

**THE STUDENTS' PROBLEM IN USING COMPOUND AND
COMPLEX SENTENCES IN WRITING CLASS AT THE
FOURTH SEMESTER OF ENGLISH DEPARTMENT IAIN
LANGSA**

SKRIPSI

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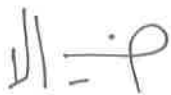
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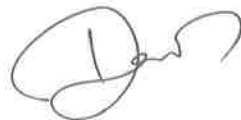
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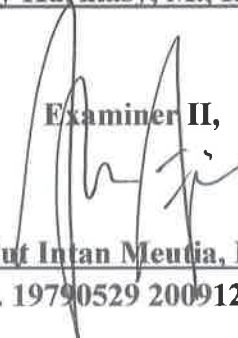
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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 24 January 2022

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The Researcher

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ABSTRACT

Nurul, Mawaddah. 2021. The Students' Problem in Using Compound and Complex Sentences in Writing Class at The Fourth Semester of English Department IAIN Langsa. Skripsi. English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

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This study was carried out to know students' mistakes that they often made in using compound and complex sentences in writing class and factors that caused the problems. The method used in this study was qualitative approach with descriptive design. The subjects of this study were students of English Department of IAIN Langsa, which consisted of 20 students. The data were collected through questionnaire, documentation, and interview. The researcher found results of the research questions in this study, were: (1) The mistakes that often made by students in using compound and complex sentences in writing essay were missing subject, comma splice, missing coordinate conjunction, missing subordinate conjunction, and mistake in placing appropriate conjunction. (2) The factors that caused the students' problems in using compound and complex sentences were students' comprehension of the lesson was weak, the lecturer did not explain the material in detail, the students had lack of ideas in writing, the students lack of grammar and vocabulary mastery, and they seldom reviewed the material about compound and complex sentences. Then, students seldom practice in making compound and complex sentences in correct sentence. Based on these findings it can be concluded that using compound and complex sentences in writing class were problem for students.

Keywords: *Compound Sentence, Complex Sentence, Writing.*

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the skills that must be mastered in English lessons, because writing is an important tool for communication besides speaking. Writing is physical mental act. It is about discovering ideas or opinions.¹ In writing sentences using symbols and punctuation marks, so the meaning is easily understood. In writing compound and complex sentences, for instance; we usually use comma before conjunction like coordinate conjunction, subordinate conjunction and correlative conjunction. In writing a sentence, students must know the important components in each sentence that will be made, and every sentence made must be correct in pattern. When students write compound and complex sentences, students must be understand how to arrange the important points in these sentences. So, the students can make good writing in correct sentences. In addition, the students may write the complicated sentences in correct grammatical.

Students are hoped to be able to write a good sentence especially in using compound and complex sentences in writing class. According to Knapp and Watkins state that compound sentence has two or more independent clauses and it will beconnected by a coordinating conjunction.²Common coordinating conjunctions which are used in connecting sentences in compound sentences are *for, and, nor, but, or, yet, so*. The function of coordinating *and* here is to add a similar and equal idea, *but* is to add opposite idea, *or* is to add an alternative possibility, *nor* is to add a negative equal

¹David Nunan, *Practical English Language Teaching* (New York: Mc Graw-hill, 2003), p. 35.

²Peter Knapp and Megan Watkins, *Genre Text Grammar* (Sydney: UNSW Press Book, 2005), p.64.

idea, *for* is to add a reason, *yet* is to add an unexpected or surprising continuation, and *so* is to add an expected result.

In addition, According to Oshima and Hogue, compound sentence is two or more independent clauses joined together. There are three join the clauses; compound sentences with coordinators, compound sentences with conjunctive adverbs and compound sentences with semicolons. In first way, a compound sentence can be formed by joining two independent clauses with coordinator. The second way can be formed by joining two independent clauses with conjunctive adverb. The third way can be formed by connecting the two independent clauses with a semicolon alone.³ A complex sentence is a sentence with one independent clause and at least one dependent. Dependent clauses begin with subordinating conjunctions. They are some of the most common subordinating conjunctions: *after, although, as, because, before, if, since, though, even though, unless, until, when, whenever, whereas, wherever, while*.

In fact, students of English department at IAIN Langsa had problems in using compound and complex sentences. Students have difficulty in choosing correct conjunction in these sentences. Besides, they got confused about the position where should put the conjunction. For example, *She asked will I go the party* instead of *She asked me whether I will go to the party*. It can be seen in the first sentence. They forgot to put correct conjunction there. So, it can be concluded that it is difficult for students to comprehend it. Moreover, it was found that students had a problem in compound sentence. For example, the student wrote, “*Anna is beautiful and arrogant*” instead of “*Anna is beautiful but arrogant*”. This shows that the students did not know how to use the

³Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd Edition, (New York: Pearson Education, Inc. 2007), p. 30.

correct conjunction in the sentence. It means that English department student had problem in writing compound and complex sentences.

Therefore, it is also be noticed by the students in order to minimize students' problem in using compound and complex sentences in writing class. By having good competence in using compound and complex sentences in writing, so they can make a good sentence in writing. In addition, the students may write the complicated sentences in correct grammatical.

Based on preliminary observations, there are several mistakes that often occur in using compound and complex sentences in writing. Basically, they had knows the part of coordinate and conjunction in sentence. Some students have experienced difficulties in choosing correct conjunction in sentences. Besides, they got confuse about the position where should put the conjunction like coordinate conjunction, subordinate conjunction, correlative conjunction, conjunctive adverb, and semicolon in using compound and complex sentences in writing. Students are also not careful when put coordinate or conjunctions in sentences. So, there are still many students who do some mistake in using compound and complex sentences in writing.

Focus of this research is to find the mistakes that often made by students in using compound and complex sentence in writing and to know the factors that cause the students' problems in using compound and complex sentences. Most of them are lack understanding in choose or put the connector and conjunctions in compound and complex sentences. This is why it is very significant to find the mistakes that they often make in using compound and complex sentences in writing class. Based on the explanation above the researcher want conducting a research entitled "**Students'**

Problem in Using Compound and Complex Sentences in Writing Class at The Fourth Semester of English Department IAIN Langsa“.

B. Research Questions

Based on the background of study, research questions of this study are:

1. What are the mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class?
2. What are the factors that cause the students' problems in using compound and complex sentences?

C. Purposes of Study

Based on the research questions, the purposes of the study are:

1. To find out the mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class.
2. To know the factors that cause the students' problems in using compound and complex sentences.

D. Significances of Study

This research is hoped to be significant theoretically and practically:

1. Theoretically, this research is expected to be one of the references that can be used by all parties in educational institutions.
2. Practically, this research will give benefit for students, lecturer and others researchers.

- a. Students will know some mistakes they often made. So, they will learn from their mistake and they will learn more about how to make compound and complex sentences in good writing.
- b. The lecturers will know about students' mistakes in using compound and complex sentences in writing, and the factors that cause students' problems in using compound and complex sentences. Then, the lecturer can support the students' to upgrade their writing in compound and complex sentences in good writing.
- c. For other researchers, as information and comparison for other researcher who want to conduct the relevant researcher. Then, this study can be used for the references.

