

AN ANALYSIS OF THE THIRD YEAR STUDENTS' PROBLEMS IN WRITING
COMPOUND SENTENCES AT ENGLISH DEPARTMENT OF BUNG HATTA
UNIVERSITY

THESIS



By :
SILVIANA FADHILAH
1310013121024

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
BUNG HATTA UNIVERSITY
PADANG
2017

ACKNOWLEDGEMENTS

Alhamdulillah Robbil'aalamiin and praise be to Allah SWT who has given the writer unremarkable blessing and strength so that she could finish her thesis. In this opportunity, the writer would like to thank all of those who have supported and guided her in the process of writing this thesis entitled “An Analysis of the Third Year Students’ Problems in Writing Compound Sentences at English Department of Bung Hatta University”. It was submitted to fulfill a partial requirement for getting S1 degree at English Department of Bung Hatta University.

First, the writer would like to express her sincere gratitude to her advisors, Dra. Lisa Tavriyanti, M.Pd and Dra. Ernati, M.Pd who have guided her during the process of the thesis writing. The writer thanks them for all their advices, directions, and encouragements. The writer also would like to express her gratitude to Drs. Khairul, M.Sc as the Dean of Teacher Training and Education Faculty and Drs. Yusrizal, M.Si as the Vice Dean of Teacher Training and Education Faculty, Dra. Lisa Tavriyanti, M.Pd as the secretary of English Department and to all of lecturers in English Department of Bung Hatta University who had given guidance, motivation, support, help and knowledge during studying in this campus.

Then, the writer would also like to thank her beloved father H. Mahyunar, B.A and and the best mother in the world Yasmarni, S.Pd.I, her beloved brothers Alhadi Putra Fadhlán, S.T and Tri Yusma Hendra, S.T for their extraordinary courage, love, care, and prayers in accomplishing this thesis. The writer also wants to say thanks to all of her friends in English Department, Adri Yesi, Rani Fadila, Wulandari, Fitria Ananda, Lailitha Ovie Fernani, Veky Nanda Idral, Werry Putri Zayanti, Atika Izni Ikramina, and Dewi Tunjung Sari who have helped, supported, and inspired her to have a good spirit in accomplishing this thesis.

Last but not least, the writer also wants to give a special thanks to all of her beloved bestfriends Nurul Hasanah, Wina Dia Izati, Dewi Purnama Sari, Tesa Dia Utami, Eka Purnama Sari, Dina Andromeda, and Fenny Diana who always give their support and happiness in accomplishing this thesis. Finally, the writer hopes that this thesis will be useful for the readers. However, she realizes that her thesis is far from being perfect. Therefore, the writer greatly appreciates any criticisms, ideas, and suggestions for the improvement of this thesis.

Padang, July 2017

The Writer

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini :

Nama : Silviana Fadhilah
NPM : 1310013121024
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the Third Year Students' Problems in Writing
Compound Sentences at English Department of Bung Hatta
University
Universitas : Bung Hatta

Dengan ini saya menyatakan bahwa skripsi yang berjudul “An Analysis of the Third Year Students' Problems in Writing Compound Sentences at English Department of Bung Hatta University” adalah benar hasil karya sendiri.

Sepanjang sepengetahuan saya, dalam skripsi ini tidak terdapat karya atau pendapat yang ditulis atau diterbitkan oleh orang lain, kecuali sebagai acuan dengan mengikuti tata penulisan karya ilmiah yang lazim.

Demikian surat pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, 11 July 2017

Saya yang menyatakan

Silviana Fadhilah

ABSTRACT

Fadhilah, Silviana 2017 : An Analysis of the Third Year Students' Problems in Writing Compound Sentences at English Department of Bung Hatta University

Advisors : **1. Dra. Lisa Tavriyanti, M.Pd.**
 2. Dra. Ernati, M.Pd.

The purpose of this research was to describe the third year students' problems in writing compound sentences expressing contrast, reason, and additional idea at English Department of Bung Hatta University. Descriptive method was used as the design of this research. The number of population members was 53 students. The writer used total sampling technique to select the sample. Writing test was the instrument to get the data. The students were asked to write 21 compound sentences : 7 sentences expressing contrast, 7 sentences expressing reason, and 7 sentences expressing additional idea. The test was reliable because the reliability of the test was high (0.98).

The result of this research showed that generally the third year students at English Department of Bung Hatta University had problems in writing compound sentences. They had problems in writing compound sentences expressing contrast, reason, and additional idea. Among those problems, the most problem the students face was writing compound sentences expressing reason (39.49%). In writing compound sentences expressing reason, the most problem the students face was in mechanics (41.06%), especially in punctuation (25.13%).

