

**THE STUDENTS' ABILITY IN WRITING COMPOUND
SENTENCE BY USING SIMPLE PAST TENSE AT
GRADE XI SMA NEGERI 2 KOTAPINANG**



A THESIS

*Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
Partial Fulfillment of the Requirement for the Graduate Degree
of Education (S.Pd.) in English Department*

Written By:

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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2023

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) Examplars

Padangsidimpuan, Juli 2023

a.n. Anita Harahap

To : Dean

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Padangsidimpuan

Assalamu'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Anita Harahap, entitled "The Students' Ability in Writing Compound Sentence by Using Simple Past Tense at Grade XI SMA N 2 Kotapinang". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warohmatullah wabarakatuh

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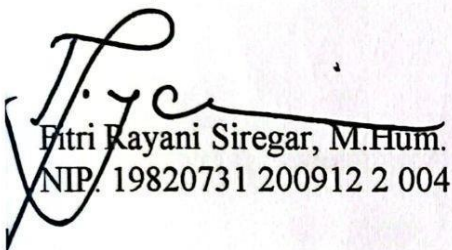
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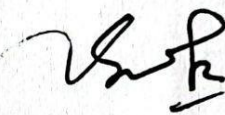
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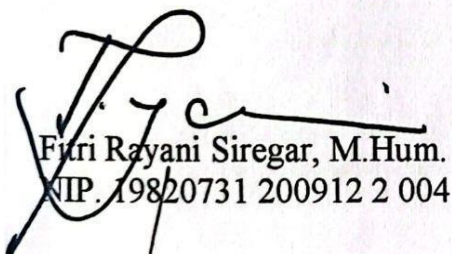
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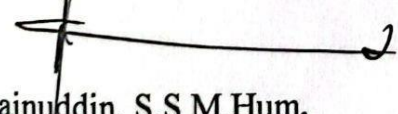

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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ABSTRACT

This research discussed about students' ability in writing compound sentence by using simple past tense at grade XI of SMAN 2 Kotapinang. This research is taken based on the fact of the problems such the students poor in writing a sentence especially in compound sentence with a tense. The problem that faced what is the level of students' ability in writing compound sentence by using simple past tense. The purpose of this research is to know the level of students' ability in writing compound sentence by using simple past tense at Grade XI SMA N 2 Kotapinang. This research used quantitative research by using descriptive method. The population was all the IX grade of students of SMA N 2 Kotapinang. The sample was XI MIPA 1 consisted of 30 students. The data were collected through with essay test about writing compound sentence by using simple past tense. The result of this research showed that mean score of this research is 70.46, median is 80, and modus is 70. The result of this research was categorized into high category. It can be seen from value percentage from mean score gotten by the students, that is 70.46. Then from the result of the hypothesis testing, the researcher found that the hypothesis is accepted. It can be proved from $Z_{count} = 6.328 > Z_{table} = 2.0$.

Keywords : Students' Ability, Writing Compound Sentence, Simple Past Tense

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Judul Skripsi : Kemampuan Siswa dalam Menulis Compound Sentence dengan Menggunakan Simple Past Tense pada kelas XI di SMA Negeri 2 Kotapinang

ABSTRAK

Penelitian ini membahas tentang kemampuan siswa dalam menulis kalimat majemuk dengan menggunakan simple past tense di kelas XI SMAN 2 Kotapinang. Penelitian ini diambil berdasarkan fakta permasalahan yaitu siswa kurang mampu dalam menulis kalimat khususnya dalam kalimat majemuk dengan tenses. Masalah yang dihadapi adalah bagaimana tingkat kemampuan siswa dalam menulis kalimat majemuk dengan menggunakan simple past tense. Tujuan penelitian ini adalah untuk mengetahui tingkat kemampuan siswa dalam menulis kalimat majemuk dengan menggunakan simple past tense di kelas XI SMA N 2 Kotapinang. Penelitian ini menggunakan penelitian kuantitatif dengan menggunakan metode deskriptif. Populasinya adalah seluruh siswa kelas IX SMA Negeri 2 Kotapinang. Sampel penelitian ini adalah siswa kelas XI MIPA 1 yang terdiri dari 30 siswa. Data dikumpulkan melalui tes esai tentang menulis kalimat majemuk dengan menggunakan simple past tense. Hasil penelitian menunjukkan bahwa skor rata-rata penelitian ini adalah 70.46, median 80, dan modus 70. Hasil penelitian ini termasuk dalam kategori tinggi. Hal ini dapat dilihat dari persentase nilai rata-rata skor yang diperoleh siswa yaitu 70.46. Kemudian dari hasil pengujian hipotesis, peneliti menemukan bahwa hipotesis diterima. Hal ini dapat dibuktikan dari $Z_{hitung} = 6,328 > Z_{tabel} = 2,0$.