E. Scopes of Study

The scope of this study focuses on the mistakes that often made by students in using compound and complex sentences in writing class at the fourth semester of English Department of IAIN Langsa and the factor that cause the students' problems in using compound and complex sentences. The study used descriptive qualitative method. The data collected via questionnaire, interview, and documentation to investigate this research.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

The first previous research is a study of Vera Deviyana entitled “Students’ Grammatical Errors In Using Coordinate Conjunction In Compound Sentences Writing At SMPN 1 WONOSOBO In The First Semester Of Eight Grade In The Academic Year Of 2017/2018”. This study used descriptive qualitative method. The data were collected from document of the students’ writing task. The purpose of this research is to find out students’ mistakes in using coordinate conjunction in compound sentences writing. The results of this research indicate that there are 47 errors in sentences writing task which consists of omission, addition, misformation, and misordering.⁴

The second was conducted by Fadilah Prachan, this research about “Error Analysis In Writing Complex Sentence At The First Semester Of Eleventh Grade Of SMK PGRI 4 Bandar Lampung In 2017/2018 Academic Year”. This study uses descriptive qualitative research. The researcher applied purposive technique to determine the sample. In gathering the data, the researcher applied documentation. The data were accepted from students in writing complex sentence assignment that was given by the writer. The results of their writing complex sentence were

⁴Vera Deviyana, *Students Grammatical Errors In Using Coordinate Conjunction In Compound Sentences Writing At SMPN 1 WONOSOBO In The First Semester Of The Eighth Grade In Academic Year Of 2017/2018*, (Lampung: Unpublished Thesis, 2017), p. 1 – 77.

analyzed and classified to know what kind of error or Surface Strategy Taxonomy that were made by students.⁵

The third was conducted by Sofirotul Ainul Sari with entitled “Error Analysis In Constructing Compound - Complex Sentences On Students Writing”. In Sari’s study, there were two problems will be discussed, they are; what are the mistake that made by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound- complex sentences and what are the reasons of error made by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound-complex sentences. The results of this research indicated that missing subject, comma splice and the students seldom open textbook, then the teacher that did not explain about punctuation.⁶

The similarities between this research and three previous studies above are used the same methodology.

The different between this research and the first previous study are the data only get through document of students’ writing assignment. The students given a assignment to make three compound sentences using coordinate conjunction; *And*, *But*, and *Or*. Then the first previous study classifying the errors based on Surface Strategy Taxonomy.

The different between this research and the second previous study are the data were get from students in writing complex sentence assignment that was

⁵FadilahPrachan, *Error Analysis In Writing Complex Sentence At The First Semester Of Eleventh Grade Of SMK PGRI 4 Bandar Lampung In 2018/2019 Academic Year*, (Lampung: Unpublished Thesis, 2017), p. 1 – 101.

⁶SofirotulAinul Sari, *Error Analysis In Constructing Compound - Complex Sentences On Students Writing*, (Surabaya: Unpublished Thesis, 2017), p. 1 – 78.

given by writer. The results of the students writing complex sentence were analyzed and classified to know what kind of error or Surface Strategy Taxonomy that were made by student.

The different between this research and the third previous study are the data were collected through document and interview. Meanwhile, the sources of the data were the students work in writing argumentative texts.

Based on the previous study above, the researcher concluded that this research and three studies above are different. In this research, the researcher analyzed the students' essay writing by looking the mistakes were made by students in their writing. Then the researcher revises the mistakes were made by students. In get the data, the writeer also used questionnaire, and interview. Meanwhile, three previous studies above in gert the data were used students' writing assignment.

B. Theoretical Frameworks

1. Writing

a. Definition Of Writing

Oshima and Hogue stated, writing is a process of produce, organizing, writing, and polishing.⁷ Stubbs said, writing is a act, it requires material and energy. It is like most physical acts, to be performed fully, to bring pleasure, to both result and viewer, it requires practice.⁸ It means that writing is an activity

⁷Alice Oshima and Ann Hogue, *Writing Academic English 4thEdition*, (London: Longman, 2006), p. 265.

⁸Barnet and Stubbs, *Practical Guide To Writing 4thEdition*,(Canada: Brown Company, 1993), p. 3.

that requires frequent practice. To become good writer, students must often practice making sentences to improve their ability to write sentences in correct sentences.

Oshima and Hogue statment that knowing the basic types of sentences in English can expand a great writing style. However, to develop a good writing style can be obtained by mixing sentences.⁹ It means by combining the types of sentences in a paragraph it takes the ability to apply or combine one types of sentence to get good sentences.

b. The Elements of Writing

According to Oshima and Hogue, there are some elements of writing as the consideration to establish a greatexam. The elements of writing help the writer arrange a clear and understandable text.¹⁰

(1) Contents and Organization

According to Savage, effective writing must have unity.¹¹ Unity is the important element of good paragraph. Unity means that a paragraph discuses one and just one idea from beginning to end. Then, another element is coherence. For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. Each sentence should flow smoothly into the next one. One way to achieve coherence a paragraph is to

⁹Alice Oshima and Ann Hogue, *Writing Academic* ,....., p. 175-177.

¹⁰Alice Oshima and Ann Hogue, *Writing Academic*,....., p. 40.

¹¹Alice Savage and Patricia Mayer, *Effective Academic Writing*, (Oxford: Oxford University Press, 2005), p. 5.

use a pattern of organization, such as time order, spatial order, or order of importance.

(2) Grammar and Vocabulary

Grammar is the key of the rules about how words turn their form and combine with other words to make sentences. It also has effect to determine the sense of the sentence. In addition, while focusing on grammar, the writer should select and apply appropriate vocabularies to make or expand a text in order not to obtain ambiguity.¹²

2. Sentence

a. Definition of Sentence

The sentence is the largest unit to which the grammatical rules of a language apply. Sentences are composed of one or more clauses. A clause is composed of at least two phrases, one of which plays the role of subject, the other, of predicate.¹³

Sentences are made up two parts subjects and predicates. According to Frank in Umriyah, sentences can be classified into two types, such as: first, by meaning and the second by function. Based on the meaning, sentence is a complete thought. However, based on the function, a sentence consists of subject and predicate.¹⁴

¹²Alice Oshima and Ann Hogue, *Writing Academic*,....., p. 40.

¹³Gerald P. Delahunty, and James J. Garvery, *The English Language From Sound To Sense*, (New York: Parlor Press, 2010), p. 58.

¹⁴Siti MamdudatulUmriyah, *The Types Of Sentence Used In News Item Text at The Third Semester Students of English Language Department of UIN Walisongo Semarang in Academic Year 2016/2017*, (Semarang: Unpublished Thesis, 2018), p. 1 – 95.

A sentence is a set of words expressing a word, questions or statement. A correct sentence has a complete meaning and easily understood when we speak and it is understood by others. Then if the sentence is in the form of writing it must have the correct structure and punctuation to be understood by the reader.

From of all definition above sentence is a full predication containing a subject plus a predicate with a finite verb and then sentences there are differences between the deep and surface structure. The structure of a sentence is it is grammatical form, while the deep structure is understood as it is meaning.

b. Types of Sentence

There are four kinds of sentences in English: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

(1) Simple Sentence

A simple sentence is consists of dependent clause that composed of minimally one subject and one verb, and it express a complete thought. The subject tells who or what did something. The verb inform the action (jump, work, thing) or condition (is, was, seem, appear).¹⁵It means that a simple sentence has the most basic elements that make a sentence: a subject, a verb, and a completed.