Dealing with the conclusion, the writer suggested to the lecturers to use matching picture as the media to teach compound sentence to the students. The students are suggested to do more exercises in writing compound sentences expressing reason by using matching pictures. The next writer are expected to find out students' problems in writing compound sentences in other conjunction such as compound sentences with semicolon, correlative conjunction, and conjunctive adverbs.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
SURAT PERNYATAAN.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vii
LIST OF APPENDICES.....	viii

CHAPTER I INTRODUCTION

1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	5
1.3 Limitation of the Problem.....	7
1.4 Formulation of the Problem.....	7
1.5 Research Questions.....	7
1.6 Purposes of the Reseach.....	8
1.7 Significance of the Research.....	8
1.8 Definition of Key Terms.....	9

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Concept of Writing.....	10
2.2 Writing Sentence.....	11
2.3 Kinds of Sentence.....	12
2.3.1 Simple Sentence.....	13
2.3.2 Compound Sentence.....	13
2.3.3 Complex Sentence.....	14
2.3.4 Compound-Complex Sentence.....	15
2.4 Compound Sentence.....	16
2.4.1 Compound Sentences with coordinating conjunction.....	16
2.4.1.1 Compound Sentence Expressing Contrast.....	18
2.4.1.2 Compound Sentence Expressing Reason.....	18
2.4.1.3 Compound Sentence Expressing Additional Idea.....	19
2.4.2 Compound Sentences with semicolon.....	19
2.4.3 Compound Sentences with conjunctive adverbs.....	20
2.5 Tenses.....	21
2.6 Kind of Tenses.....	22
2.7 Students' Problems in Writing Compound Sentences.....	41

CHAPTER III RESEARCH METHOD

3.1 Research Design.....	43
3.2 Population and Sample.....	43
3.3 Instrumentation.....	45
3.4 Technique of Collecting Data.....	47

3.5	Technique of Analyzing Data.....	51
-----	----------------------------------	----

CHAPTER IV : FINDINGS AND DISCUSSIONS

4.1	Findings	52
4.1.1	Students' Problems in Writing Compound Sentences.....	52
4.1.2	Students' Problems in Writing Compound Sentences Expressing Contrast.....	53
4.1.3	Students' Problems in Writing Compound Sentences Expressing Reason.....	55
4.1.4	Students' Problems in Writing Writing Compund Sentences Expressing Additional Idea.....	56
4.2	Discussions.....	57
4.2.1	Students' Problems in Writing Compound Sentences.....	57
4.2.2	Students' Problems in Writing Compound Sentences Expressing Contrast.....	59
4.2.3	Students' Problems in Writing Compound Sentences Expressing Reason.....	61
4.2.4	Students' Problems in Writing Compound Sentences Expressing Additional Idea.....	62

CHAPTER V : CONCLUSION AND SUGGESTION

5.1	Conclusions.....	64
5.2	Suggestions.....	64
	REFERENCES.....	66
	APPENDICES.....	68

LIST OF TABLES

Table 3.1 :	The Distribution of Population Members.....	44
Table 3.2 :	Specification of Instrument.....	45
Table 3.3 :	Checklist of Student's Problems.....	50
Table 4.1 :	Students' Problems in Writing Compound Sentences.....	53
Table 4.2 :	Students' Problems in Writing Compound Sentences Expressing Contrast.....	54
Table 4.3 :	Students' Problems in Writing Compound Sentences Expressing Reason.....	55
Table 4.4 :	Students' Problems in Writing Compound Sentences Expressing Additional Idea.....	56

LIST OF APPENDICES

Appendix 1	: Research Instrument.....	68
Appendix 2	: Checklist of Student's Problems by Assessor 1 and Assessor 2.....	70
Appendix 3	: Students' Problems in Writing Compound Sentences Identified by Assessor 1.....	71
Appendix 4	: Students' Problems in Writing Compound Sentences Identified by Assessor 2.....	73
Appendix 5	: The Realibility Index of Writing Test.....	75
Appendix 6	: Average Number of Students' Problems in Writing Compound Sentences Expressing Contrast Identified by Assessor 1 and Assessor 2.....	78
Appendix 7	: Average Number of Students' Problems in Writing Compound Sentences Expressing Reason Identified by Assessor 1 and Assessor 2.....	80
Appendix 8	: Average Number of Students' Problems in Writing Compound Sentences Expressing Additional Idea Identified by Assessor 1 and Assessor 2.....	82
Appendix 9	: Average Number of Problems Identified by Assessor 1 Assessor 2.....	84
Appendix 10	: Students' Problems in Writing Compound Sentences Expressing Contrast.....	85
Appendix 11	: Students' Problems in Writing Compound Sentences Expressing Reason.....	87
Appendix 12	: Students' Problems in Writing Compound Sentences Expressing Additional Idea.....	89
Appendix 13	: Recapitulation of Students' Problems in Writing Compound Sentences.....	91