Kata kunci : Kemampuan Siswa, Menulis Compound Sentence, Simple Past Tense

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First and foremost, praises and thanks to the Almighty, for His shower of blessings, as well as the strength, peace of mind, and good health that He bestowed upon me during my bachelor's degree, allowing me to successfully complete the research of work. Then, Shalawat and Salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

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Padangsidempuan, 26 June 2023

Researcher

Anita Harahap

Reg. No. 18 203 00108

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is a system that connects thoughts which can be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols. Language has been a major topic of research for well over two centuries.¹ As a part of communication, language has an important role in the implementation of human interaction in the world.

A language is also a system of communication which consist of a set of sounds and written symbols which are used by people of a particular country or region for talking or writing as in English. There are many languages in the world, and one of them is English language. In English language, there are four skill must be mastered by students or language learners. They are listening, speaking reading and writing. All this skill is very important in teaching English.

Teaching English is an important value in the education. The objective of teaching English is that students are expected to master the four language skills (listening, speaking, reading, and writing) are the mode or manner in which language is used for communication. Anytime a person communicates using a language that employs the combination of these skills. While communicating through the oral language receives the messages by listening and responds by speaking. In written language, that receives the messages by reading and responds

¹Gerald P. Delahunty and J Garvey James, *The English Language From Sound To Sense* (USA: Library of Congress Cataloging, 2010), 5.

by writing.² Among those four skills, writing is very crucial to be master because it is the process of putting and arranging the words together to be sequence sentences.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.³ It means that writing is one of the language skills to express an idea in written form and help the students in the process of learning English. Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.

Writing is language skill to communicate and to express the student ideas and feels. Writing becomes one of difficult subject for students. Writing is a productive skill. The writer produce his or her own ideas because of that it called as a productive skill. Writing is very important to be learnt especially by the students. Because by writing, the students can develop their ideas and they can communicate or express their own ideas in a written form to the readers.

²Parlindungan Pardede, *Integrated Skill Approach in EFL Classrooms: A Literature Review*, *EFL Theory & Practice: Voice of EED UKI* (Jakarta: FKIP UKI Jakarta, 2019), 40.

³Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, no. 01 (2014): 9.

In writing, student should learn about kind of sentences namely sentence structure which is the basic of writing skill. Sentence structure is the arrangement of words, phrases, and clauses in sentence. Sentence structure made up of simple sentence, compound sentence, complex sentence and compound complex sentence the capability of sentence structure will greatly enable one skill in writing especially in writing compound sentence.

In writing compound sentence the writers have to insert a comma before coordinating conjunction. Compound sentences consist of at least two independent subject verbs. Most compound sentence contain only two clauses. The two or more independent clause comprising compound sentences may be united in two ways. When writing compound sentence, the grammar must be correctly.

Grammar is the basic elements of the language and without the proper knowledge of grammar. Grammar is concern with analysis at the level of the sentences. Therefore, grammar can be explained about how component are correctly arranged in a sentence. Similar to Scoot⁴, that a set of rules that describes how words are arranged or changed creates a sentence of acceptable meaning in the language is grammar.⁵

Tenses is a category that expresses time reference with reference to the moment of speaking. Tenses always related to grammar. In English language, when people want to write sentences they should make tenses in their sentence.

⁴Scott Thornbury, *How to Teach Grammar* (United Kingdom: Pearson, 2002), 78.

⁵Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University, 2009), 87.

Tenses are part of grammar which concerns in sentences constructions.⁶ By mastering tenses in grammar, the writer will be easy to write about sentences especially in compound sentence with correct tenses.

Because of this case, the writer has to know and analyze more about the students problem in writing compound sentence of class XI at SMAN 2 Kotapinang to use tense form in sentence , especially in writing compound sentence by using simple past tense. The writer has to know how is students' ability in writing compound sentence by using simple past tense. By analyzing this case, the researcher decided to do a research based on the tittle is The Students' Ability in writing compound sentence by using past tense.

B. Limitation of the Problem

As mention above, English language always with grammar to arrange the sentences structured. Grammar is related to tenses which can make the sentences arranged based on the time that has determined. Based on the identification of problem the researcher wants to analyze how is student ability in writing sentences by using simple past tense especially in compound sentence with coordinating conjunction.