The formula and the examples of simple sentence are:

- Saqira is a beautiful doctor. (Subject + Verb + Complement)
- I read a book and magazine. (Subject + Verb + Object)

(2) Compound Sentence

¹⁵Anis Ernawati, *Analysis Type of Sentences Used By The Students' Essay Writing at The Third Semester Of IAIN Tulungagung in The 2013/2014 Academic Years*, (Tulungagung: Unpublished Thesis, 2013), p. 1 – 11

A compound sentence has two or more subject-verb combinations. A compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction.¹⁶ There are seven coordinating conjunctions in English: and, but, so, or, for, nor, yet, or so as well as. An easy way to remember these coordinating conjunctions is “FANBOYS”.

According to Jeanne Dawson in Umriyah, a compound sentence is combination of two thoughts or two main sentences to form one complete sentence. In other words, namely two simple sentences that contain complete meaning.

Usually, independent clauses are connected by using a conjunction. According to Frank in Ainul, there are three conjunctions in compound sentence, namely: These types of sentence can be joined by three ways: using coordinate conjunctions, using conjunctive adverb, and using semicolon to separate the sentences.¹⁷

(a) Using Coordinate Conjunctions

There are seven coordinating conjunctions which can determine one sentence as a compound sentence. They are: *for, and, nor, but, or, yet, and so*. This coordinating conjunction can be remembered as FANBOYS.

The formulation for this kind of compound sentence is:

Independent Clause + Coordinator + Independent Clause

Examples:

¹⁶Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd Edition, (New York: Pearson Education, Inc. 2007), p. 30

¹⁷LL. M. AinulYaqin, *Analysis of Sentence Fragments in The Students' Writing at The Third Semester Of English Department of Ummat In Academic Year 2019/2020*, (Mataram: Unpublished Thesis, 2020), p. 1 – 38.

- The boys run to the store, *and* he bought some apple.
- David played baseball, *so* Diva went shopping.
- Rani wakes up at 5:00 am, *and* she go to school at 6:30 am.

The use of coordinators:

- **For** to add a reason.
- **And** to add a purposes of addition.
- **Nor** to add a negative equal idea.
- **But** to add an opposite idea.
- **Or** to add an alternative choice.
- **Yet** to add an unexpected or surprising continuation.
- **So** to add an expected result.

Remember, when using a coordinating conjunction to join two independent clauses (complete thoughts) you must insert a comma before the conjunction.

Example: I want to buy a new jacket, but it is too expensive.

In this example, there are two independent clauses:

- I want to buy a new jacket (complete thought)
- It is too expensive (complete thought)

These clauses are separated by a *comma* and the conjunction “*but*” which is used to shows disagreement.

(b) Using Conjunctive Adverb

A conjunctive adverb is a trun expression used to join two independent clauses. Conjunctive adverbs must be preceded by a semicolon and followed by a

comma. Common conjunctive adverbs, such as: however, moreover, nevertheless, likewise, therefore, otherwise.

When the connecting sentences use a conjunctive adverb, put a semicolon before the adverb and a comma after it. A conjunctive adverb may also begin a sentence; in that case, of course it does not have a semicolon before it. However, it is still followed by a comma.

The formulation in using conjunctive adverb as follow:

Independent Clause + Conjunctive Adverb + Independent Clause

Examples:

- We finished all day; *however*, we didn't catch a thing.
- I enjoy tennis; *however*, I hate golf.

(c) Using Semicolon

Connecting two clauses with a semicolon is effective when two sentences are both forceful.

Example:

- We finished all day; we didn't catch a thing.
- I enjoy tennis; I hate golf.

(3) Complex Sentence

A complex sentence is a combination of one independent clause (main clause) and one or more dependent clause (subordinate clause). An independent clause can stand alone as a sentence and makes a complete thought, but a dependent clause cannot stand alone.¹⁸

¹⁸Peter Knapp and Megan Watkins, *Genre Text Grammar*, (Sydney: UNSW Press Book, 2005), p.65.

According to Comma Rule in a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.¹⁹ Complex sentence is a developed simple sentence, in which consists of one independent clause and one or more dependent clauses (subordinate clause), and the relation between them is very tight. The dependent clause usually is introduced by a subordinate conjunction like; *after, although, as, because, before, if, since, though, even though, unless, until, when, whenever, whereas, wherever, while*.

There are three kinds of dependent clauses that are in complex sentences. The name of those kinds refer to its function, they are; adverbial clause, adjective clause, and noun clause.

(a) Complex Sentence with Noun Clause

According to Eastwood, Noun clauses are dependent clauses replacing a noun or noun phrase.²⁰ A noun clause is used as a subject or an object. Therefore, basically, noun clause functions as noun substitute in a sentence.

Noun clause is a clause which functioned as noun. The functions of noun clause are divided into four, they are:

- Noun clause as subject. Example: What you did yesterday made other people confused.
- Noun clause as object. Example: I know where she lives.
- Noun clause as complement. Example: The fruit is what I need.

¹⁹Comma Rule, *The Longman Introduction to Academic Writing 3rd Edition*, (New York: Pearson Education, Inc. 2007), p. 112.

²⁰John Eastwood, *Oxford Guide To English Grammar*, (New York: University Press, 2002), p.318.

- Noun clause as prepositions. Example: based on what all of you said just now, we can conclude it.

(b) Complex Sentence with Adjective (Relative) Clause

According to Alice, adjective clauses are dependent clauses. They are named adjective clauses because, like adjectives, they modify nouns and pronouns. They begin with the words who, whom, which, and that, among others. These words are named relative pronouns, and adjective clauses are also called relative clauses. An adjective clause combined with an independent clause makes a complex sentence.²¹

Furthermore, according to Lynch & Anderson, adjective clauses are usually introduced by the relative pronoun. These pronouns function in noun positions in the clauses they introduce.²²

The function of adjective clause is as follows:

Table 2.1 The function of Adjective Clause

Noun Antecedent Meaning	Pronoun	Sentence Example
A person	Who (whom or whose) or that	- Using subject pronoun: I hated the woman who chided me. - Using object pronoun: the man whom I saw was Mr. Jones.

²¹Alice Oshima Ann Hague, *The Longman Introduction to Academic Writing-3 ed* (New York: Pearson Education, 2007), p.142.

²²Tony Lynch, and Kenneth Anderson, *Grammar For Academic Writing*, (University of Edinburgh: Anthony Elloway, 2013), p. 67.

		- Using possessive adjective: my sister, whose daughter a teacher, gives me a cake.
Things	Which, that	- Using subject pronoun: the pizza which is on the kitchen is mine. - Pronoun used as the object of verb: the movie that we saw last night was not very good. - Pronoun used as the object of preposition: he is the man about whom I told you.
A place	Where	The building where he lives is very old
A time	When	I'll never forget the day when I say to love you.
A reason	Why	Give me a reason why you loved me in deeply.

(c) Complex Sentence with Adverb Clause

According Alexander in Umriyah, said that adverbial clause is the clause that make the function of the adverb which modifies verb and adverb. Like

another clause; adverbial clause is present by a word conjunction to join with another part of the sentence. Adverbial clauses can be classified as follows:²³

Table 2. 2 The Classification of Adverb Clause

Classification	Subordinate conjunction	Sentence Example
Time	After, before, when, while, as, since, until, till, once, whenever, every time, first time, last time as soon as, as long as, the next time.	- I will leave before he comes. - The first time I went to Malaysia, I went to Petronas twin tower.
Place	Where, wherever, anywhere, nowhere, everywhere, anywhere, anyplace.	- Where there is a will, there is a way. - They sat down whenever they could find empty seats.
Cause and effect	Because, since, now that, as, in order that, because of, therefore, so....that, such....that.	- Because she was tired, she went to rest. - Now that the work is finished, I'm going to rest a week and then take a holiday.

