



## **AN ANALYSIS OF THE COMPLEX SENTENCES USED IN THE THESES WRITTEN BY ENGLISH DEPARTMENT GRADUATES OF MARCH 2017 PERIOD IN UNIVERSITAS NEGERI PADANG**

**Danisa Warni<sup>1</sup>, Yenni Rozimela<sup>2</sup>, Fitrawati<sup>3</sup>**

English Department

Faculty of Languages and Arts

State University of Padang

email: [Danisawarni1@gmail.com](mailto:Danisawarni1@gmail.com)

### **Abstract**

This research is a descriptive research which aims to observe the types of complex sentences in the theses written by graduates of English department graduates of March 2017 periode in Universitas Negeri Padang. The source of the data for this research are the theses written by English department graduates of March 2017 periode in Universitas Negeri Padang. There are 20 of 73 theses chosen as sample for this research by using purposive random sampling. Based on the research, there are three types of complex sentences within the theses namely noun clause, adverbial clause and adjective clause. The result of the analysis shows that there are 210 complex sentences from 20 theses. There are 23 sentences are categorized as noun clause, 126 as adverbial clauses and 61 adjective clauses. The most type used is the adverbial clause. It is found that 92 of 210 sentences are categorized very good, 110 are good, 8 are sufficient and 0 are poor. The adverbial clauses are the most used type of the sentences and followed adjective clause.

**Key words:** Complex Sentence Types, Theses

### **INTRODUCTION**

According to Folse (2012) there are four types of sentences. They are simple sentence, compound sentence, complex sentence and compound and complex sentence. According to Haliday (in Rozimela, 2005), written language is characterized by the fragment occurrences of big nominal groups and complex clauses. However, one of the difficulties that occurs in the field for English departments students is 'to write the complex sentences'. From an interview with some students, it seems that writing complex sentences, are quiet difficult to do. Furthermore, this case probably distracts them while writing their final project such as thesis or paper. Perharps, it could be happening because a missconception about the complex sentence itself should be complicated, long, or impressive. This misconception has already been in their mind at the first place. Moreover, this misconception also makes the students write very long sentences and

<sup>1</sup> English ELTSP of English Department of FBS Universitas Negeri Padang graduated on....

<sup>2</sup> Lecturer of English Department of FBS Universitas Negeri Padang

<sup>3</sup> Lecturer of English Department of FBS Universitas Negeri Padang



grammatically incorrect that are difficult to understand. Then, according to the statement above, the researcher is interested in conducting a research entitled “An Analysis of Complex Sentences in the Background of the Problem of the Thesis of Graduates of UNP

## **RESEARCH METHOD**

This study belongs to a descriptive research because it described the use of complex sentences by graduates of English Department Universitas Negeri Padang in writing their theses. The data of this research were the complex sentences found in the theses written by graduates of English Department of March 2017 period in Universitas Negeri Padang. The researcher decided to choose the theses written by the graduates on March 2017 period because they were the latest graduates whose writings were available to access at the time of this research. Of 73 students graduating on March 2017, 30 students of whom wrote theses. There were 20 theses were chosen as the data in this research. The instrument of this research was the rubric of complex sentences. The rubric was used in order to find out the quality of complex sentence types written in the theses.

In this research, researcher was helped by an auditor who did the same thing as a scorer, but in this case, the auditor only helped researcher categorize and classify each component of complex sentences into 5 categories. The auditor used a rubric scoring to categorize students’ discussion texts provided by the researcher (see appendix 2). The rubric scoring was based on Altenberg and Vago (2010: 214-218). There were several steps done in order to collect the data. Firstly, the theses were copied from the lecturers of English Department in Universitas Negeri Padang. After that, the complex sentences found in the background of the research were identified by reading each of the theses. The paragraphs in the background of the research were separated into some sentences and then numbered. Lastly, the complex sentences were grouped based on its types: adjective clause, adverb clause, and noun clause.