C. Formulation of the Problem

This research discusses the students' ability in writing compound sentence by using simple past tense. Based on background and identification above, researcher formulated the problem on the question what is the level of students' ability in

⁶Risma Muallifaton Ni'mah, *Students' Strategies in Learning English Tenses* (jakarta: Pt. Rineka Cipta, 2013), 57.

writing compound sentence by using simple past tense at grade XI SMAN 2 Kotapinang?

D. Objectives of the Research

Based on the research question stated, the researcher made the aims of the research. So, the aim of the research is to know the level of students' ability in writing compound sentence by using simple past tense at grade XI at SMAN 2 Kotapinang.

E. Significances of the Research

The significances of this research are:

1. Researcher

The writer will know how difficult students in writing compound sentence by using simple past tense. It can help the writer to get information about the students' understanding and difficulties individually.

2. English Teachers

The findings of this research hopefully can make the teachers wise up about the students' difficulties when they write sentences especially in compound sentence by using tenses. Then, the teachers have to give more attention for it. With choosing best strategies for teaching grammar especially in tenses, it will increase the students to resolve the difficulties of their writing English grammatically.

3. Students

The findings prepare information on how the difficulties make effect in students understanding grammar form in writing English

grammatically. From this research, the writer expects that it will give the students the sense of awareness and efforts to find and resolve their difficulties about writing sentences especially in compound sentence grammatically.

F. Outline of the Thesis

This thesis is divided into five chapters, each chapter consists of sub chapters with detail as follow: in chapter one, it is consist to introduction, they are background of the problem, limitation of the problem, formulation of the problem, focus of the research, objectives of the problem, significance of the problem, and thesis outline. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists to the theoretical descriptions, review of related findings, framework of thinking and hypothesis, in this research, researcher has hypothesis that the students' difficulties about simple past tense and past perfect tense at grade XI SMAN 2 Kotapinang.

The third chapter consists to the research methodology, about place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

The fourth chapter consists to description of the data analysis, the discussion of the result and limitation of the problem. Finally the fifth chapter consists of the conclusion and the suggestion.

G. Definitions of Key Terms

a. Definition of Students' Ability

Students' Ability is one of a talent, skill or proficiency in every human in this world. The ability is the quality or state of being able, especially physical, mental, or legal power to do something. There are two types of abilities are intellectual and physical abilities, which organizations look for employees to have to depend on the job requirements. Ability defined as the capacity of the individuals in a specific job. Ability is the skill or power to do something in other words talent.

b. Definition of writing Compound Sentence

Writing compound sentence is writing a sentence that consists of two main clauses and followed by coordinating conjunction, coma, and semicolon. In writing compound sentence we have to insert a comma before the coordinating conjunctions. When writing compound sentence, the important part is mastering all the tenses in order to write compound sentence correctly.

c. Definitions of Simple Past Tense

Simple past tense is one of grammatical aspect in language and writing skill as the part language skill. Past tense means an activity or situation began and ended at a particular time in the past. Past tense also used to express actions/events in past time. Past tense is to indicate an action completed in past.

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CHAPTER II

THEORETICAL DESCRIPTION

1. Ability

a. Definitions of Ability

Ability is a skill or talent of students' in learning. Ability is the quality of being able to do something, especially the physic financial or legal power to accomplish something. Ability is the mental or physical power or skill that makes it possible to do something.¹ In Oxford dictionary stated that ability is level of skill or intelligence.²

Besides that, "Ability is capacity to accomplish a task at the present moment. This implies that any learning or developmental process necessary to the task has already been accomplished.³ So, the researcher concludes that the definition of ability is a competence or state of being able to do something and it consist of physical or mental achievement.

Ability have three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of instrument or devised test.
- b. Aptitude is quality and can express by especially training.⁴

¹David Matsumoto, *The Cambridge Dictionary of Psychology* (New York: Cambridge University, 2009), 9.

²Homby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University, 1995), 23.

³Brown Daughlas, *Teaching By Principles and Interactive Aproach to Language Padagogy* (New Jersey: Engle Wood Cliffs, 2001), 236.

⁴Daughlas, 238.

- c. Capacity is potential ability and can be measured by untaught, individual's capacity.

Based on definitions above, the researcher concludes that ability is a power or mental skill or intelligence of a person to do something. After knowing about ability, the researcher will explain more about Kinds of Ability. The researcher will explain it clearly below:

b. Kinds of Ability

In this part, the researcher will explain about kinds of ability to make the reader easier to understand more about this part.

The ability has three kinds, they are:

1) Perceptual ability

Perceptual ability is through the ability to hold perceptions or observations including factors of sensory sensitivity, attention, speed of perception and so on.