²³Siti MamdudatulUmriyah, *The Types Of Sentence Used In News Item Text at The Third Semester Students of English Language Department of UIN Walisongo Semarang in Academic Year 2016/2017*, (Semarang: Unpublished Thesis, 2018), p. 1 – 95.

Purpose	So that, in order that (in order to + verb 1), in hope that.	- I turned off the TV in order to enable my roommate to study in peace and quite.
Opposition (unexpected result)	Even though, although, though, but....anyway, but.....still, yet....still nevertheless, however, nonetheless, despite.	- I went eating ice cream despite the cold weather. - Even though it was cold, I eating ice cream.
Conditions	If, whether or not, even if, in case (that), in the event (that), unless, provided (that).	- If it rains today, she will go to the market. - Even if many work tonight, she was able to finish it before going home.

(4) Compound-Complex Sentence

A compound-complex sentence compose of a combination of a compound sentence and a complex sentence. Compound-complex sentences are made up of two independent clauses and at least one or more dependent clause (subordinating clause).²⁴

Examples:

²⁴Marcella Frank, *A Practical Reference Guide*, (New Jersey: Prentice Hall, 1972), p. 223

- Because grammar is easy, I learned it quickly, but it took me several years to master writing.
- When the power line snapped, Jack was listening to the stereo and Linda was reading in bed.

3 . Classification of Conjunction

Knapp and Watkins state, that a conjunction is a class of words that either coordinate words or clauses of equal status.²⁵ It means that conjunction is a significant element to produce a good sentence. With a conjunction, an idea or word is usually formed and arranged to produce a good sentence.

Swan said that conjunctions are words that combine clauses into sentences.²⁶ A conjunction is a word that connects elements of a sentence, such as words, phrases, or clauses. The three kinds of conjunctions are; coordinate conjunctions, subordinate conjunctions, and correlative conjunctions.

a. Coordinate Conjunctions

Coordinate conjunctions are single words that connect similar parts of a sentence, such as adjectives, nouns, and clauses. Coordinating conjunction is a conjunction that is used to combine two words or ideas to make a good sentence. By using the correct coordinating conjunctions we can connect between two ideas in one sentence.

One common acronym to help you remember the most popular coordinating conjunctions is FANBOYS, which stand for: For, And, Nor, But, Or, Yet, So.

²⁵Peter Knapp and Megan Watkins, *Genre Text Grammar*, (Sydney: UNSW Press Book, 2005), p.63.

²⁶Michael Swan, *Practical English Usage 4th Edition* (New York: Oxford University, 2016), p. 510.

The explanation:

And	:Connects equal similar ideas.
But	:Connects equal different ideas.
Or	:Connects two equal choices.
So	: Connects a result to a reason.
Yet	:Connects equal contrasting ideas.
For	:Connects a reason to result.
Nor	:Connects to negative sentences.

Examples:

- Her dress was blue and purple
- I like to eat fish but not to catch them.
- Do you prefer coffee or tea?
- I did not eat breakfast this morning, so I am a little hungry.
- It is sunny yet cold.
- I am a little hungry, for I didn't eat breakfast this morning.
- She does not eat meat, nor does she drink milk.

b. Subordinate Conjunctions

Subordinate conjunctions break sentences into word clusters called dependent (subordinate) clauses. Dependent clauses cannot stand alone and must be connected to an independent clause to make a complex sentence. Subordinating conjunctions connect the dependent clause to the independent clause.

Subordinating conjunctions are categorized according to the types of relationship that they can establish between clauses, there are:

- (1) Showing causal relationships: As, because, in order, so that, now that, since.
- (2) Granting concessions: Although, as, as though, even, though, just as, whereas, while.
- (3) Specifying conditions: Even if, if, in case, provided, unless.
- (4) Telling place: Where, wherever.
- (5) Signaling temporal relationships: After, as, as soon as, as long as, before, once, still, till, until, when, whenever, while.
- (6) Setting up comparison: As, as though.
- (7) Setting up contrasts: Though, whereas, while, although.

c. Correlative Conjunctions

According to Azar, that correlative conjunctions are commonly used for emphasis, he is discribehight to both part of the parallel structure.²⁷ Correlative conjunction is used in pairs and parallel elements. The contents of sentence must match the pattern of the correct sentence structure.

Correlative conjunctions connect identical parts of a sentence, such as adjectives, nouns, and clauses. However, unlike coordinating conjunctions, correlative conjunctions are joined of coordinating conjunctions, not only a single word. They always come in pairs and link grammatically equivalent items.

Common of correlative conjunctions are follows:

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

²⁷Betty S. Azar and Martha Hall, *English Grammar 4th Edition*, (New York: Pearson Longman, 2010), p. 358 .

Examples:

- I like cotton candy as much as I like root beer floats. (The correlative conjunctions link two nouns, cotton candy and root beer floats).
- Both the dog and the cat knocked over the trashcan. (The correlative conjunctions link two nouns, the dog and the cat).
- Jessie wants to go to either Rutgers University or James Madison University. (The correlative conjunctions link two nouns, RU and JMU).
- Neither Nayra nor Lily wants to see the new Batman movie. (The correlative conjunctions connect two pronouns, Nayra and Lily).
- To alleviate stress, you should not only identify the stressors but also find ways of coping with them. (The correlative conjunctions link two clause, identify the stressors and find ways of coping).

CHAPTER III

METHODOLOGY

A. Design of the Research

In this study, the researcher used a qualitative descriptive research method. Qualitative research uses natural events in the form of reality from the subjects' perceptions. A focus on understanding the meaning of events based on everyday conversations and observations rather than using numbers.²⁸

According to Bodgan and Taylor in Bambang, state that qualitative research is research whose results are in the form subject, object that can be observed in daily activities and are poured or described in written form.²⁹

Descriptive research consists studies that provide simple information about the frequency or amount of something. Qualitative descriptive research is a method in examining where to describe the state of the subject and object in the field. The researcher chose this method because, the researcher only explained about the mistakes that often made by students in using compound and complex sentences in writing class and the factor that cause the students' problem in using compound and complex sentences.

B. Place and Time of the Research

The research held in IAIN Langsa. It is located on Jln. Meurandeh, Kota Langsa, Provinsi Aceh. The researcher chose IAIN Langsa because the researcher found the students' problems in using compound and complex sentences in

²⁸James H. McMillan, *Educational Research Fundamental For The Consumer*, (Boston: Pearson, 2008), p. 11.

²⁹Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Graha Ilmu: Yogyakarta, 2006), p. 219.

writing class at the fourth semester students of English department IAIN Langsa. The research conducted on March, 2021.

C. Subject of the Research

Research subject was a person who is the objects of research being investigated.³⁰ According to LoDoco, the researcher will select the subject of the research based on the question that will be asked. It is done to provide the key information essential for the study.³¹ It means that in qualitative research, the researcher selected the subject based on the subject' knowledge which is capable to answer the question. The subject of the research was the fourth semester students in English Department at IAIN Langsa which consisted of 20 students of unit 2.

