



AN ANALYSIS OF STUDENTS' ACCURACY IN CONSTRUCTING COMPLEX SENTENCES MADE BY ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan keakuratan pada mahasiswa semester lima di jurusan Bahasa Inggris Universitas Negeri Padang dalam menggabungkan *independent* dan *dependent clause*, khususnya tentang menggabungkan *main clause* dan *noun clause*, *main clause* dan *adjective clause*, dan *main clause* dan *adverb clause*. Selain itu, penelitian ini juga bertujuan untuk menemukan permasalahan yang dialami oleh siswa dalam menggabungkan *clauses* tersebut. Penelitian ini diklasifikasikan ke dalam bentuk deskriptif *quantitative research*. Populasi untuk penelitian ini adalah mahasiswa semester lima di Jurusan Bahasa Inggris tahun ajaran 2015/2016. Total siswa untuk penelitian ini sebanyak 30 siswa dari kelas NK2. *Cluster sampling* digunakan untuk pengambilan data. Data diambil menggunakan tes *grammar*. Ada tiga jenis *clauses* yang diberikan kepada siswa dan mereka diminta untuk menggabungkan dua kalimat dengan menggunakan kata penghubung yang tepat dari setiap *clauses*; *noun clause*, *adjective clause*, and *adverb clause*. Siswa diberikan tes *grammar* dan dikerjakan selama 90 menit. Berdasarkan penemuan dari penelitian yang dilakukan, ditemukan bahwa keakuratan siswa dalam menggabungkan *main clause* dan *noun clause* dikategorikan kepada rata-rata, keakuratan siswa dalam menggabungkan *main clause* dan *adjective clause* dikategorikan rata-rata, dan keakuratan siswa dalam menggabungkan *main clause* dan *adverb clause* dikategorikan lemah. Ada enam permasalahan yang ditemukan dari tes *grammar* siswa yaitu *the use of subordinator*, *double connector*, *omitted comma*, *wrong clause type chosen as a complement*, dan *wrong use of a relative pronoun*. Beberapa saran diusulkan kepada dosen bahwa dosen sebaiknya memberikan kesempatan belajar lebih kepada siswa dalam melakukan tes *grammar*. Kemudian, siswa sebaiknya juga belajar lebih banyak lagi dan sering-sering berlatih dalam mempelajari *complex sentences*, khususnya dalam menggabungkan *independent* dan *dependent clause*. dan untuk peneliti berikutnya, bisa difokuskan dalam menemukan perbedaan permasalahan antaramistakes dan errors dalam menciptakan *complex sentence*.

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Kata Kunci: clause, complex sentences, noun clause, adjective clause, adverb clause, akurasi, masalah.

ABSTRACT

This study is aimed to describe the accuracy of the fifth semester English Department students at UNP in combining independent and dependent clause, especially about combining main clause and noun clause, main clause and adjective clause, and main clause and adverb clause. In addition, this study is also aimed to find out the students' problems in combining the clauses. This study is classified into descriptive quantitative research. The population of this research is fifth semester English Department students in 2015/2016. The total number of the sample is 30 students from NK2 class. Cluster sampling technique was used to collect the sample. The data were collected by using grammar test. Three types of clauses were given to the students and they were asked to combine two clauses by choosing appropriate subordinators in each clause; noun clause, adjective clause, and adverb clause. Students were given the grammar test and the test was done in 90 minutes. Based on the findings research, it was found that the students' accuracy in combining main clause and noun clause is in average category, students' accuracy in combining main clause and adjective clause is in average category, and students' accuracy in combining main clause and adverb clause is in poor category. There were five common problems identified from the students' grammar test, which were the use of subordinator, double connector, omitted comma, wrong clause type chosen as a complement, and wrong use of a relative pronoun. Some suggestions were proposed to the lecturers that they should give more learning opportunities for students to apply in grammar test. Then, the students should learn more and have a lot of practice in learning complex sentences, especially in combining independent and dependent clause. And for the next researcher, can be focused in finding the different problem between the mistakes and the errors in constructing complex sentences.