2) Psychomotor ability

Psychomotor ability includes several factors including: strength, speed of movement, accuracy, flexibility and others.

3) Intellectual ability

Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors including: memory, recognition, evaluation, thinking, and so on.

From the explanation above, the researcher concludes that to know the student's ability especially in writing compound

sentence at Grade XI SMAN 2 Kotapinang, the teacher should know the kinds of ability. And for that the researcher will use intellectual ability in this research, because the students will use their thinking and memories when they are writing a sentence.

2. Writing

Writing is the last output after students learn separate act continuously. Writing is the final product after students learn several stages of writing separately before.⁵ Those stages are note taking, identifying control idea, outlining, drafting, and editing. It means that writing is a complex.

Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.⁶ We writing teachers impart to our students a body of knowledge, but we also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. We might reasonably view each act of writing as a uniquely new critical and creative challenge or as writer and teacher. When we do all of this well, our students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations.

Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. Writing seems so complicated with its sub skills, but it is

⁵Wallace, "Teaching Speaking, Listening and Writing. International Academy of Education" 2, no. 1 (2013): 11.

⁶Kirby et al., *Strategies for Teaching Writing* (USA: Greenwood Publishing Group, 2013), 213.

actually can be learn with fun. Writing calls on students is to write paragraphs directly imitating a model paragraph but using a new subject and requiring the use of students' own words and experiences.⁷

Writing is a writer's skill to convey ideas to the readers. The language produced in writing is called writing. It means a writer's ability to convey information to a single reader or group of readers.⁸It is a way to share information in other information; readers can get the purpose of the information.

Writing is an activity of production and expression it is the creation of words and sentences that express the meaning of an idea, therefore writing is the act of transferring ideas through ideas, word and sentences, ideas will change scientifically.⁹ This article can be read by everyone as a product of many meaningful ideas. This means that anyone can come up with or express an idea in this way.

Writing is a fundamental component of language. When a child writes, thought and knowledge are mixed, creating a single meaning. Students find writing to be more difficult than listening and reading. However, the students' can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around.

⁷George E. Wishon, *Let's Write English, American Book Company* (New York: Litton Educational Publishing International, 1980), 178.

⁸Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 96.

⁹Lubis, "Writing Narrative Text," 61.

From the explanations above, the researcher can conclude that writing is a process to communicate between the writer and readers that has sense and useful for life. It is important to note that writing is a process and product.

a. The Purposes of Writing

Purpose is the aim or goal of a piece of writing to express oneself, to provide information, to persuade, or to create a literary work. There are five purposes writers use for writing. When someone communicates ideas in writing, they usually do to express themselves, inform their readers. There are some purposes of writing such as:

- 1) To tell a story or use an analogy to explain something to readers.
- 2) To explain something by appealing to one or more of the senses.
- 3) To provide proof of something by identifying instances where it occurs.
- 4) To explain or evaluate something by showing the similarities and differences between it and another subject.
- 5) To inform readers of how something works or how the series of actions lead to a particular result.¹⁰

b. Elements of Writing

In writing we should foundelement because element is a part of writing. There are five elements of writing. And they are developing ideas, organizing ideas, grammar, vocabulary and mechanics.¹¹

¹⁰Timothy P Goss et al., *Writing with Purpose* (USA: Grantham University, 1987), 6.

1) Developing Ideas

In developing ideas the students should familiar with the topic. The students should think about ideas before they write down on paper. The student will be easier developing the ideas and it will help them in making a good paragraph. Thinking about the ideas and then write down on the paper without think the ideas is good or bad weather the writing step is correct.¹² So, the students have to support the ideas to have a paragraph unity.

2) Organizing Ideas

In writing organizing ideas become important. The students should break a topic before do writing activity because it will make the writer easier to explain the topic. So, after developing ideas the students should organizing ideas and the topic will more relate each other.

3) Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at sentence level.¹³ A good text is a text based on the rule of grammar. So, grammar will help the students understand the text or it will make the writer easier to understand what they write.

¹¹Muklas Zulaikha, "An Analysis Students' Ability in Writing Descriptive Text of Second Semester of English Education English Program At STKIP Nurul Huda Oku Timur" (STKIP Oku Timur, 2018), 17.

¹²Elena Vestri Salomon, *Great Writing, Great Paragraph* (USA: Serrise Roehr, 2009), 30.

¹³David Nunan, *Practical English Language Teaching* (United Kingdonm: McGraw-hill companies, 2013), 154.