## **RESULT AND DISCUSSION**

### **1. Research Finding**

After analyzing the 20 theses, there are 210 complex sentences from all the theses. The first thesis consists of 5 data, the second thesis has 5 data, the third thesis consists of 10 data, the fourth thesis consist of 7 data, the fifth thesis consists of 19 data, the sixth thesis consists of 13 data, the seventh thesis consists of 12 data, the eighth thesis thesis consists of 9 data, the ninth thesis consists of 5 data, the tenth thesis consist of 14 data, the eleventh thesis consists of 11 data, the twelveth thesis consists of 9 data, the thirteenth thesis consists of 10 data, the fourteenth thesis consists of 20 data, the fifteenth data consists of 9 data, the sixteenth thesis consists of 9 data, the seventeenth thesis consists of 4 data, the eighteenth thesis consists of 18 data, the nineteenth thesis consists of 12 data and the last thesis consists of 9 data. Based on the total of 210 data analyzed, there were 23 data categorized as noun clauses, 126 adverbial clauses and 61 data

adjective clauses. Table 4.1 presents the number of complex sentences found from the 20 thesis analyzed in this study.

**Table 4.1.: Complex Sentence Types Analysis**

Sample	Complex Sentence Types			Total of Complex Sentence	Total of Data
	Noun Clause	Adverbial Clause	Adjective clause		
1	0	3	2	5	5
2	1	2	2	5	5
3	1	4	5	10	10
4	1	3	3	7	7
5	2	16	1	19	19
6	3	5	5	13	13
7	1	8	3	12	12
8	0	5	3	9	9
9	3	3	1	5	5
10	0	9	4	14	14
11	0	4	7	11	11
12	1	6	2	9	9
13	0	7	3	10	10
14	2	13	5	20	20
15	2	6	1	9	9
16	4	5	0	9	9
17	0	1	3	4	4
18	2	14	2	18	18
19	0	6	6	12	12
20	0	6	3	9	9
<b>Total</b>	<b>23</b>	<b>126</b>	<b>61</b>	<b>210</b>	<b>210</b>

The sentences were analyzed based on the indicators of a complex sentences. Before analyzing each component of complex sentences, the researcher categorized them first into 4 categories: very good, good, sufficient and poor. The researcher was helped by an auditor in categorizing and analyzing the data. The categorization of the data is presented in Table 4.2.

**Table 4.2: Categorization of Complex Sentence Types**

Category	Complex Sentence Types			Total
	Noun Clauses	Adverbial Clauses	Adjective Clauses	
Very good	5	48	31	84
Good	16	72	29	117

Sufficient	2	6	1	9
Poor	0	0	0	0
<b>Total</b>	<b>23</b>	<b>126</b>	<b>61</b>	<b>210</b>

**a. The Complex Sentences in form of Noun Clause used by English Department's graduates of March 2017 period in Universitas Negeri Padang.**

Based on the research conducted, it was found that there were 23 data categorized as complex sentences in form of noun clause. There was 1 datum categorized as complex sentence in form of noun clause written by sample 2, 1 datum written by sample 3, 1 datum written by sample 4, 2 data written by sample 5, 3 data written by sample 6, 1 datum written by sample 7, 3 data written by sample 9, 1 datum written by 12, 2 data written by sample 14, 2 data written by sample 15, 4 data written by sample 16, and 2 data written by sample 18. Based on findings of the research, the quality of complex sentences in form of noun clauses written by the students in general is categorized as *good*. Table 4.4 details the quality of the investigated noun clauses.

**Table 4.4: The description of the quality of the complex sentences in form of noun clauses.**

Sentence	Total	Quality
3,6,16,18,22	5	Very Good
1,2,4,5,7,8,9,10,12,13,14,15,17,20,21,23	16	Good
11,19	2	Sufficient
-	0	Poor

From table 4.4, it was found that 5 data of complex sentences in form of noun clause belong to very good category, 16 data belong to good category, 2 data belong to sufficient category, and none of the data were categorized into poor category.