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about introduction. It includes background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

English is one of the international languages which is used by many people in the world and in many areas of everyday life. The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, education, the media, and information technology (Crystal, Huda, Jenkins in Lauder, 2008:12). Crystal in Lauder (2008:12) states that English is very important in some areas. In Economics and business, English is used for multinational business. In international relations, English may be used as a lingua franca. In media, English dominates global television and radio broadcasting. In education, English is taught as foreign language for students. In Indonesia, English is taught at schools from Junior level until University level. Of course the students have to master the four language skills, namely listening, speaking, reading, and writing. Writing becomes one of the difficult subjects for students. According to Cahyo (2013:2), writing is one of the most difficult productive

skills that require special skills. Therefore, it can be understood that errors usually occur in writing. Cahyo mentions the errors in writing can be in the forms of grammar, vocabulary, spelling, punctuation, organization, and cohesion.

In studying writing, the students should master how to write sentences, paragraphs and essays. Sentence is a group of words which can express people's thought. When the students study sentence structure, they should know kinds of sentences. They are simple sentences, compound sentences, complex sentences, and compound-complex sentences. Simple sentence consists of subject and predicate. Complex sentence has an independent clause which is combined with one or more dependent clauses. Then compound complex sentence consists of two or more independent clauses and one or more dependent clauses.

Compound sentence consists of two or more independent clauses with no dependent clauses. The compound sentence has some ways to join the independent clauses. They are compound sentences with semi-colon, correlative conjunctions, conjunctive adverbs, and coordinating conjunction. The coordinating conjunctions are for, and, nor, but, or, yet, and so. In writing compound sentences, the students have to pay attention to the use of punctuation. According to Brandon & Brandon (2011:427), in writing compound sentences, we have to insert a comma before the coordinating conjunctions.

When the students write a compound sentence, they have to know how to construct the compound sentences. The important part in writing compound sentences is tenses. Of course, the students have to master all of tenses in order to write compound sentences correctly. There are sixteen tenses that the students have to

master, namely Simple Present tense, Present Progressive tense, Present Perfect tense, Present Perfect Progressive tense, Simple Past tense, Past Progressive tense, Past Perfect tense, Past perfect progressive tense, Simple Future tense, Future Progressive tense, Future Perfect tense, Future Perfect Progressive tense, Past Future tense, Past Future Progressive tense, Past Future Perfect tense, and Past Future Perfect Progressive tense. If the students do not master the tenses, they will have problem in their writing.

The third year students of Bung Hatta University have studied Writing Sentence, Writing Paragraph, and Writing Essay subjects. In Writing Sentence subject, they have to know how to write simple sentence, compound sentence, complex sentence, and compound complex sentence. In writing compound sentences, they have to be able to write compound sentences by using coordinating conjunctions correctly. They have to know where to put the coordinating conjunction.

In relation to this research, another researcher also said that the third year students of Bung Hatta University had problems in writing compound sentences by using coordinating conjunctions. One of the researcher is Wulandari (2015:13) who found that the third year students' ability in writing compound sentences using coordinating conjunctions at English Department of Bung Hatta University was moderate. Furthermore, Yuliani (2016:6), concluded in her research that the students have difficulties in writing compound sentence. From the previous research, it can be concluded that the students still have problems in writing compound sentences.

In addition based on the result of interview and students' writing done by the researcher to the third year students of English Department on March 20, 2017, they also have still problems in writing compound sentences. They have problems to combine two ideas correctly. Then they have problems to use coordinating conjunctions such as and, nor, for, but, yet. Here are some examples of their sentences :

- a. I can speak English and Japan.
- b. Ani is antisocial for she is insecure.
- c. The strangers spoke rapidly, yet clearly.
- d. I want to buy a new dress but I have no money.
- e. Kiki does not stay out, nor does she gamble.

For sentence (a), it can be seen that it is not a compound sentence, but it is a simple sentence. For sentence (b), the meaning is not correct. Then there is no comma before coordinating conjunction. For sentence (c), there is no subject and verb after coordinating conjunction "yet". For sentence (d), we can see that there is no comma before the coordinating conjunction. For sentence (e), it can be seen that it is a compound sentence, but the meaning of the sentence is incorrect.