In this research, the researcher chose the subjects purposively. It is non-probability sampling. Non-probability sampling is a sample that does not provide equal opportunities to each element or member of the population to be selected as a sample. Purposive sampling is a sampling technique as a data source with certain considerations.³² This technique is commonly conducted because some considerations, such as the limitation of time, energy, and fund, so it cannot take big sample.

D. Research Instruments

³⁰Cristin Daymon and Immi Holly, *Qualitative Research Method in Public and Marketing Communication*, (Yogyakarta: PP Bentang Pustaka, 2008), 28.

³¹Lo Doco et. Al. *Validation of An Engineered Cell Model For In Vitro and In Vivo HIFI Alphe Evaluation By Different Modalities*, (Mol Imaging Biol, 2014), p.17.

³²Sugiyono, *MetodeMetode Penelitian Kuantitative Kualitatif Dan R & D*, (Bandung: Alfabeta, 2016),218.

Instrument is equipment that are needed to find out information. Arikunto revealed that instrument in collecting data is a tool that will be used by researchers to help them in collecting data in order to make it more systematic and easy.³³ In this research, researcher used some instruments to collect the data. There were questionnaire, documentation, and interview.

1. Questionnaire

Questionnaire is a statement in the form of several questions given to research subjects. According to Amirul hadi, questionnaire is a tool for obtaining data in the form of written questions then answered by the subject or respondent.³⁴ Arikunto divided two kinds of questionnaire, namely, open-ended questionnaire and close-ended questionnaire.³⁵ Open-ended questionnaire allows the respondent to answer the question with their own answer. Whereas, close-ended questionnaire provides some answers and the respondent choose one of the answers. Adaptation or sources of statements in questionnaires used by researcher arises from things that might occur based on the problem question.

2. Documentation

Documentation is a record of events that have passed. Documents used to collect data are usually in the form of writing, pictures or activities on a subject. Document study is a complement to the use of observation and interview methods

³³Suharsimi Arikunto, *Pendekatan Praktik: Satuan Pendekatan Penelitian*, (Jakarta: PT. Rineka Cipta, 2010), 134.

³⁴Sugiyono, *Metode Penelitian Kualitatif*,142.

³⁵Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Penellitian*,183.

in qualitative research.³⁶The documentation was used to find out the information needed and to support the data in questionnaire. It was used to answer the first question of this research.

3. Interview

Interview is conversations with specific intentions.³⁷ Conversations are carried out by both parties, namely the interviewer (researcher) and interviewee (subject). In this reserach, the researcher choose the chat interview with students (subject) in writing class. Chat interview is communication that is carried out through chat WhatsApp privately to each student to ask some questions to get information which correlated with the research.

E. Technique of Data Collection

The technique of getting the data is the way of collecting data that will be used in this research. In qualitative research, data collection conducted in natural settings. In this study, researcher applied three techniques in data collection. There were questionnaire, documentation, and interview.

1. Questionnaire

Arikunto divided two kinds of questionnaire, there are open-ended questionnaire and close-ended questionnaire.³⁸ There are :

- a. Open-ended questionnaire allows the respondent to answer the question with their own answer.

³⁶Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. (Bandung: Alfabeta, 2013), 329.

³⁷Lexy Moeleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), 135.

³⁸Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Penellitian*, ...183.

- b. Close-ended questionnaire provides some answer and the respondent just choose one of the answers. It is include multiple choice, dichotomous (only two choices, usually yes/no) or a scale (questions where the choices are ranked).

In this study, the questionnaire is used to help students to answer the questions given by the researcher. The researcher choose close-ended questionnaire. This is also suitable to apply because the students that become subject of the research is into a small number. This will be easier to do than having to interview students one by one. The researcher provides several statements and students were checklist the questionnaire. The questionnaire will be distributed to the students in fourth semester in unit 2 at English department as subject of the research. The answer's statements in questionnaire were to know the students' difficulties in using compound and complex sentences and the mistakes that often made by students in using compound and complex sentences in writing class.

2. Documentation

The documentation was the essay writing assignment that written by students. The researcher used document to analyze students' mistakes. The researcher analyzes the students' essay writing by looking at the mistakes made by the students in their writing. Then the researcher revised their errors in correct sentence. This documentation is used to get things that can support in doing research to complete the data needed. With the documentation of data, it will be more credible. So, the researcher were know the mistakes that often made by students in using compound and complex sentences in writing class.

3. Interview

Interview is conversations with specific intentions.³⁹ Conversations are carried out by both parties, namely the interviewer (researcher) and interviewee (subject). According to Floyd G. Arpan in Mulkan, stated that based on the form interviews can be grouped into seven types, namely:⁴⁰

- a. Personal interview is to obtain data about self, the journey of life and resource thinking. It is also called biography interview.
- b. Casual interview, door-stop interview is taking place suddenly, there is no agreement/deal beforehand with the speaker, but intercepting.
- c. Written interview; the question is submitted directly by the interviewer but, in the form of writing on the paper to the resource person, or left behind. So, that the information source can read and answer the question himself.
- d. Telephone interview which is done through telephone media to add information and news material.
- e. Chat interview which is done through WhatsApp media to get information and news material.
- f. Group interviews which are conducted on a group of people and discuss an actual topic.

In this research, the researcher chooses the chat interview with students (subject) in writing class. Chat interview is communication that is carried out through chat WhatsApp privately to each student to ask some questions to get

³⁹Lexy Moeleong, *Metodologi Penelitian Kualitatif*,135

⁴⁰Dede Mulkan, *Diktat Kuliah Wawancara (Panduan Bagi Mahasiswa Peserta Mata Kuliah Wawancara Media Cetak dan Wawancara Media Elektronik di Fakultas Ilmu Komunikasi-Unpad)*, (Bandung: Universitas Padjadjaran, 2007), p.20.

information which correlated with the research. This interview was chosen to know the factors that caused students' problems in using compound and complex sentences.

F. Technique of Data Analysis

Data analysis is the process of arrange the data obtained from an interview, questionnaire, test, observation, and other materials. In this study, the researcher apply Sugiyono data analysis techniques. Sugiyono argue that the activity in qualitative data analysis is done interactively and continuously until complete. So, that the data is saturated. Activities in data analysis are data reduction, display, and conclusion drawing or verification.⁴¹

1. Data Reduction

Data reduction means summarizing, choosing the main topic, focusing on the important things, looking for theme and pattern. The researcher collected some important information related to the research questions. Then, unimportant data that get from the data collections or not appropriate with the topic in research questions were reduced by the researcher.

2. Display Data

Data display means presenting the data in the form of brief descriptions, charts, and relationships between categories. Generally displays data can be used for presentation in the form of narrative text. Display data is used to make it easier to understand an event that has occurred so that it is understood. In this step, the researcher will display the data that get from the data collections.

⁴¹Sugiyono, *Metode ...*, 246.

3. Drawing Conclusion / verification

The third step is drawing conclusion and verification. Conclusion in qualitative research is to answer or find out the result of research problem.

To get percentage of data questionnaire, this research used the following formula:

$$P = \frac{F}{N} \times 100$$

Note:

P = Number of percentage

F = Frequency of students' difficulties

N = Totalof students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this part, the researcher presented the data related to the research questions: (1) what are the mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class? (2) what are the factors that cause the students' problems in using compound and complex sentences?.

The researcher conducted this research from 23 March to 25 March 2021. In the first meeting the researcher gave the questionnaire to the students. There were 12 statements for the students to answer.

