

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY
IN WRITING COMPLEX SENTENCE HAVING ADJECTIVE
CLAUSE AFTER ONLINE LEARNING AT THE ENGLISH
DEPARTMENT OF BUNG HATTA UNIVERSITY**

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2022

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English
Department, Teacher Training and Education Faculty, Bung Hatta University*



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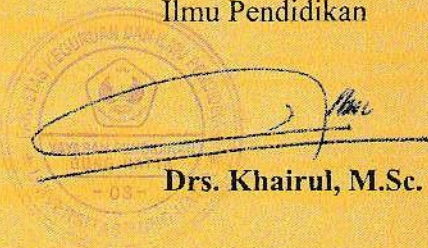
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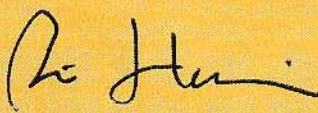
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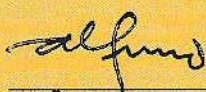
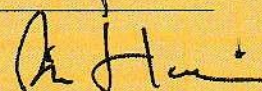
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ABSTRACT

Ashiqah, N. 2022. *An Analysis of the Second Year Students' Ability in Writing Complex Sentence Having Adjective Clause after Online Learning at the English Department of Bung Hatta University*

Advisor: 1. Dr. Lely Refnita, M.Pd.

The purpose of this research was to describe the second year students' ability in writing complex sentence having adjective clause after online learning at the English Department of Bung Hatta University. The design of this research was descriptive. The population of this research was the second year students at the English Department of Bung Hatta University. Total sampling technique was used on this research and the number of sample was 37 students. Instrument for collecting the data in this research was writing test that was sent by Google Form. To make the test reliable the researcher used inter-rater technique. The reliability index of the test was 0.98 (very high correlation). It means that the test was reliable. Then the test was valid in terms of content because it had covered all materials that students had learnt.

Generally, the result of this research showed that the second year students had low ability in writing complex sentence having adjective clause after online learning. It was proved that 1 (3%) student had very good ability, 6 (16%) students had good ability, 1 (3%) student had moderate ability, and 29 (78%) students had low ability in writing complex sentence having adjective clause after online learning. Specifically, 3 (8%) students had very good ability, 4 (11%) students had good ability, 6 (16%) students had moderate ability, and 24 (65%) students had low ability in writing complex sentence having adjective clause modifying subject. While in writing complex sentence having adjective clause modifying object, 1(3%) student had very good ability, 2 (8%) students had good ability, 3 (8%) students had moderate ability, and 31(84%) students had low ability.

Most of students' mistakes were found in the number of sentences that did not express correct meaning. One of the causes of this many mistakes was because students did not use relative pronouns *who*, *whom*, *which*, *that*, and *whose* correctly. This statement was supported by the fact that in writing complex sentence having adjective clause modifying subject, there were 6 (16%) students had very good ability, 3 (8%) students had good ability, 8 (22%) students had moderate ability, and 20 (54%) students had low ability in using relative pronoun '*who/that*'. Then, there were 4 (11%) students had very good ability, 8 (22%) students had good ability, 6 (16%) students had good moderate ability, and 19 (51%) students had low ability in using relative pronoun '*which/that*'. Next, there were 2 (5%) students had very good ability, 2 (5%) had good ability, 3 (8%) had

good ability, and 30 (81%) students had low ability in using relative pronoun '*whose*'. While in writing complex sentence having adjective clause modifying object, there were 2 (5%) students had very good ability, 3 (8%) students had good ability, 2 (5%) students had moderate ability, and 30 (81%) students had low ability in using relative pronoun '*who(m)*'. Then, there were 3 (8%) students had very good ability, 8 (22%) students had good ability, 6 (16%) students had moderate ability, and 20 (54%) students had low ability in using relative pronoun '*which/that*'. Last, there were 2 (5%) students had very good ability, 0 (0%) student had good ability, 1 (3%) students had moderate ability, and 34 (92) students had low ability in using relative pronoun '*whose*'.

In contrast to the results of this study, the results of Ernis' research conducted before the covid-19 pandemic, in which the student learning process was carried out with a face to face system, she found the fact that students had very good ability in writing complex sentences using adjective clauses so that the researcher would like to give suggestions to lecturers, students, the future researchers, and the campus parties. The lecturers are suggested to review the material about complex sentence, give more explanation about grammar especially in complex sentence having adjective clause, the use of relative pronoun (who, whom, which, that, and whose), and the use of mechanics to make a good sentence. The students are suggested to join the writing class seriously, pay attention to the lecturer's explanation, and do more exercise to write complex sentence having adjective clause. The future researchers are suggested to find out more about the reasons for the differences in the findings of this study with previous study. The Campus parties are suggested to immediately implement the face-to-face system because this system is more effectively used than the online system in the learning process and produces better students' ability.

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