**(1) Very good**

Some of the complex sentences categorized into excellent category in the theses were explained below.

Datum 10 :

*“There are two features of speaking ability that most of the students find it difficult to master ; they are lexical features, which are related to vocabulary, discourse markers, and social formula, and grammatical features which are related to present perfect tense, modals, and personal pronouns.”*

Datum 10 is a complex sentence in form of noun clause. The independent clause is *“There are two features of speaking ability”* and the dependent clause is *“most of the students find it difficult to master; they are lexical features, which are related to vocabulary, discourse markers, and social formula, and grammatical features which are related to present perfect tense, modals, and personal pronouns.”*. In the independent clause, the subject is *there* and the verb is *are*. In the dependent clause, the subject is *“most of the students”* and the verb is *find* with the conjunction *that*.

**(1) Good**

Based on the data, there were 13 complex sentences in form of noun clause which were categorized in Sufficient category. Some of the complex sentences categorized into ‘Good category were outlined below.

Datum 30 :

*”Translation has an important role in making people understand what others speaks in different language “*

Datum 30 is a complex sentence in form of noun clause. The independent clause is *“translation has an important role in making people understand”* and the dependent clause is *“others speaks in different language”*. In the independent clause, the subject is *translation* and the verb is *has*. In the dependent clause, the subject is *others* and the verb is *speaks* with the conjunction is *what*. However, there is a grammatical problem in this sentence. *S* at the end of the word ‘*speaks*’ should be omitted. Therefore, the correct sentence is *“Translation has an important role in making people understand what others speak in different language”*.

**(1) Sufficient**

There were 2 complex sentences containing noun clauses categorized into ‘Good’ category. The sentences categorized into the ‘Good’ category were explained below.

Datum 81 :

*”Between baby language and infant language have some differences where baby language only produces the sounds like vegetative sounds, cooing, laughter, vocal play, and babbling ; meanwhile, infant language is a transmission from babbling to producing word “*

Datum 81 is a complex sentence is form of noun clause. There are one independent clause and two dependent clauses in this sentence. The independent clause is *“between baby language and infant language have some differences.”* The dependent clause are *“baby language only produces the sounds like vegetative sounds, cooing, laughter, vocal play”*, and *“babbling and infant language is a transmission from babbling to produicng word”*. In independent clause, the subject is *baby language and infan language* and verb is *have*.

In the dependent clause, the subjects are *baby language* and *infant language* and the verbs are *produces* and *is*. There are two conjunctions in this sentence. They are *where* and *meanwhile*. However, there are several problem in this sentence. First, the word choice *“between”* in this sentence is not appropriate. It should changed with article *“the”*. The next problem is the conjunction *“meanwhile”* which is not appropriately used in this sentence. It should be *“while”* instead of *meanwhile*. The phrase *“producing word”* should be written *“word production”*. Theferore, the correct sentence is *“The baby language and the infant language have some differences where the baby language only produces the sounds like vegetative sounds, cooing, laughter, vocal play, and babbling ; while, the infant language is a transmission from babbling to word production “*

**(1) Poor**

The complex sentences are categorized into poor if the structure of both clauses is incorrect and unacceptable for writing. Also, almost all of the

punctuations are incorrectly and inappropriately used, and the sentences use inappropriate and incorrect conjunction. In addition, it also not suitable with the context. Based on these characteristics, no complex sentences belonging to ‘Poor’ category was found.

**b. The Complex Sentences in form of Adverbial Clause used by English Department’s graduates of March 2017 period in Universitas Negeri Padang.**

After the research, it was found that there were 126 data categorized as complex sentences in form of adverbial clause. There were 3 data categorized as adverbial clauses written by sample 1, 2 data written by sample 2, 4 data written by sample 3 , 3 data written by sample 4, 16 data written by sample 5, 5 data written by sample 6, 8 data written by sample 7, 5 data written by 8, 3 data written by sample 9, 9 data written by sample 10, 4 data written by sample 11, 6 data written by sample 12, 7 data written by sample 13, 13 data written by sample 14, 6 data written by sample 15, 5 data written by sample 16, 1 datum written by sample 17, 14 data written by sample 18, 6 data written by sample 19 and 6 data written by sample 20.

