

AN ANALYSIS OF THE SECOND YEAR STUDENT'S ABILITY TO
COMPREHEND COMPLEX SENTENCE AT THE ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY

Thesis



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*Submitted in Partial Fulfillment of the Requirement for Getting Strata One
(S1) Degree*



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The researcher

ABSTRACT

Fadila, Rani (2017): An Analysis of the Second Year Students' Ability to Comprehend Complex Sentence at the English Department of Bung Hatta University

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2. Drs. Adzanil Prima Septy, M.Pd, Ph.D

This research was aimed to describe the second year students' ability to comprehend complex sentence at English Department of Bung Hatta University. Specifically, it aimed at describing the students' ability in comprehending the more important idea in complex sentence, the less important idea in complex sentence, identifying the kinds of subordinating conjunction in complex sentence, and the functions of subordinate clause in complex sentence. The design of this research was descriptive design. The population of this research was the second year students at English Department of Bung Hatta University who are registered in academic year 2016/2017. The number of the population was 31 students, but there were 5 students who did not participated in this research because they were absent when the researcher did her research. In selecting the sample, the researcher used total sampling technique. The number of the sample was 26 students.

The result of the data analysis showed that students' ability in comprehending complex sentence was classified into low ability. It was proved by the fact that there were 15 out of 26 students (57.69%) had low ability (see Appendix 5). Specifically, students' ability in comprehending the more important idea in complex sentence was classified into high ability (61.54%) (see Appendix 7). Students' ability in comprehending the less important idea in complex sentence was low (46.15%) (see Appendix 9). In identifying the kind of subordinate clause in complex sentence, the students also had low ability (46.15%) (see Appendix 11). Students' ability in identifying the functions of subordinate clause in complex sentence was low. It was proved by the fact that there were 26 out of 26 students had low ability (100%) (see Appendix 13).

Based on the result of this study, the lecturers are suggested to give more explanation about complex sentence, focusing on the more important idea in complex sentence, the less important idea in complex sentence, the kinds of subordinate clause, and also the functions of subordinate clause in complex sentence. They are also suggested to give more exercises to analyze complex sentence to the students. The students should study more to increase their ability in comprehending complex sentence. The researcher suggests further researchers to conduct a research dealing with another aspect of complex sentence, and hopefully this research could help them in conducting their research.

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CHAPTER I

INTRODUCTION

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

1.1 Background of the Problem

As already known, English is an international language which is used by millions people in entire world; therefore, it is become very important to be learned. In Indonesia, English has been taught since kindergarten up to university level, even it is one of the compulsory subjects from Junior high school up to university level. In learning English, people have to master English language competencies comprising language skills and language components. Language skill covers listening skill, speaking skill, reading skill, and writing skill. Saragih *et.al* (2014: 56) state that in learning English, there are four language skills which are very important for English learners; speaking skill, writing skill, reading skill and listening skill.

As already discussed above, reading is a kind of language skill that is important to be mastered. It is supported by Mardianti *et.al* (2014: 1) stating that in language learning, reading is one of the language skills that have to be mastered by the students because of some reasons. Firstly, through reading activity, it is easier for

us to get some information that we have to know. Secondly, reading activity is very important because it helps the students have skills in comprehending and interpreting the content of an English text. It is supported by Fard and Nikou's idea (2014: 301). They state that in getting the main idea and understanding what is being read is one of the most important ends of reading in all fields. It means that reading will help the readers to catch the main idea and comprehending the text.

Reading is an activity which is done to get information from a certain source. It is supported by Dalman (2014: 5) stating that reading is an activity or cognitive process that is done to find information from the article. Furthermore, Anderson (2008: 2) states that reading is a process of combining information in a text and the reader's own background knowledge to build meaning.

One kind of reading activity is Reading for understanding, or reading comprehension. Wolley (2011: 15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. It means that reading comprehension is reading activity which is done to get meaning or information from the text.

In comprehending a text, one thing that people should do firstly is to comprehend the sentences in the text. According to Refnita (2014: 1), a sentence is a group of words that expresses a complete idea. It includes at least one subject and predicate. Based on this statement, it can be said that a sentence should have at least a noun that function as subject and a verb that function as a predicate. Consequently, if there is no subject or verb, the group of words cannot be regarded as a sentence.

Sentence is divided into some types; simple sentence, compound sentence, complex sentence, and compound-complex sentences. A complex sentence is a sentence that is composed of an independent clause and a dependent clause (Refnita 2014: 28). She also states that an independent clause is a clause that can stand alone to make a complete meaning, and a dependent clause is a clause that its meaning is depended on the independent clause. In other words, dependent clause only functions as subordinate clause.

In understanding complex sentence, students usually find some difficulties. According to Wulandari *et.al* (2016: 2), most of the students got difficulties in understanding the sentences. It is indicated by their inability to catch the basic message of the sentences. In complex sentence, they could not understand which one is the less and more important idea. Researcher also has done an informal interview about students' ability in comprehending Complex Sentences with the second year students of Bung Hatta University. Some of the students felt confused when they were required to determine which one is the more important idea in complex sentence, and which one is the less important idea in complex sentence. Some others thought that in identifying the kinds of the subordinate clause and identifying the function of subordinating clause are very difficult.

Based on the description above, the researcher was interested in conducting a research entitled "An analysis of the Second Year Student's Ability to Comprehend Complex Sentence at English Department of Bung Hatta University".