4) Vocabulary

Vocabulary is a group of words. Vocabulary is very important to know by students because vocabulary used in every single communication even in written text. Vocabulary is a group of words such as group of people or person and regularly used in their language which is commonly use categorized in few ways.¹⁴

5) Mechanics

Mechanics is telling about punctuation. It refers to the appearance of words, to how they are spelled or arranged on paper. The rules of mechanics try to make the writing seem consistent and clear. It is also very important to know by the writers and the readers will be easier to understand what they mean in their text. The elements of writing will not complete without knowing the process of writing. We can create the idea in the text by following the process of writing. So, in this chance the researcher also make the explanation about it below.

B. The Process of Writing

Process of writing is a process of doing activity in creating the text with measures. Writing is good and satisfying. The writing should follow the phrases from the first until the last phrase.

To produce an effective paragraph there are 4 steps or process should be done, those are:

¹⁴Sojuangon Rambe, "Teaching and Learning Vocabulary" 03, no. 01 (2015): 27.

- 1) Prewriting is a way to get ideas or point about the topic. The students' select the topic and generate the ideas while the prewriting phase.
- 2) Drafting is a way to develop the content to be specific details and to state the main idea being clearly.
- 3) Revising is the process of rewrite the paper in order to make it stronger. The revising is not about error language but it is about content of writing and organization of ideas so that it is clear or not to the readers.
- 4) The last is editing, editing is the core activities of writing process. In editing everything should be correctly. It means the grammar, punctuation or spelling should be correct.

So, there are a lot of stages in writing process that students must know. To make the students easy to develop ideas or information they can write a text more tidy by following the stages.

3. Grammar

a. Definition of grammar

Grammar is the system of the rule governing the conventional arrangement and relationship of words in a sentence. Grammar is a scientific statement of the principles of good usage which concerns

with the relation of words in the sentence. Grammar is one of our key literacy technologies.¹⁵ Without knowledge of grammar the process of becoming literate becomes hazardous.

Knowledge of grammar in this sense is not just concerned with the rules for what can and cannot be done with the organization and the use of words in English sentences, but also with the way written English function to communicate. There are two core approaches in grammar can be applied: deductive and inductive.

a) Deductive approach

A deductive approach is derived from the notion that deductive reason works from general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. It concludes, when we use deduction, we reason from general to specific principles.¹⁶

This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books. In the case of the application of the deductive approach outlines some guidelines for when the rule is presented. Among them are:

1. The rules should be true.

¹⁵Knapp and Watkins, *English Teaching in Grammar* (New York: Cambridge University, 2005), 30.

¹⁶Handoyono Puji Widodo, "English Teaching: Practice and Critique" 5, no. 1 (2006): 130.

2. The rules should show clearly what limits are on the use of a given form.
3. The rules need to be clear.
4. The rules ought to be simple.
5. The rules need to make use of concepts already familiar to the learners.
6. The rules ought to be relevant.

b) Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars to generalities. Most experts argue that the inductive approach can also be called rule-discovery learning. The inductive approach relates to subconscious learning process same with concept of language acquisition.

4. Sentence

a. Definition of Sentence

Sentence is a group of words that has meaning. A sentence is a group of words containing a subject and predicate and expressing a complete thought. Every sentence is formed from one clause or more. Sentence is a group of words that you use to communicate your ideas.

Sentence is as group of words which have meaning and rule in structure. The structure it means essential in distinguishing

between the string of words which are well formed expression in the language and those which are not. So, the meaning of sentence also carried out by the form of arrangement of words.¹⁷ From the explanation above, concluded that both structure and grammar is the important thing to form a good sentence, because it determines the arrangement of words in a sentence.

b. Elements of Sentence

Sentence has some elements that make the sentences completely. Elements of sentence are grammatical, not semantic, and categories. Furthermore, they are associated with certain meaning. In addition, the elements of sentence include subject, verb, object, and complement.

1) Subject

Subject refers to whom or what the sentence is about. There are simple subject and complete subject. The simple subject is a pronoun or noun, while the complete subject is this noun or pronoun and the words that modify it.

2) Verb

We can identify the verb of sentence because it changes its form or contains auxiliaries to express differences in time or attitude.

¹⁷Fanisa Putri, *Perbedaan Grammar, Structure, and Tenses* (Jakarta: Pt. Rineka Cipta, 2015), 15.

3) Object

There are two types of object in a sentence called direct and indirect object.