1. Result of the Questionnaire

Based on the questionnaire, the researcher found that most of the students' was difficult to use compound and complex sentences such as, students' difficulties to choose the appropriate conjunction that are included in compound and complex sentences. So, the students were made the mistakes in placing appropriate connector and conjunction that used in compound and complex sentences. The following table showed the students' difficulties were:

Table 4.1 Students' Difficulties in Using Compound and Complex Sentences

No.	Statements	Students	Percentage
1.	It is difficult to distinguish between independent clause and dependent	12	$\frac{12}{20} \times 100\% = 60\%$

	clause in compound and complex sentences.		
2.	It is difficult to connect independent clause with dependent clause to make compound and complex sentences.	14	$\frac{14}{20} \times 100\% = 70\%$
3.	It is difficult to remember the conjunctions that are included in the coordinate conjunction.	9	$\frac{9}{20} \times 100\% = 45\%$
4.	It is difficult to remember the conjunctions that are included in the correlative conjunction.	11	$\frac{11}{20} \times 100\% = 55\%$
5.	It is difficult to choose the appropriate coordinate conjunction that used in compound sentence.	13	$\frac{13}{20} \times 100\% = 65\%$
6.	It is difficult to choose the appropriate conjunctive adverb that used in compound sentence.	11	$\frac{11}{20} \times 100\% = 55\%$
7.	It is difficult to choose the appropriate pair of conjunctions that used in the correlative conjunction.	5	$\frac{5}{20} \times 100\% = 25\%$

8.	It is difficult to choose the appropriate types/parts of noun clause that are used in complex sentence.	13	$\frac{13}{20} \times 100\% = 65\%$
9.	It is difficult to choose the appropriate types/parts of adjective clause that are used in complex sentence.	8	$\frac{8}{20} \times 100\% = 40\%$
10.	It is difficult to choose the appropriate types/parts of adverb clause that are used in complex sentence.	8	$\frac{8}{20} \times 100\% = 40\%$
11.	Many conjunctions that are included in the subordinate conjunction and it made me difficult to remember them.	13	$\frac{13}{20} \times 100\% = 65\%$
12.	Many types of conjunction that used in compound and complex sentences made me difficult to remember.	15	$\frac{15}{20} \times 100\% = 75\%$

The table above showed the students' difficulties in using compound and complex sentences in writing class. Item number 1 showed 12 students (60%) agreed that they were difficult to distinguish between independent clause and dependent clause in compound and complex sentences. In item number 2, it can be seen that 14 students (70%) had difficulties to connect independent clause with dependent clause to make compound and complex sentences. Item number

3 showed 9 students (45%) agreed with the statement that *“it is difficult to remember the conjunctions that are included in the coordinate conjunction”*. Item number 4 showed 11 students (55%) agreed with the statement that *“it is difficult to remember the conjunctions that are included in the correlative conjunction”*.

Item number 5 - 10 showed the students were difficult to choose the appropriate conjunctions. In item number 5, the researcher found that 13 students (65%) were difficult to choose appropriate coordinate conjunctions that were used in compound sentence. Item number 6 showed 11 students (55%) were difficult to choose appropriate conjunctive adverb that used in compound sentence. Item number 7 showed 5 students (25%) had difficulties to choose appropriate pair of conjunction that used in the correlative conjunction. Item number 8 showed 13 students (65%) were difficult to choose appropriate type of noun clause that used in complex sentence. Item number 9 and 10 showed 8 students (40%) were difficult to choose appropriate types/parts of adjective and adverb clauses that were used in complex sentence. This indicated that some of them confused to choose appropriate conjunctions in writing compound and complex sentences.

The next items were many conjunctions used in constructing compound and complex sentences made students difficult to remember. In item number 11 showed 13 students (65%) were difficult to remember the conjunctions that are included in the subordinate conjunction. The last item showed 15 students (75%) were difficult to remember type of conjunctions which were used in compound

and complex sentences. This indicated that many types of conjunction used in constructing compound and complex sentences made the students difficult to remember and to apply them.

2. Result of Documentation

The researcher also used documentation to find out the result of the research. The documentation were made to support the data from the questionnaire submitted and the result of interview. From the documentation in the form of students' essay writing assignments, the researcher found their mistakes that often made in using compound and complex sentences in writing.

Some mistakes that students made in constructing compound and complex sentences in their essay writing, there are:

a. Missing Subject

The researcher found some errors of missing subject in constructing compound and complex sentences in students' essay writing. The sentence below is the example of the missing subject.

Table 4.2 Analysis of Missing Subject

1.	Sentence	However, some people like to learn and don't like it. (See appendix 3)
	Revision	However, some people like to learn and <i>some of them</i> don't like it.
2.	Sentence	When feel want to know something, we will look for it. (See appendix 3)
	Revision	When w feel want to know something, we will look for it.

b. Comma Splice

The researcher found some errors of comma splice in constructing compound and complex sentences in students' essay writing. The sentence below is the example of the comma splice.

Table 4.3 Analysis of Comma Splice

1.	Sentence	The people of Jakarta complained with the current situation, when they do not realize that what is happening today are the side effects they do during this time, such as throwing garbage in vain, so that the water drains. (See appendix 4).
	Revision	The people of Jakarta complained with the current situation, when they do not realize that what is happening

		today are the side effects they do during this time, such as throwing garbage in vain. So , that the water drains.
2.	Sentence	Besides that reading help us lots to talk about with others, because we have so many ideas and knowledge that we want to share with people. (See appendix 5).
	Revision	Besides that , reading help us lots to talk about with others, because we have so many ideas and knowledge that we want to share with people.
3.	Sentence	The worst news is they spent many time in game and social media and they become lazy to do something. (See appendix 5).
	Revision	The worst news is they spent many time in game, social media, and they become lazy to do something.

c. Missing coordinate conjunction

The researcher found some errors of missing coordinate conjunction in constructing compound and complex sentences in students' essay writing. The sentence below is the example of the missing coordinate conjunction.

Table 4.4 Analysis of Missing Coordinate Conjunction

1.	Sentence	Some people always think that learning must be done by reading, wherever they go, they should carry books and write. (See appendix 3).
	Revision	Some people always think that learning must be done by reading and wherever they go, they should carry books and write.
2.	Sentence	Even though the perception is wrong, without books we can also learn. (See appendix 3).
	Revision	Even though the perception is wrong but , without books we can also learn.
3.	Sentence	People in another country study very hard and love to read. They way that government can do is give the people facility to get the book that they need. (See appendix 5).
	Revision	People in another country study very hard and love to read. So, the way that government can do is give the people facility to get the book that they need.

d. Missing subordinate conjunction

The researcher found some errors of missing subordinate conjunction in constructing compound and complex sentences in students' essay writing. The sentence below is the example of the missing subordinate conjunction.

Table 4.5 Analysis of Missing Subordinate Conjunction

1.	Sentence	Learning is way to acquire knowledge. We are more diligent, the more knowledge we get. (See appendix 3)
	Revision	Learning is way to acquire knowledge. <i>If</i> we are more diligent, the more knowledge we get.
2.	Sentence	The more we study, the more our knowledge increase. (See appendix 3).
	Revision	<i>If</i> we more study, the more our knowledge increases.

e. Mistake in placing appropriate subordinate conjunction

The researcher found some mistakes in placing appropriate subordinate conjunction in constructing compound and complex sentences in students' essay writing. The sentence below is the example of the mistakes in placing appropriate subordinate conjunction.