1.2 Identification of the Problem

Learners read texts for various goals from gaining information to enjoyment. In gaining information or comprehending the text, people usually do reading comprehension. Reading comprehension is reading activity which is done to comprehend and get some information from the source. According to Pressley and Birsch in Gilakjani and Sabouri (2016: 181) reading comprehension is the ability to get meaning from what is read. So, reading comprehension should be done to get meaning or information that we want to know. In comprehending complex sentence, the readers should know the more important idea, the less important idea, the kind of subordinate clause, and the function of subordinate clause.

A sentence should have at least a subject and a predicate. Subject and predicate are the part of the sentence that should appear in a sentence. One kind of sentence is complex sentence. There are two clauses in a complex sentence. They are dependent clause or subordinate clause and independent clause or main clause. To make a complex sentence, the independent clause and dependent clause are usually connected with subordinating conjunction. There are three constructions of dependent clause; adjective clause, noun clause and adverb clause. It is supported by Pardiyono (2010: 59) stating that based on its functions, subordinating clause is divided into noun clause, adverb clause, and adjective clause. The use of subordinate conjunction is divided based on its functions; time, reason, place, person, and others. It is relating to Solozarno's idea (2015: 3) that states subordinating conjunctions are divided into

some groups based on their function. The functions are to tell time, reason, causal relationship, and others.

There are some problems concerning with understanding complex sentence. First, they often feel confused in comprehending the more important idea especially in adjective clause and adverb clause. Some of the students also get difficulties in comprehending the less important idea in complex sentence. When the students are asked to tell which one is the less important ide in complex sentence, they often mention the clause without conveying the subordinate conjunction. Besides those problems, the students also get difficulty in identifying the kinds of subordinate clause, for example; when they are required to identify the subordinate clause which is used in the sentence, they find it difficult to mention whether it is a noun clause, adjective clause, or adverb clause. In addition, students feel difficulty in identifying the function of the subordinate clause. When the students are asked to mention the function of subordinate clause in a complex sentence, it is hard to them to decide what the function of the subordinate clause is.

These problems might also be faced by the second year students at English Department of Bung Hatta University. They got difficulty in comprehending the more important idea, the less important idea, identifying the kinds of subordinate clause as well as in identifying the function of subordinate clause.

1.3 Limitation of the Problem

Due to the broad scope of this study as already discussed in the identification of the problem, researcher limited her study on the students' ability to comprehend complex sentence at English Department of Bung Hatta University. In this research, she focused on students' ability to comprehend the more important idea, the less important idea, kinds of subordinate clause dealing with adverb clause and adjective clause and the function of subordinate clause dealing with adverb clause which identify purpose and result, adverb clause which identify manner, and adjective clause which modify subject and adjective clause which modify object.

1.4 Formulation of the Problem

Dealing with the limitation of the problem, the researcher formulated the problem as follows *“How is the ability of second year students of Bung Hatta University to comprehend complex sentence?”*

1.5 Research Questions

Based on the formulation of the problem, the researcher elaborated some specific questions:

- 1) How is students' ability to comprehend the more important idea in complex sentence?
- 2) How is students' ability to comprehend the less important idea in complex sentence?

- 3) How is students' ability to identify kinds of subordinate clause in complex sentence?
- 4) How is students' ability to identify the function of subordinate clause in complex sentence?

1.6 Purpose of the Research

In line with the formulation of problem and research questions, the purpose of this study in general is to describe the ability of the second year students in understanding complex sentence. The specific purposes of this study were as follows;

- 1) To describe the students' ability in comprehending the more important idea in complex sentence.
- 2) To describe the students' ability in comprehending the less important idea in complex sentence.
- 3) To describe the students' ability in identifying of subordinate clause in complex sentence.
- 4) To describe the students' ability in identifying the function of subordinate clause in complex sentence.

1.7 Significance of the Research

This research is considered important to be conducted since its findings would contribute scientific information. In addition, its findings would become empiric data highly needed by lecturers, students, future researchers and also the researcher. For the lecturers, they will know how their students' ability in understanding complex

sentence is. And such information can be an input for the lecturers in improving their teaching process about comprehending complex sentence. For the students, this research can help them to increase their ability in understanding complex sentence. For further researchers, hopefully this research can be reference in conducting their research, and this research also helps researcher to understand how to conduct a research.

1.8 Definition of Key Terms

There are some terms in this research that should be clarified in order to avoid misunderstanding. The terms can be seen as follows;

- 1) Ability is students' competence to read complex sentence.
- 2) Reading is the visual recognition of symbol, letter, words, sentence and the comprehension of their meaning (Ahmed 2016: 1).
- 3) Reading comprehension is a process of understanding text based on the readers' background experience, general knowledge, vocabulary, syntactical awareness and word identification skill (Westwood 2008: 30).
- 4) Sentence is a group of words which has subject and predicate and it should have a complete meaning (Arindri *et.all* 2014: 27).
- 5) Complex Sentence is a sentence consisting of two clauses or more, and one of the clauses functions as main clause, and others functions as the subordinate clause (Pardiyono 2010: 59).

- 6) The More Important Idea or Main Clause is a kind of clause that has complete thought and it can stand by itself (Andersen 2014: 1).
- 7) The Less Important Idea or Subordinate Clause is a group of words containing a subject and verb but it is not capable of standing alone as a sentence (Yarber & Yarber 2010:59)
- 8) Kinds of Subordinate Clause are some sorts of the subordinate clause.
- 9) Function of Subordinate Clause is telling about what the clause purpose in the complex sentence (as a noun clause, adjective clause, or adverb clause).