4) Complement

Complement consists of subject complement, object complement, and adverb complement.

c. Types of Sentence

There are four types of sentences, simple sentence, compound sentence, complex sentence, and compound complex sentence. Before that, sentences can be classified based on the function of the sentences. Regarding the goals, there are four kinds of sentence; they are declarative, imperative, interrogative, and exclamatory. There are four main types of sentence structure as follows:

a) Simple Sentences

A simple sentence has one independent clause can be formed by one subject and one verb. A simple sentence is a complete unit of meaning which contains a subject and a verb, followed, necessary, by the other

words which make up the meaning.¹⁸ Furthermore, simple sentence has one independent clause that can stand on its own with a complete meaning. Example:

1. He went to the mosque last night
2. She washed her praying veil last week.

b) Compound Sentence

Compound sentence is interpreted as a sentence that consists of least of all two subjects and two verbs.¹⁹In grammar, the formal compound sentence means having two or more parts. If the sentence consist of 2 simple sentence and these are joined by coma also coordinating word or put the semicolon, it include as the compound sentence. Example: After finishing class, Syauqi and all students of TBI 1 go out, although the lecture still in the class.

c) Complex Sentence

Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.²⁰ Complex sentence is made up of an independent clause and dependent clause. The

¹⁸G Alexander, *Longman English Grammar Practice for Intermediate Students* (New York: Longman, 2990), 9.

¹⁹Penelope Coy and Dorothy Goldbart Clark, *Basic Grammar and Usage* (Canada: Wadsworth, 2001), 79.

²⁰Zandvoort and Van Ek, *A Hand Book of English Grammar* (Australia: Serrise Roehr, 1989), 239.

independent clause is introduced with a subordinate, such as when, while, where, because, if, even though and so that.

Example: He went to school while his mother cooked breakfast.

d) Compound complex sentence

Compound complex sentences contain two or more independent clauses and one or more dependent clauses.

Example : I didn't know who you are and I have not seen you before in this class.

From all types of sentences above, the researcher focuses in writing compound sentence to know the ability of students at SMA 2 Kotapinang.

5. Compound Sentence

Compound sentence consists of two or more independent clauses with no dependent clauses. The compound sentence has some ways to join the independent clauses. They are compound sentences with semi-colon, collative conjunctions, conjunctive adverbs, and coordinating conjunction.²¹ Compound sentence is two sentences are related using connectors.

Compound sentence is interpreted as a sentence that consists of least of all two subjects and two verbs.²² In grammar, the formal compound sentence means having two or more parts. If the sentence consist of 2 simple

²¹Silviana Fadhila, "Students' Problems in Writing Compound Sentences. English Language Education and Current Trends" 1, no. 1 (2002): 9.

²²Coy and Clark, *Basic Grammar and Usage*, 79.

sentence and these are joined by coma also coordinating word or put the semicolon, it include as the compound sentence.

The use of coordinating conjunction for instance: for, and, nor, but, yet, or and so are have the purpose in joining the equal unit. Therefore, in compound sentence the coma is required to differentiate whether the coordinator conjunction follow the compound predicate or simple sentence. There are two examples of compound sentence:

1. He didn't want to be a teacher, and her mother was mad of her.
2. My father prayed maghrib in the mosque, but I didn't followed him.

Compound sentence can be divided in 3 types: those are compound by a coordinator, with a conjunctive adverb, with a semicolon.²³

1. Compound sentence with coordinator

The coordinating conjunctions can be remembered by the acronym FANBOYS:

- a. For
- b. And
- c. Nor
- d. But
- e. Or

²³Alice Oshima Ann Hogue, *Writing Academic English* (London: Person Longman, 1999), 155.

f. Yet

g. So

The coordinating conjunction used in a compound sentence defines the relationship between two clauses.

| |
|--|
| Independent clause + coordinator + independent clause. |
|--|

Notice that there is a comma after the first independent clause. Example: Women can live longer than men, for they take better care of their healthy.

2. Compound sentence with conjunctive adverb

| |
|--|
| Independent clause + conjunctive adverb + independent clause |
|--|

Notice punctuation: in the first of independent should be joined by a semicolon, the conjunctive adverb is joined by coma. The example of conjunctive adverb they are:

a. However

b. Moreover

c. Furthermore

d. Therefore

- e. Meanwhile
- f. Instead
- g. Also
- h. Accordingly
- i. besides

And not only have the FANBOYS coordinators, conjunctive adverb revealed connection among the clause.

Example: Community colleges propose preparative for many occupations; moreover, they take ready of learners to transfer to a four year collages or university.

3. Compound sentence with semicolons

| |
|---|
| Independent Clause ; independent clause |
|---|

My older brother studies law my younger brother studies medicine. This sentence is enabling to combine if the 2 kind of sentence have a relation in the meaning but when they are not related, it can be named as simple sentence which is ending by period. Example: It was the best of times; it was worst times.