Keywords: clause, complex sentences, noun clause, adjective clause, adverb clause, accuracy, problem.

A. INTRODUCTION

One of the rules that must be mastered in learning English is about complex sentence. Students have the problem in sentence pattern when they have to combine two clauses which consist of independent clause and dependent clause. Independent clause is a clause that can stand alone and dependent clause is a clause that cannot stand alone. Dependent clause is divided into three types. They are noun clause, adjective clause, and adverb clause.

For mastering complex sentences, the students need the comprehension about connecting word which is used to separate the dependent clause from the independent clause. A variety of connecting words may be used to join the clauses. Because of there are three types of dependent clause functioning as complementizer, the students should differentiate the type of clause based on its functions.

As Adjei (2015: 63) states in his research, subordination is one of the essential elements in constructing sentences in English language, especially in complex sentences. It is a way of combining clauses to make one part of it more important than others. Students have to combine clauses which are independent clause and dependent clause, but they have lack knowledge about subordination. He adds that the students have difficulty in using subordination in sentences and also have difficulty in identifying the types and functions of subordinate clauses in sentences. When they are asked different subordinators, they provided only the subordinators such as *when, if, that, etc.* as answers. Another problem is they did not understand in combining a subordinate clause using subordinator that identifies one part of the sentence as the subordinate clause and the other as the main clause. The students did not know that subordinators are the markers of the subordinate clause. It means that it is an important skill needed to form meaningful sentences in English language.

In addition, the understanding of clause is difficult for students. Therefore, the researcher wants to analyze clause made by English Department students at Universitas Negeri Padang, especially for students at fifth semester because they have passed grammar class from grammar 1 until grammar 4. They have learned about clauses especially about noun clause, adjective clause, and adverb clause. In addition, they are supposed to be able to combine the clauses and use the rules correctly.

B. RESEARCH METHOD

The researcher used descriptive quantitative research. The descriptive quantitative studies are carried out to gain the information about the references, attitude, practices, concerns, or interest of some group or people. Gay (2000) also says that a descriptive research is used to investigate many kinds of educational problems and issues. It means that the functions of the design are to observe and to describe the problems based on the data. Related to the characteristics of descriptive quantitative above, the researcher used descriptive research to know the students' accuracy in combining independent and dependent clauses. Then, it was also done to know the students' problems in combining them.

The population in this study was student of 2015 academic year of English Department at Universitas Negeri Padang. The number of the students was 155, which consisted of six classes. Four classes of English Education Program coded as K. They were K1 class, K2 class, K3 class; and two classes of English Literature Program, coded as NK which are NK1 class and NK2 class.

The sample of this research was taken by using cluster sampling. Gay et. al (2009: 138) say that the cluster sampling is sampling in which group, not individuals, are randomly selected. All the members of selected group had similar characteristics and the minimum student is at least 10% of the group. The members passed Grammar 1, Grammar 2, Grammar 3, and Grammar 4 in the previous semester.

Then, researcher only took a class which consisted of 30 students. So, the sample for this research chose randomly from five clusters and the result was NK 2 would be the sample from the population.

This research used grammar test as the instrument to collect data. The test was related to clauses which consisted of noun clause, adjective clause, and adverb clause. As Brown (2010: 3) says that test is a method of measuring persons' ability, knowledge, or performance in a given domain. In this research, each item had two sentences (first sentence and second sentence) that need to be combined. The researcher explained the instructions to the students what they should done during the test. Then, the rubric below was used to score students' test:

**Table 1. The Rubric Used to Judge Students' Clauses
(Adapted from Brown, 2010: 214)**

Score/Category	Indicator
5/Excellent	>81% of all clauses are correct
4/Good	61 - 80% of all clauses are correct
3/Average	41 - 60% of all clauses are correct
2/Poor	21 - 40% of all clauses are correct
1/Very Poor	< 20% of all clauses are correct

The data of this research was the students' accuracy in combining independent and dependent clauses identified on the students' worksheet. To get the data, the researcher followed some techniques as suggested by Brown (2010: 85). The techniques were as follows:

1. The researcher gave grammar test to the students. The students were asked to combine independent and dependent clauses, especially about noun clause, adjective clause, and adverb clause. Each item of the instrument had two sentences (first sentence and second sentence) that need to be combined.
2. The problems in combining independent and dependent clauses were collected by checking the works of students' problems.
3. The data were collected in order to find out the final score of the students.