Table 4.6 Analysis of Mistakes in Placing Appropriate Subordinate Conjunction

1.	Sentence	But mostly in the capital of the lands that reorganizations become absorbent water but nowadays these lands are covered by the block paving which is installed as a parking space, the apartment yard of government and private. (See
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		appendix 4).
	Revision	<i>In addition</i> , in the capital of the lands that reorganizations become absorbent water <i>but</i> , nowadays these lands are covered by the block paving which is installed as a parking space, the apartment yard of government and private.
2.	Sentence	In addition, there are also who think learning is fun. (See appendix 3).
	Revision	<i>On the other hand</i> , there are also who think learning is fun.

Based on the result of students' essay writing in the tables above, the researcher concluded that many students had obstacles in using compound and complex sentences in their writing. Most of them put connectors and conjunctions incorrect sentences, missing subject, comma splice, missing coordinate conjunction, missing subordinate conjunction, and mistakes in placing appropriate conjunction.

3. Results of Interview

This research was not only focused on finding out the mistakes that often made by students in using compound and complex sentences but, it also investigating factors that caused students' problems in writing compound and complex sentences. To know the factor that caused students' problems in using

compound and complex sentences, the researcher chose the chat interview through WhatsApp media.

In the interview the researcher asked some questions to five students at the fourth semester of unit 2. The questions related to the factors that caused students' problems in writing compound and complex sentences. The results of the interview were described below:

Most of students expressed their opinion about the problems in using compound and complex sentences in writing. Many students said that many types of conjunction which are used in compound and complex sentences made the students difficult to choose the appropriate conjunction.

A student said:

“I had difficulties in using compound and complex sentences in writing. I am confused where to insert connector and conjunction in sentences, and I did not know appropriate conjunction that should be in writing used compound and complex sentences”.

Other students said:

“Yes, of course. It was difficult to choose the appropriate conjunction because many conjunctions used in compound and complex sentences. It made me difficult to remember. I must be able to remember the types of conjunction. So, it would be easier for me to use them in writing an essay”.

The statements above showed that the students had difficulties to remember many types of conjunctions which were used in writing compound and complex sentences. Then, students also confused to choose appropriate

conjunctions to make correct sentences. Most of the students said that to make a correct compound and complex sentences they must be able to put and choose appropriate connectors or conjunctions in sentences.

Furthermore, students stated almost the same statements that in writing class the lecturer did not review compound and complex sentences. It made students forget about compound and complex sentences. When the researcher asked about the compound and complex sentences, many of them forgot about the material. Students only remembered the definition of the compound and complex sentences.

A student said:

“I forgot about compound and complex sentences, because in writing class the lecturer did not review it again. In my opinion compound sentence is two sentences that consist of independent clauses. Although the sentences are separated, each sentence has a meaning. Complex sentences consists of two sentences, a sentence has independent and dependent clause. Then, I did not review material in writing an essay. It made me forgot about the compound and complex sentences. I only remember about the definition of the compound and complex sentences. In my opinion, the lecturer should explain or repeat briefly about the material. So, I can remember it again, although only the important points about compound and complex sentences”.

Another student said the similar:

“In writing class the lecturer did not explained in detail about compound and complex sentences. The lecturer only explained about it briefly. The lecturer did not check whether the students

understand or not about the compound and complex sentences. As far as our lecturer knew, we studied about it at the first semester. I only remembered the definition of compound and complex sentences. According to me, compound sentence consists of two simple sentences, this can happen if the two simple sentences are inserted a coordinate conjunction between them. Complex sentence consists of two clauses. The two sentences have independent and dependent clauses”.

From the students’ statements above the researcher concluded that they only knew the definition of compound and complex sentences. Students did not provide sentences examples and connector or conjunctions that are used in compound and complex sentences. Then, most of the students said that the lecturer only explained the important points about compound and complex sentences in writing class.

Although students said that the lecturer did not explained in detail about compound and complex sentences, but they understood about the lecturer’s explanation about compound and complex sentences. They also said that if they learn again or review about the material compound and complex sentences, they can remember the material.

A student said:

“I understand what the lecturer’s explanation about the compound and complex sentences although only in brief. I forget about the material of compound and complex sentences, because I did not review and study it again. But, if I learn or review about it I can remember. In my opinion the material about compound and complex sentences are not difficult if studied alone”.

The statement above showed that most of the students understood the lecturer's explanation. Students forgot about compound and complex sentences because they did not review the material at home. But, if they studied again they would remember.

Furthermore, grammar and vocabulary mastery is important in writing. When researcher asked other factors that caused the difficulties in using compound and complex sentences, most of them said that they had lack of grammar and vocabulary mastery.

A student said:

“According to me, in writing students must master grammar and vocabulary to make correct sentences. But, for me grammar is one of the difficult subjects in English, because many formulas or patterns in English grammar. It made me forgot the pattern and I must review the book again to learn about appropriate pattern used in sentences”.

Another student said the similar:

“Of course in writing grammar is needed. So, the essays we made were correct. Many formulas in grammar made me difficult to distinguish which one was suitable to be used in making a sentence. I also had to memorize the formulas in the grammar, remember and understand them to make correct sentences”.

The statement means that according to the students the grammar was difficult, because many formulas or pattern used to make a correct sentence. The students also have to memorize the formulas. It may help them to make compound and complex sentences correctly and easy to read.

Besides that, the students also said other factors that caused difficulties in using compound and complex sentence in writing were lack of vocabulary mastery. According to them, vocabulary is needed in writing to make an interesting sentence in paragraph.

A student said:

“I had problem in writing compound and complex sentences in a paragraph. I lack of vocabulary when writing a sentence or an essay. I often used dictionary to help me in making compound and complex sentences in writing. Then, I lack had of ideas in forming sentences. It made me confuse to write an interesting sentences in paragraphs”.

Other students added:

“In my opinion, many vocabulary are needed in writing. So, the sentences were good and complete. I was difficult to remember vocabulary and loose ideas in writing because my vocabulary was inadequate. I often was difficult to write my ideas to make a good sentence”.

The researcher concluded that most of students had lack of vocabulary mastery. Students were difficult to write what they think and difficult to combine words to make a good sentence. In writing students need vocabulary mastery to make an interesting sentence.

Furthermore, when the researcher asked to the students whether the lecturers were one of factor that caused the problem or not. Some of them said that the lecturer was monotonous in teaching and strict.

A student said:

“Sometimes I was lazy to attend a class, because the lecturer was monotonous in teaching and strict. It made me bored and I eventually skipped from class”.

Other student added:

“Sometimes I felt bored in study, because the lecturer was monotonous in teaching and her teaching method always same”.

Although the interview result showed that the lecturer was monotonous in teaching and her teaching method always similar. However, the students had high motivation to study at English Department.

A student said:

“I skipped a lesson not because I did not interested in learning at English education. I chose this major because of my own choice. No coercion from my parents or other parties to study at the Department. It was just because I did not study enough. So, I forget to remember a material that has been studied easily”.

Other student said:

“I like English lesson. That was why I chose English Department. Although some people said that English subjects were difficult. I chose this major because of my own interest without any coercion from other parties. In my opinion, if I were more diligent, I would achieve more”.