**Table 4.5.: The description of the quality of complex sentences in form of adverbial clauses.**

Sentence	Total	Quality
30,35,36,39,42,43,44,53,54, 56,60,62,64, 70,71,72,73,77,78,81,83,85,90,91,92,93,94,97,100, 103,104,105,106,107,109,110,111,112,113,114,119,120,121,1 22,123,126,	48	Very Good
1,2,3,4,5,6,7,9,10,11,12,13,14,16,17,18,19,20,21,22,23,24,25,2 6,27,28,29,31,33,34,37,38,40,41,45,46,48,49,50,51, 52,55,57,58,59,60,61,65,66,67,68,69,74,75,76,79, 80,84,86,89,95,96, 98,99,101,102,108,115,116,117,118,124,125,	72	Good
8, 15, 47,63, 87,88	6	Sufficient
-	0	Poor

Based on findings of this research, it was found that the complex sentence types used in form of adverbial clause are generally in ‘ good’ category. The data showed that there were 48 adverbial clauses in very good category, 72 adverbial clauses in ‘good’ category, 6 adverbial clauses in ‘sufficient category, and no adverb clause belonging to ‘Poor’ category was found.

**(1) Very Good**

There were 48 sentences with adverbial clauses belonging to ‘very good’ category in the theses written by the graduates. Some of them were analyzed in the following part.

Datum 5 :

*“Since there are differences between the language of males and females, the way the give compliment are also different”*

Datum 5 is a complex sentence in form of adverbial clause. The independent clause is *“there are differences between the language of males and females”* and the dependent clause is *“they way the give compliment are also different”*. In independent clause, the subject is *there* and the verb is *are*. In the dependent clause, the subject is *the way the give compliment* and the verb is *are* with the conjunction *since*.

### **(2) Good**

Based on the data, there were 72 adverbial clauses categorized into ‘Good’ category. Some of the complex sentences categorized into Good’ category were outlined below:

Datum 2 :

*“Those behaviors are important because each of them play important role in communication “*

Datum 2 is a complex sentence in form of adverbial clause. The independent clause is *Those behaviors are important* and dependent clause is *each of them play important role in communication*. In independent clause, the subject is *Those behaviors* and the verb is *are*. in the dependent clause, the subject is *each of them* and the verb is *play*. The conjunction in this sentence is *because* that indicates the reason why the idea in the independent clause happens. However, there is a problem in this sentence which is the use of article. The article *an* should be added after the word *play*. Therefore, the correct sentence is *“Those behaviors are important because each of them play an important role in communication.”*

### **(3) Sufficient**

here were 6 adverbial clauses categorized into ‘Sufficient category. Some of these clauses were analyzed in the following.

Datum 7 :

*“The ability of speaking English is closely related to the success of the vocational school students in getting job in the future since the most job markets require people who can communicate in English such as hotel industry, banks, or foreign – based companies “*

Datum 7 is a complex sentence in form of adverbial clause. The independent clause is *“The ability of speaking English is closely related to the success of the vocational school students in getting job in the future”* and the dependent clause is *“the most job markets require people who can communicate in English such as hotel industry, banks, or foreign – based companies”*. In the independent clause, the subject is *The ability of speaking English* and the verb is *is*. In the dependent clause, the subject is *the most job markets* and the verb is *require*. The conjunction in this sentence is *since*. However, there are several problems in this sentence. The first problem is about the article. The article *the* in this sentence should be omitted. The second problem is about the preposition. The preposition *of* should be added after the word *most*. Therefore, the correct sentence is *“The ability of speaking English is closely related to the success of the vocational school students in getting job in the future since most of job markets*

*require people who can communicate in English such as hotel industry, banks, or foreign – based companies”.*

#### **(4) Poor**

The complex sentences are categorized into poor if the structure of both clauses is incorrect and unacceptable for writing. Also, almost all of the punctuations are incorrectly and inappropriately used, and the sentences use inappropriate and incorrect conjunction. In addition, it also not suitable with the context. Based on these characteristics, no complex sentences belonging to ‘Poor’ category was found.