. In analyzing the data, the researcher did the following steps as suggested by Brown (2004: 172). The steps are as follows:

1. Collecting the students' worksheet
2. Finding out the students' accuracy in combining the type of clauses.
3. Finding out the clauses which were the problems of students.
4. The wrong uses of subordinators' clauses were classified based on the types of its categories. The total numbers of each type were calculated in order to see the frequency of the students. To get the quantitative description of each type of students' accuracy, the result was classified into the rubric that will be adapted from Brown (2010: 214) for this research.

5. Finding out the percentage of students' accuracy by applying the formula suggested by Sudjana (1991: 131) as follows:

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

Where:

P = Percentage of the answers

F = Frequency of students who get correct answers

N = Total items

C. RESULT AND DISCUSSION

1. RESEARCH FINDINGS

Table 2. The Students' Scores in Combining Independent and Dependent Clause

No.	Interval (%)	Correct Noun Clause	Correct Adjective Clause	Correct Adverb Clause	Classification of Score Level
1.	81-100	0	17	0	Excellent
2.	61-80	13	13-16	0	Good
3.	41-60	9-12	9-12	9-10	Average
4.	21-40	5-8	6-8	5-8	Poor
5.	<20	2-3	34	0-4	Very Poor

From Table 2, there are five categories to classify students' correct answers in combining clauses. Those categories are excellent (81-100%), good (61-80%), average (41-60%), poor (21-40%), and very poor (<20%).

1. Students' Accuracy – Combining Independent and Dependent Clause

a. The students' accuracy in combining clauses (Main and Noun Clause)

After analyzing and giving score to the students' noun clause, the students were categorized into five levels which are excellent, good, average, poor, and very poor. As the result, there was no student who was in excellent category. In good level, there was only one student (student 4). In average level, there were 13 students (student 1, student 5, student 6, student 7, student 8, student 9, student 16, student 17, student 20, student 21, student 25, student 26, and student 30). There were 13 students who were in poor level (student 2, student 10, student 11, student 12, student 13, student 14, student 15, student 18, student 22, student 23, student 24, student 27, and student 28). And, there were 3 students who were in very poor level (student 3, student 19, and student 29).

b. The students' accuracy in combining clauses (Main Clause and Adjective Clause)

After analyzing and giving score to the students' adjective clause, the students' score were categorized into five levels which are excellent, good, average, poor, and very poor. As the result, there was only one student who was in excellent category (student 4). There were 8 students in good level (student 1,

student 5, student 6, student 9, student 20, student 25, student 27, and student 28). In average level, there are 9 students (student 11, student 13, student 16, student 17, student 18, student 21, student 24, student 26, and student 29). There were 7 students who were in poor level (student 2, student 7, student 8, student 10, student 22, student 23, and student 30). And, there were 5 students who were in very poor level (student 3, student 12, student 14, student 15, and student 19).

c. The students' accuracy in combining clauses (Main Clause and Adverb Clauses)

After analyzing and giving score to the students' adverb clause, the result was found that there is no student in excellent and good level. There are 2 students in average level (student 6 and student 21). There are 18 students who are in poor level (student 1, student 4, student 5, student 8, student 9, student 10, student 13, student 14, student 16, student 17, student 18, student 20, student 22, student 25, student 26, student 27, student 29, and student 30). And, there are 10 students who are in very poor level (student 2, student 3, student 7, student 11, student 12, student 15, student 19, student 23, student 24, and student 28).