6. Tense

Tense is a distinction of form in a verb to express distinctions of time or duration of the action. Tense is one of the important components of

English which is related to the time or event occurs in the sentence. Tenses are any of the forms of the verb that may be used to indicate the time of the action or expressed by the verb.²⁴

As other languages, the tense marks the time and connects an action or event to particular time. Another expert said that tense means a system associated with the verb where the basic contrasts in meaning have to do with the location in time of the situation, or the part of it under consideration.²⁵

English needs tenses to express an event in a sentence. Tenses are any of the form of a verb that shows the time continuance or completion of the action or state expressed by the verb.²⁶ For the statement above, we can conclude that tenses are to understand the form of the verbs and the concepts of the time are present, past or future.

Generally, there are three kinds of tenses that should be mastered by English Department students. They are present tense, future tense, and past tense. In present tense there are four tenses, they are simple present tense, simple present continuous tense, present perfect tense, and present perfect continuous tense. In future tense there are four tenses, they are simple future tense, future continuous tense, future perfect tense, future perfect continuous tense. And in past tense, there are four tenses they are simple past tense, past continuous tense, past perfect tense and past perfect

²⁴Homby, *Oxford Advanced Learner's Dictionary*, 93.

²⁵Nelvi Handayani, "Teaching Learning Processes: Simple Past Tense and Simple Future Tense and Their Perception" 1, no. 2 (2013): 8.

²⁶G Louis Alexander, *Longman Dictionary of Contemporary English* (New York: Addison Wesley Longman, 2000), 137.

continuous tense. In learning tense, usually the students are difficult to master it. From the explanation above, researcher only discuss about simple past tense in writing compound sentence.

7. Past Tense

a. Definition of past tense

English needs tenses to express an event in a sentence. Tenses are any of the form of a verb that shows the time continuance or completion of the action or state expressed by the verb.²⁷ For the statement above, we can conclude that tenses are to understand the form of the verbs and the concepts of the time are present, past or future.

Past tense is the situation or activities that began and ended in the past. Simply, simple past tense is the action that happened in the past time. Past tense is used refer to situation which existed or took place before the present moment, either today or yesterday.

Past tense indicates that an activity or situation began and ended at a particular time in the past.²⁸ In the past tense there are many adverbs of time we usually use. They are:

- 1) Yesterday
- 2) Last (day, night, week, month, year)
- 3) Ago (three days ago, two minutes ago)
- 4) This morning, just now

²⁷Alexander, 140.

²⁸Betty Schrampter Azar, *Understanding and Using English Grammar* (Australia: Prentice Hall, 1992), 24.

5) Etc.

Based on the definition above, that simple past tense is the event in the past. So, it uses a verb in the past time (V2). Simple past tense has forms that used in a sentence. The forms are:

1) Positive form (-)

S + V2 + OBJECT

S + be (was, were) + OBJECT

2) Negative Form

S + did + not + V1-OBJECT

S + be (was, were) + not + OBJECT

3) Interrogative Form

Did + S + V1 + OBJECT

Be (was, were) + S + OBJECT

Example:

A. Nominal Sentence

a) (+) She was in the class

b) (-) She was not in the class

c) (?) Was she in the class?

B. Verbal Sentence

a) (+) Reza visited his grandparents to Bali last month

b) (-) Reza did not visit his grandparents to Bali last month

- c) (?) Did Reza visit his grandparents to Bali last month?

b. The Kinds of Simple Past Tense

There are kinds of simple past tense;

- 1) Active: is used to statement

Verb like "Active is also called denoting the voice or form of a verb whose subject is the performer or agent of action of the verb or showing action rather than state of being."²⁹

Formulation

- a) Positive Sentence (+)

Formulation Positive in Active

| Subject | V2 | O/C |
|---------|--------|---------------|
| I | Asked | To my teacher |
| You | | |
| We | Bought | Vegetable |
| They | | |
| She | | |
| He | | |
| It | | |

- b) Negative Sentence (-)

²⁹Victoria Neufeldt, *Webster's New World Collage Dictionary* (Australia: Addison Wesley Longman, 1998), 48.

It is contain expression or implying a denial or refusal that say "no" or opposite to something regarded as positive specify.

Formulation Negative in Active

| S | Did | Not | V1 | O/C |
|------------------------|-----|-----|-----|------------------|
| I You We They | Did | Not | Ask | To my teacher |
| She He It | Did | Not | buy | Vegeta ble |

c) Short answer question (?)