#### **c. The Complex Sentences in form of Adjective Clause used by English Department’s graduates of March 2017 period in Universitas Negeri Padang.**

After analysis, it was found that there were 61 sentences containing adjective clauses from the thesis. There were 2 complex sentences involving adjective clause written by sample 1, 2 data written by sample 2, 5 data written by sample 3, 3 data written by sample 4, 1 datum written by sample 5, 5 data written by sample 6, 3 data written by sample 7, 3 data written by 8, 1 datum written by sample 9, 4 data written by sample 10, 7 data written by sample 11, 2 data written by sample 12, 3 data written by sample 13, 5 data written by sample 14, 1 datum written by sample 15, 3 data written by sample 17, 2 data written by sample 18, 6 data written by sample 19 and 3 data written by sample 20.

**Table 4.6. : The description of the quality of complex sentences in form of adjective clauses**

<b>Sentence</b>	<b>Total</b>	<b>Quality</b>
5,10,13,14,15,16,17,18,19,23,24,26,29,30,31,33,36 39,43,44,45,47,48,49,50,52,53,54,56,59,61	31	Very Good
1,2,3,4,6,7,9,11,12,20,21,22,25,27,31,32,35,37,38, 40,41,42,46,51,54,55,57,58,60,	29	Good
28	1	Sufficient
-	0	Poor

Based on findings of the research, it was found that the complex sentences types used in form of adjective clauses are in ‘very good’ category. There were 31 complex sentences involving adjective clauses categorized into ‘vey good’ category, 29 complex sentences involving adjective clauses in ‘good’ category, 1 complex sentences involving adjective clauses in ‘sufficient’ category, and no complex sentence involving adverbial clauses in ‘Poor’ category was found.

#### **(1) Very Good**

Some of the 31 complex sentences involving adjective clauses categorized as ‘Excellent’ in the theses were explained in what follows.

Datum 6 :

*“It is not doubtful that the importance of speaking skill is emphasized in every level of education from elementary to senior high school including vocational high school which to prepare students to get involved in the job markets right after their graduation”*



Datum 6 is a complex sentence in form of adjective clause. The independent clause is “*It is not doubtful that the importance of speaking skill is emphasized in every level of education from elementary to senior high school including vocational high school*” and the dependent clause is “*to prepare students to get involved in the job markets right after their graduation*”. In the independent clause, the subject is “*the importance of speaking skill*” and the verb is *is*. In the dependent clause, the subject is *speaking skill* and the verb is *prepare*. The conjunction in this sentence is *which*.

### (2) Good

Based on the data, there were 29 complex sentences in form of adjective clauses which were categorized in ‘Good’ category, some of which were outlined in the following explanation.

Datum 1 :

“*There are several behaviors of speech act that commonly used by people in daily communication, such as, apology, request, complaint, invitation, and also compliment*”

Datum 1 is a complex sentence in form of adjective clause. The conjunction in this sentence is “*that*”. This sentence has one independent clause and one dependent clause. The independent clause is *There are several behaviors of speech act* and the dependent clause is *commonly used by people in daily communication, such as, apology, request, complaint, invitation, and also compliment*. In the independent clause, the subject is *there* and the verb is *are*. In the dependent clause, the subject is *speech act* and there is no verb in the dependent clause. However, there is a problem in this sentence – the dependent clause has no verb. To be *are* should be added before the word *commonly*. Therefore, the correct sentence is “*There are several behaviors of speech act that are commonly used by people in daily communication, such as, apology, request, complaint, invitation, and also compliment*”.