Based on the results of the students' interviews, the researcher found that the factors that cause students' problems in using compound and complex sentences were they seldom review and practice the compound and complex sentences. Thus, they forgot about the concept. It made them difficult and confused to place appropriate connectors and conjunctions in compound and complex sentences. Besides, other factors were they lack of grammar and vocabulary mastery. Grammar and vocabulary mastery were needed in writing. Some of students also said that the lecturer was monotonous in teaching. However, supports and motivation from their parents and their friends kept them motivated and active in learning at English department.

B. Discussion

The research focused on the finding of the two proposed research questions. The first discussion was about the finding of what are the mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class. Meanwhile, the second discussion focused on what are the factor that caused the students' problems in using compound and complex sentences.

1. The mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class.

Based on the findings description above, there are several mistakes that found in constructing compound and complex sentences in students' essay writing. Then, the researcher added with several students' difficulties in using compound and complex sentences at the result of data questionnaires.

a. Missing Subject

Subject is indicated by the absence of an item that must be appeared in a sentence. If there is a missing subject, then we will feel confused about who or what action in the sentence. The researcher found students missing subject in their writing. (See table 4.2).

b. Comma splice

Comma splice is the common error that done by the students. The error placement of comma that should be put between two independent clause joined by a coordinating conjunction. Most of students did not understand the correct placement of comma when there were two independent clauses joined by a coordinating conjunction. They do it because they are not concerned with the use of comma, the unawareness of comma placement, and the unknown placement of the correct comma. Marks of punctuation play very important role in giving intended meaning to the language. The researcher found students comma splice in their writing. (See table 4.3).

c. Missing coordinate conjunction

Conjunction plays important role in explaining and specifying previous idea in a sentence which means to elaborate an ideas.⁴² Word connector and conjunctions were important points to make compound and complex sentences correctly. Common coordinating conjunctions which are used in connecting sentences in compound sentences are *for, and, nor, but, or, yet, so*. The researcher found students missing coordinate conjunction in their writing. (See table 4.4).

⁴²Hassan and M. A. K, Halliday, *Cohesion in English*. (London: Longman, 1976), p. 57.

d. Missing subordinate conjunction

Paramita said in her study that a conjunction connect words, phrases and clauses. Incoherent or mispunctuated sentences often result from misused conjunctions.⁴³They are some of the most common subordinating conjunctions: *after, although, as, because, before, if, since, though, even though, unless, until, when, whenever, whereas, wherever, while*.The researcher found students missing of subordinate conjunction in their writing. (See table 4.5).

e. Mistake in placing appropriate subordinate conjunction

Placing the appropriate conjunctions in sentences is very important. So, the sentences were made have the correct meaning and the conjunctions used will also match with the words in the next sentence.The researcher found students mistake in placing appropriate subordinate conjunction in their writing. (See table 4.6).

Based onthe results of the questionnaires and documentation,the researcher concluded that the mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing class were missing subject, comma splice, missing coordinate conjunction, missing subordinate conjunction, mistake in placing appropriate conjunction, difficult to remember connector and conjunction that are included in compound and complex sentences, and difficult to choose the appropriate conjunction that are included in compound and complex sentences.

2. The factor that caused the students' problems in using compound and complex sentences in writing class.

⁴³Paramita Kusumsawardhani, *Analysis of Conjuunction in Writing an English Narrative Composition*. (Jakarta: Unpublished Journal, 2017). Vol. IX. No. 1. P. 1-7.

Based on data that has been obtained previously through the interview, researcher concluded that the factors that caused students' problems in using compound and complex sentences were:

The first factor of problem is caused that were students' comprehension of the lesson is weak. This happened because students seldom read and repeat the lesson. So, the students were lack in understanding the lesson.

The second factor was the lecturer did not explain the material in detail. The lecturer thought that the students can learn more deeply the material that has been explained through books or other media. So, the lecturers did not explain in detail, they only explained the important points in the material.

The third factor was the students had lack of idea in writing. Sometimes the students feel difficult to express their ideas when they write. If students do not have ideas in writing, then what will be the content of students' writing. So, having an idea to write was very important.

The fourth factor was students' lack of grammar and vocabulary mastery. According to Lyons in learning English language, one of the big problems that faced by students is about the grammatical structure. Lyons also said that grammar is the form of words from the language itself and their combinations in phrases, clauses and sentences.⁴⁴ Grammar mastery plays an important role in writing. One has to know the rule how to arrange words in the correct order. It is because if students did not know the grammar it is impossible for students to produce a good piece of writing and correct sentence. The grammar

⁴⁴John Lyons, *Introduction to Theoretical Linguistic*. (London: Cambridge University Press, 1968), p. 54.

mastery had positive correlation with writing skill means that writing cannot be separated from grammar.

Then, Saptin said that the vocabulary had positive effects on the learners' writing skill. Based on the statements above it can be said that vocabulary mastery genuinely influenced the quality of a piece of writing and positively correlated with the writing skill. It means that when the vocabulary mastery is getting higher, the writing skill is also getting higher.⁴⁵ Therefore, when students used compound and complex sentences in writing they must be able to master the vocabulary. Therefore, the students would be easier to make compound and complex sentences and can make a good essay.

The last factor was by students' difficulties in using compound and complex sentences. It happened because they seldom review the material and students were seldom practice to make compound and complex sentences in correct sentence. Some students also forgot about the material. Based on the finding, the researcher found similarities in the result of students' interviews with the Yen Aryni study. The finding showed that the cause of students' difficulties in using compound and complex sentences were students lack practice in making good and correct sentences. Students were not often reviewing lesson. So, they forget about the material. Then they rarely used compound and complex sentences in writing.⁴⁶

⁴⁵Saptin Dwi Setyo Hastuti, *The Influence Of Vocabulary And Grammar Mastery on The Students' Writing Skill*, (AMPTA Yogyakarta State University, 2015). *Jurnal Media Wisata*. Vol. 13. No.1. P.1-10.

⁴⁶Yen Aryni, *Analisis Kesulitan Menentukan Jenis Kalimat Dalam Sebuah Teks*. (Jakarta: Unpublished Thesis, 2019). P. 1-7.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher made some conclusions as follows:

1. The mistakes that often made by students at the fourth semester of English Department of IAIN Langsa in using compound and complex sentences in writing classare as follow:
 - a. Missing subject,
 - b. Comma splice,
 - c. Missing coordinate conjunction,
 - d. Missing subordinate conjunction,
 - e. Mistakes in placing appropriate conjunctions,
 - f. Difficult to remember connectors and conjunctions,
 - g. Difficult to choose the appropriate conjunctions.
2. The factors that caused the students' problems in using compound and complex sentencesare as follows:
 - a. Thestudents' comprehension of the lesson is weak.
 - b. The lecturer did not explain the material in detail.
 - c. The students lack of idea in writing.
 - d. The students lack in grammar and vocabulary mastery.

- e. The students seldom review the material about compound and complex sentences. Then, the students seldom in practice in making compound and complex sentences in correct sentence.

B. Suggestion

Based to the the data found, the researcher give suggestions to students and lecturers. The researcher made some suggestions as follows:

1. For students:
 - a. The students should learn more about the important material that were included in compound and complex sentences in writing class.
 - b. The students should practice more about how to make compound and complex sentences in correct sentence.
 - c. The students must mastery the grammar and memorize a lot of vocabulary to make a good sentence.
2. For lectures: The lecturer should give more assignments about compound and complex sentences to students. So, they can make a correct sentence when using compound and complex sentences. Then, the lecturer should analyze of students' essay writing assignment in order that students know their mistakes.

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