2. Students' Problems in Combining Independent and Dependent Clauses

There are some problems found in students' grammar test. Their problems related to the use of subordinator, double connector, omitted comma, wrong clause type chosen as a complement, and wrong use of a relative pronoun.

1. The use of subordinator

There were some mistakes made by students in using subordinator to combine independent and dependent clause, especially in combining main clause and noun clause, main clause and adjective clause, and main clause and adverb clause.

2. Double connector

In the students' test were found that they used double connector in combining clauses (main clause and noun clause).

3. Omitted comma

Using comma is one of the important components either in combining or constructing clauses. If comma is not placed as its rules, it will happen a fault in writing.

4. Wrong clause type chosen as a complement

Choosing a complement is a component in combining independent and dependent clause in order to differ from one another in which types of complement they allow.

5. Wrong use of a relative pronoun

In adjective clause where the subject has been replaced, the form of verb depends on the noun being modified. In students' grammar test, it was found that many of them who were not careful in combining clauses into adjective clauses.

2. DISCUSSION

Based on the findings, the third year of English Department students should be aware in combining independent and dependent clause, especially in noun clause, adjective clause, and adverb clause. Many students are hard to determine appropriate connecting words or subordinators to combine clauses between main clause and noun clause, main clause and adjective clause, and main clause and adverb clause. Adjei (2015: 5) states that a problem identified is the students do not understand the subordination device. In constructing a subordinate clause, one key element is the use of a subordinator that clearly identifies one part of the sentences as the subordinate clause and the other as the main clause. Students were seen to lack the basic knowledge of subordination. Most of the students did not know what actually went into the structure of a clause in the first place.

In this research, it was found that many students cannot combine the independent and dependent clauses accurately. They had problem in using English clause. Based on the previous research conducted by Khansir and Pakdel (2017) about the using of English clauses, it was also found the same problem. The students did not know have knowledge of the rules for using the clauses structure in English. It may be partly because of the lack of their practice in their classroom. The students should be taught use of clauses structure rules in English. The teacher should do some exercises containing various types of errors in the use of three categories of clauses: noun clause, adverbial clause, and adjective clause and ask his/her students to correct the errors in the construction of the clauses in the English language. However, in order to avoid errors in the use of clauses, the students should be made familiar with the rules of clauses in English language.

In summary, the English Department students at Universitas Negeri Padang have took Grammar subject and also have learned about the types of clauses, such as noun clause, adjective clause, and adverb clause. But, they did not master the rules of clauses properly. Based on the study, it is really needed to offer more practice about independent and dependent clauses to the students in order to enhance the knowledge related to the clause.

D. CONCLUSION AND SUGGESTION

Based on the research findings, first it can be concluded that the third year of English Department students have shown that they have low mastery in combining independent and dependent clause. More than half students were not able in combining them correctly. These findings are indicated by the fact that the students had problem in choosing subordinators as connecting words appropriately. The students have average category in combining main clause and noun clause, average category in combining main clause and adjective clause, and poor category in combining main clause adverb clause.

The students' problems they faced may be caused by the students' lack of understanding of clause. They have problems related to the use of subordinator, double connector, omitted comma, wrong clause type as complement, and wrong use of a relative pronoun. The students are more familiar with adjective clause than noun clause and adverb clause. Students may also think that combining

independent and dependent clause is not really complicated since they have to focus only on the use of subordinators. This problem may occur when the students did not comprehend the function in each subordinator. As the result, when they are asked to construct properly, the students only choose the suitable subordinators without considering the other elements.

The students must pay more attention to the correct pattern about the use of subordinator, double connector, omitted comma, wrong clause type chosen as a complement, wrong use of a relative pronoun, and fragments. Furthermore, the students should be aware to the use complement clause to practice spoken.

For the lecturers, they should prepare various kinds of exercises to improve the students' accuracy in combining noun clause, adjective clause, and adverb clause. In addition, they can give time to the students to study more independently and to optimize the media as a source to get exercises.

And for the next researcher can be focused in finding the different problem between the mistakes and the errors in using complex sentences.

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