### (3) Sufficient

There were 1 complex sentences containing adjective clauses categorized into ‘Sufficient category. The following outlines some of the sentences.

Datum 3 :

“*Compliment is a possitive speech act that express friendship or polite behaviour and increase mutual solidarity among people*”

Datum 3 is a complex sentence in form of adjective clause. The conjunction in this sentence is *that*. This sentence has one independent clause and one dependent clause. The independent clause is “*Compliment is a possitive speech act*” and the dependent clause is “*express friendship or polite behaviour and increase mutual solidarity among people*”. In the independent clause, the subject is *compliment* and the verb is *is*. In the dependent clause, the subject is *a possitive speech act* and the verb is *express*. However, there were two problems in this sentence . The first problem is the word *express* in this sentence which should instead be replaced the word *expresses*. The second problem is the word *increase*. The ending‘*s*’ should be added at the end of the word *increases*. Therefore, the correct sentence is “*Compliment is a possitive speech act that expresses friendship or polite behaviour and increases mutual solidarity among people*”.

#### **4). Poor**

The complex sentences are categorized into poor if the structure for both clauses are incorrect and unacceptable for within case. Also, almost all of the punctuation are incorrect and inappropriate and the sentences uses inappropriate and incorrect conjunction. In addition, it also not suitable with the context. Based on the data, there was none of complex sentences in form of adjective clause categorized into 'Poor' category.

#### **d. The most common of complex sentence types which is written by graduates of English Department Universitas Negeri Padang on March 2017**

The fourth research question to be answered deals with the most common complex sentence types written by the graduates of English Department Universitas Negeri Padang on March 2017 graduation. After the analysis, it was known that the most common complex sentence types used was the sentences containing adverbial clauses. There were 126 complex sentences involving adverbial clauses from the investigated data.

#### **2. Discussion**

The findings following the analysis of the complex sentences in 20 background of the problem of the theses show that the complex sentences in the theses written by the English Department graduates of March 2017 period were in 'good' category based on the indicators used in this study. There were 117 complex sentences which satisfy the requirements for a good sentence from 210 collected data. Each of the sentences met the three indicators of complex sentence as proposed by Altenrbeg and Vago (2010: 214-218). The data shows that, most of the complex sentences which are written by English Department's graduates of March 2017 period in Universitas Negeri Padang are written in the right form. In addition, based on the findings, each type of the complex sentences can be described as follow. The first one is the adjective clause. For adjective clause, the number for very good is 31, good is 29, and there is 1 sentence categorized as sufficient. The second type is adverbial clause. the description of this type is 72 sentences as very good, 48 sentences as good and 6 sentences as sufficient. The last type is noun clause with 5 sentences as very good, 16 sentences as good and 2 sentences as sufficient.

This discussion focuses on the three types of complex sentences which were written by the English Department graduates of March 2017 period in Universitas Negeri Padang. The first types is the complex sentence in form of Adjective clauses. There were 61 complex sentences in form of adjective clauses. Futhermore, there are 31 complex sentences in form of adjective clauses which were categorized in very good category. However, there are several problems found in this types of complex sentences. Some complex senteces has a mistake in grammatical and the using of an appropriate subordination. The mistake that commonly appears is the using of an appropriate conjunction. In line with this statement, according Adjei (2015: 2), the students faced significant level of difficulty in the use of subordination as well as difficulty with identifying the types and function of subordination in complex sentences.

The second types of complex sentences is adverbial clauses. The complex sentences in form of adverbial clauses are the most complex sentence types which were written by the English Department graduates of March 2017 period in Universitas Negeri Padang. This types of complex sentences are categorized into “good” category. There were some mistakes made by the graduates in composing their complex sentences, especially in grammatical ( preposition, article, and tense). This fact possibly happens because the graduates did not do the stages of writing, especially proof reading. This statement also supported by the previous research conducted by Rayawati (2013). According to Rayawati (2013), there are many errors made by the students in composing their complex sentences in terms of any possible properties of grammar (tense, preposition, pronoun, etc).

