences.

**Table II
Indicator of the Test**

No	Indicator	Number of Item	Total item	Score for Item	Total Score
1	Ability in Compound Sentences	2, 4, 5, 7, 8, 10, 11, 14, 17, 18, 19, 21, 22, 24, 27, 29, 32, 36, 38, 40, 42, 44, 45, 47, 49	25	4	100
2	Ability in Complex Sentences	1, 3, 6, 9, 12, 13, 15, 16, 20, 23, 25, 26, 28, 30, 31, 33, 34, 35, 37, 39, 41, 43, 46, 48, 50	25	4	100

Based on the table of indicators of test above, the researcher give 100 values for the respondents' correct answer of using totality.

5. **The Technique of Collecting Data**

In this research, the researcher designed technique for collecting data as follows:

    a. The researcher prepared the test that would be filled by the students. It consisted of 50 questions.

    b. Giving students list of questions of using compound and complex sentences test.

    c. Determining the time for students to do test. The researcher determined the time of doing the test. The time of doing test in 90 minutes.

    d. The research gave chance or time for students to ask something left or unclear in doing the test.

    e. The researcher asked the students to do test and the researcher monitored the students during the test was done.

    f. The researcher collected their answer to be analyzed after the students finish answer the test.

F. Hypothesis Testing

The hypothesis of research was "students' ability in differenciating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan" are enough ability. Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-Test.

Based on calculation it can be concluded that Z_{count} = -0.087 was more than Z_{table} = 0.326 (Z_{count} = -0.087< Z_{tabel} = 0.326) by level of significance 0.05. It can be seen in appendix 13.So, from the result above the researcher concludes that the hypothesis rejected. It means that the students' ability in differenciating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan are enough ability.

G. Conclusion

After analyzing and describing the data, it was found that the Students' Ability in differenciating Compound and Complex Sentences at grade XI SMA Negeri 1 Angkola Selatan are categorized into enough ability. It is known from the meanscore, it is 51.33 for ability in compound sentences and 59.2 for ability in complex sentences. Then, the hyphotesis was rejected by using Z-test. Because Z_{count} = -0.087 < Z_{tabel} = 0.326. So, the students' ability in differenciating

compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan are enough ability.

REFERENCES

Asmadi Alsa. *Pendekatan Kuantitatif dan Kualitatif serta kombinasinya dalam Penelitian Pisikolog,* Yogyakarta: Pustaka Pelajar, 2003.

Anas Sudijono. *Pengantar Statistik Pendidikan,* Jakarta: PT. Raja Grafindo Persada, 1987.

Azar, Betty Scrampfer. *Fundamental English Grammar* 2nd edition. 1941.

Brown, H. Douglas. *Teaching by Principles an Interactive Approach To Language Pedagogy,* New Jersey: Prentice Hall Regents, 1994.

English Oxford Living Dictionaries, retrieved from http://en.oxforddictionaries.com/ definition/students, accessed at 12th October 2016.

Farlex, students. Retrieved from *www.Thefreedictionary.com/student,*acessed at 12th October 2016.

Frank, Marcella. *Modern English a Practical Reference Guide,* New York: Prentice-Hall, 1992.

Gibson, T. *Organization Behavior Structure Processes*, Singapore: The McGraw Hill Companies, 2004.

Gay, L. R., & Peter Airasian, *Educational Research: Competencies for Analysis and Application,* USA: Prentice Hall, 2000.

Hornby, A. S., *Oxford Advenced Learner's Dictionary*, New York: Oxford University Press, 1995.

Http://www.sjsu.edu/writingcenter/handouts/Sentence Sypes and Function.pdf accessed at 20th August 2016.

Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, Jakarta: Raja Grafindo Persada, 1999.

Jayanthy Dakshina Murthy. *Contemporary English Grammar,* Delhi: Shivan Printers, 2003.

Mariam, Webster A. *Webster's Collegiate Thesaurus*, USA: Massa Chusettes, 1976.

Neufeldt, Victoria. *Webster's New World College Dictionary.*3nd edition. New York: A Simon & Schuster Macmilan Company, 1996.

Oshima, Alice and Ann Hogue.*Writing Academic English*, USA: Wesley Publishing Company, 1983.

Ott, Lyman R. and Michael T. Longnecker.*An Introduction to Statistical and Data Analysis.*Belmont: Brooks/ Cole Cencage Learning, 2010.

Rangkuti, Ahmad Nizar. *Statistik Penelitian Pendidikan*, Medan: Perdana Mulya Sarana, 2014.

Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi,* Jakart: Raja Grafindo Persada, 2004.

Sumadi Suryabrata. *Metode Penelitian,* Jakarta: Rajawali, 1983.

Suharsimi Arikunto ,*Manajemen Penelitian*, Jakarta: Rineka Cipta, 2003.

Sukardi.*Metodologi Penelitian Pendidikan,* Jakarta: Bumi Aksara, 2003.

Vesspoor and Kim Sauter, Marjolijn. English Sentence Analysis. Amsterdam: John Benjamin Publishing Company, 2000.

Wren, Martin. *High School English Grammar and Composition.* S. Chand & Company Ltd : Ram Nagar, 1991.

Yousuf Ali, Abdallah. *The Glorious Qur'an*, Dar El-Fikri: Beirut, 2009.

Zandvoort, R W and J. A. Van Ek. *A Hand Book of English Grammar,* Singapore: Singapore Offset Printing, 1980.