Based on the explanation above, the researcher is interested in doing a research to prove third year students' problems in writing compound sentences at English Department of Bung Hatta University scientifically.

1.2 Identification of the Problem

In studying English, the students have problem to master four language skills, namely listening, speaking, reading, and writing. Writing is one of the most difficult subject for students. When the students study writing, they have to be able to explore their ideas correctly. Of course they have to be able to write sentences, paragraphs, and essays. In writing sentences, they should write the sentences correctly. In writing paragraph, they have to be able to develop their ideas. Additionally, in writing essay the students have to be able to write a good essay and make paragraph by paragraph coherently.

In mastering writing skill, the students have problems in writing sentences. There are four kinds of sentences that the students have to master in writing sentences. They are simple sentence, compound sentence, complex sentence, and compound complex sentence. There might be some problems faced by students in writing compound sentence. Compound sentence is two independent clauses which joined together by using conjunctions, namely compound sentences with conjunctive adverbs, compound sentences with semicolon, and compound sentences with coordinating conjunctions. Writing compound sentences with coordinating conjunctions can be problems for students. They sometimes miss a clause. It means that they do not write two independent clauses in writing compound sentences. They have to know kinds of coordinating conjunctions. They are *for* showing a reason, *and* showing additional ideas, *nor* indicating a negative choice or alternative, *but* showing contrast, *or* indicating a choice or an alternative, *yet* indicating contrast, and *so*

pointing to a result. They also have to know where to put those coordinating conjunctions.

The other problem that the students face in writing compound sentence is the use of tenses. They are still confused about using appropriate tenses in writing compound sentence. There are sixteen tenses the students have to master. They are Simple Present tense, Present Progressive tense, Present Perfect tense, Present Perfect Progressive tense, Simple Past tense, Past Progressive tense, Past Perfect tense, Past perfect progressive tense, Simple Future tense, Future Progressive tense, Future Perfect tense, Future Perfect Progressive tense, Past Future tense, Past Future Progressive tense, Past Future Perfect tense, and Past Future Perfect Progressive tense.

In addition, problem that the students faced in writing compound sentence is the use of mechanics, namely spelling, capitalization, and punctuation. They sometimes have wrong spelling in writing words. When the students write compound sentence, they should write the first word with capital letter. Additionally, the students have also problems in punctuation. They usually do not put comma before the coordinating conjunctions.

1.3 Limitation of the Problem

It is important to make the limitation of the problem to avoid misunderstanding and to clarify the problem. Based on the explanation in the identification of the problem, this research focuses on students' problems in writing compound sentences expressing contrast, reason, and additional idea because they are

still confused about using those coordinating conjunctions at English Department of Bung Hatta University.

1.4 Formulation of the Problem

The researcher formulated the problem of this research as “What are the third year students’ problems in writing compound sentences?”

1.5 Research Questions

In line with the formulation of the problem, the researcher formulated research questions of this research :

1. What problems do the third year students have in writing compound sentences expressing contrast?
2. What problems do the third year students have in writing compound sentences expressing reason?
3. What problems do the third year students have in writing compound sentences expressing additional ideas?

1.6 Purposes of the Research

In general, the purpose of this research is to describe the third year students’ problem in writing compound sentences at English Department of Bung Hatta University. Specifically, the purposes of this research are as follow :

1. To describe the third year students’ problems in writing compound sentences expressing contrast.
2. To describe the third students’ problems in writing compound sentences expressing reason.

3. To describe the third year students' problems in writing compound sentences expressing additional ideas.

1.7 Significance of the Research

This research is expected to give contribution, information or solution to students, lecturers, the researcher, and English Department of Bung Hatta University. For the students, they will know their problems in writing compound sentences. For the lecturers, they will know their students' problem in writing compound sentences, and they will consider their teaching in writing compound sentences. For the researcher, this research is useful to increase her knowledge in doing research for the future. For English Department leader, this research is useful for having consideration in offering writing and grammar subject.

1.8 Definition of Key Terms

There are some definitions of key terms used in order to avoid misunderstanding :

1. Problem is an obstacle that students faced in writing compound sentences by using coordinating conjunction.
2. Writing is an activity to explore someone's ideas in writing compound sentences by using coordinating conjunction.
3. Compound sentence is two ideas which joined by coordinating conjunctions.
4. Compound sentence expressing contrast is two ideas which state contrast combined with coordinating conjunction "yet" or "but".

5. Compound sentence expressing reason is two ideas which express reason combined with coordinating conjunction “for”.
6. Compound sentence expressing additional idea is an idea which is added by another idea combined with coordinating conjunction “and”.