The last types of complex sentence is noun clause. This types of complex sentences is the least types which were written by the English Department graduates of March 2017 period in Universitas Negeri Padang. This types of complex sentences are categorized in “Good” category. There were only 5 complex sentences which were meet the three indicators of complex sentences. It means, the graduates found the difficulty in constructing the complex sentences in form of noun clauses. In line with this statement, according Saragih (2015: 2), the most difficult types of complex sentences constructed is noun clause. the students faced significant level of difficulty in the use of subordination as well as difficulty with identifying the types and function of subordination in complex sentences.

In conclusion, from the findings, 55,7% of the complex sentences from 20 theses meet the criterion for complex sentence although there are still some mistakes. The description of the data is 84 sentences categorized as very good, 117 sentences as good and only 9 sentences as sufficient. Since the number of good and very good are dominating, it could be concluded as the first sentence. Therefore, since the data were written by the graduates, they can be categorized already mastered how to write good complex sentence. This fact probably happens because the graduates had learned how to write good sentences in grammar subjects when they were still students. In line with this statement, Nunan (2013 :154) ) states that grammar is a set of rules about how to order words in sentence level. It means that, to master each of types of sentences, especially the complex sentences the writers need to follow the rules of grammar. Furthermore, it is also probably affected because the graduates had been advised in writing the thesis.

Moreover, the most common complex sentences written by English Department graduates of March 2017 period in Universitas Negeri Padang is the complex sentences involving adverbial clauses. There were 126 sentences using adverbial clauses found from all of the investigated data. Most of the complex sentences which are written by English Department’s graduates of March 2017 period in Universitas Negeri Padang used a conjunction such as *when, even though, although* and *in order that*. These conjunctions are usually called as subordinating conjunction because they link two clauses. It is line with the theory from Parrot (2000:335) who suggests that adverbial clauses start with a conjunction such as *when, even though, although, since, while* or *in order that*. In

other words, Parrot also states that subordinating conjunctions express the general meanings including time, manner, place, reason, condition, purpose and result.

In conclusion, the complex sentence types used in the theses written by English Department's graduates of March 2017 period in Universitas Negeri Padang are the three complex sentence types (noun clause, adverbial clause and adjective clause) are used and the most common complex sentence types used in theses written by English Department's graduates of March 2017 period in Universitas Negeri Padang is the complex sentence in form of adverbial clauses. Some problem also found in the complex sentences. Overall, the problem found are not to high in total percentage but it still indicates the lack of ability of English Department's graduates of March 2017 period in Universitas Negeri Padang in applying the indicators of correct complex sentence types.

### **CONCLUSION AND SUGGESTIONS**

This research focused on analyzing how the graduates of English Department on March 2017 period used complex sentences in their thesis. The purposes of this research were to find out the complex sentence types used in form of noun clause, adjective clause, and adverbial clause and also to find out which one out of the three clauses was mostly used by the graduates in using their writings. Therefore, there there were 210 analyzed data in total.

Based on the 210 data analyzed, 23 data contained noun clause, 126 data contained adverbial Clause, and 61 data contained adjective clause. That is to say, it was found that the most used complex sentence types is adverbial clause. There were 92 data categorized into 'Very good' category, 110 data categorized into 'Good' category, and 8 data categorized into 'Sufficient' category.

In general, the use of complex sentence types in the thesis is not balanced due to the domination of adverbial clauses. In short, the problems in the way the graduates used complex sentences indicate the lack of ability of the graduates in constructing the rules of correct complex sentences. The problem found are not to high in total percentage but it still indicates the lack of ability of English Department graduates of March 2017 period in Universitas Negeri Padang in applying the indicators of correct complex sentence types.

Using different types of complex sentences in writing a thesis is important in order to produce a good and interesting writing. With regard to the complex sentence used in writing, the researcher offers some suggestions as follows:

1. The students of English Department, Universitas Negeri Padang should improve their ability in writing a complex sentence types by applying their knowledge about the complex sentence types. Vary the complex sentence types and the most importantly, write the sentences correctly.
2. The next researcher can use the result of this study as reference for futher related research. Widen and deepen the research analysis and discussion in order to find more studies related to the complex sentence types in students's writing.

### BIBLIOGRAPHY

- Adjei, Amma Abrafi. *Journal of Education and Practice : Vol. 6 No. 8. Analysis of Subordination Errors in Students' Writings: A Study of Selected Teacher Training Colleges in Ghana.* 2015
- Altenberg, E.P., & Vago, R.M. . *English Grammar : Understanding The Basic.* New York : Cambridge University Press.
- Andersen, Sarah. 2014. *Sentence Types and Functions.* San Jose State University Writing Center.
- Arikunto, S. 2006. *Metodologi penelitian: Suatu Pendekatan.* Jakarta: Asta Suhasatya.
- Barry, Annita K. 2002. *English Grammar, Language As Human Behavior.* New York: Pearson Education.
- Cox, Carole. 1999. *Teaching Language Arts. A Students and Response Centered Classroom.* Al, United State of America.
- Folse, Keith S. 2012. *Keys to Teaching English Grammar to English Language Learners: A Practical Handbook.* The US: The Michigan University Press.
- Gay, L.R, Mills, Geoffrey E., And Airrasian, P.2009. *Educational Research.* New Jersey : Pearson Education.
- Harmer, Jeremy. 2004. *How to Teach Writing.* New York: Longman Inc.
- Hartfiel, V. F., Jacobs, H. L., Zinkgraft, S.A., Wormuth, D. R., &Hughey, J. B. (1985). *Learning ESL Composition.* Rowley, MA: Newbury House.
- Maley, Alan. 2005. *Writing with Children.* New York: Oxford University Press.
- Muschla, Gary Robert. 2011. *Practice Makes Perfect: Mastering Grammar.* US: Mcgraw-Hill.
- Nunan, David.2009. *Practical English Language Teaching.* Singapore: Mc.Graw Hill.
- Oshima &Houge. 2006. *Writing Academic English.* New York : Pearson Education : 164 – 172.
- Pardiyono. 2013. *Sure You Can ! The Magical Steps To Speak And Writer In English.* Yogyakarta : CV. ANDI OFFSET.

- Parrot, Martin. 2001. *Grammar For English Language Teachers*. Cambridge : Cambridge University Press : 332
- Radford, Andrew.2009. *Analysis English Sentence*. New York : Cambridge University Press.
- Rayawati, Dwi. Registered Number Student. 3213093010. 2013. *An Error Analysis On Complex Sentences Made by The Second Year Students of English Education Program of STAIN Tulungagung in Writing Class*. Thesis.English Education Program, State Islamic Collage (STAIN) of Tulungagung.
- Refnita, L.2014. *Let's Start Writing*. Padang: Universitas Bung Hatta.
- Rozimela,Yenni. 2005. *Genre Based Pedadogy for Teaching English Academic Writing in an Indonesian Tertiary Context: Case Study*. University of Melbourne. Unpublished Disertation.
- Saragih, Fitriwati : *An Error Analysis in Constructing Noun Clause Made by Fifth Semester Student of English Department STAIN Zawiyah Cot Kala Langsa*. STAIN Zawiyah Cot Kala Langsa, 2015.
- Sudhakar And Farheen, Syeedh Fatimah. 2015. *The Importance Of Grammar In English Language Teaching*. International Journal Of Scientific Research. Vol.4.Issue 8.
- Thornburry, Scoot.1999. *How To Teach Grammar*. USA :Longman.
- Wilson, Paige. 2003. *Writing Essentials*. New York: Oxford University.