Formulation Short Answer question in Active

| Did | S | V1 | O/C |
|-----|------------------------|-----|-------------------|
| Did | I You We They | Ask | To my teacher? |
| did | She He It | buy | Vegetable? |

d) Long Answer Question (?)

Formulation Long answer question in Active

| WH- Question | Did | S | V1 | O/C |
|-------------------------|------------|----------|-----------|------------|
| What | | I | | |
| Where | Did | You | | |
| Who | | We | Ask | To my |
| Whose | did | They | | teacher? |
| Whom | | She | buy | Vegetable? |
| How | | He | | |
| | | It | | |

2) Passive: is use to correct from of 'be'(was/were)³⁰

It is also denoting voice or form of a verb whose subject is recipient (object) of action of verb.

Formulation:

a) Positive Sentence (+)

| S | Be | V3 | O/C |
|----------|-----------|-----------|------------------|
| I | was | Asked | To my teacher |
| He | | | |
| She | | | |
| It | | | |
| We | were | Bought | Vegetable |
| You | | | |
| They | | | |

Positive in Passive Formulation

b) Negative Sentence (-)

| S | Be | Not | V3 | O/C |
|----------|-----------|------------|-----------|------------|
|----------|-----------|------------|-----------|------------|

³⁰Raymond Murphy, *Grammar In Use* (New York: Cambridge University Press, 1989), 80.

| | | | | |
|----------------------|------|-----|-------|------------------|
| I He She It | was | not | Asked | To my teacher |
| We You They | were | | | |

Negative in Passive Formulation

c) Short Answer Question (?)

| S | Be | V3 | O/C |
|----------|----------------------|-----------|------------------|
| Was | I He She It | Asked | To my teacher |
| Were | We You They | | |

- 3) Nominal: is a sentence that's predicate consist of adjective, noun, numeral and adverb, it is not verb.³¹

It also a noun other word or word group, including an adjective that occurs in grammatical function typical of noun substantive.

a) Positive Sentence (+)

³¹Azar, *Understanding and Using English Grammar*, 213.

Positive in Nominal Formulation

| S | Be | Noun |
|----------------------|-----------|-------------|
| I She He It | Was | Teacher |
| We You They | Were | Teachers |

b) Negative Sentence (-)

Negative in Nominal Formulation

| S | Be | Not | Noun |
|----------------------|-----------|------------|-------------|
| I She He It | Was | not | Teacher |
| We You They | Were | not | Teachers |

c) Short Answer

Short Answer in Nominal Formulation

| Be | S | Noun |
|-----------|----------------------|-------------|
| Was | I She He It | Teacher |

| | | |
|------|-------------------|----------|
| | | |
| Were | We You They | Teachers |

- 4) Verbal: verbal sentences is predicate consist of verb not function in sentences begun with to and called infinitive or non finite verb.³²

a) Positive Sentence (?) (Affirmative sentence)

Affirmative is expression that indicate assent or agreement.

Positive in Verbal Formula

| S | V2 | O/C |
|---|-----------|------------|
| I You We They She He It | Bought | Vegetable |

³²Satrio Nugroho, *Practical Complete English Grammar* (Surabaya: Kartika, 2000), 128.

b) Negative Sentence(-)

Negative in Verbal Formula

| S | Did | Not | V1 | O/C |
|---|------------|------------|-----------|------------|
| I You We They She He It | did | Not | buy | vegetable |

c) Interrogative Sentence (?)

| Did | S | V1 | O/C |
|------------|---|-----------|------------|
| Did | I You We They She He It | buy | Vegetable? |

c. Rule of Simple Past Tense

The following rules are used to form simple past tense:

- 1) Positive or Affirmative has following pattern:

Subject + Verb 2

Example: John went to New York last year.

In generally, verb for simple past tense just add “ed” in irregular verb, example: pay, become, played, except:

- a) V1 ended by “e” + “d” only, example: receive become received.
- b) V1 ended by “y”, and before the “y” is a consonant, so change “y” first with “i” then + ed, example: tidy become tidied.
- c) V1 ended by a consonant, before the consonant is a novel and pronunciation in one syllable or in short sound, so double consonant and + “ed”, example: beg become begged.
- d) V1 followed by a preposition “ed” is placed before preposition.³³

Also many verbs indicating irregular verb in English. In irregular verbs don't end in ~ ed, and there is list of some of common irregular verb.

2) Negative Sentence has following pattern:

Subject + Did + Not + Verb 1

Using past tense after “did” instead of infinitive without “to”.

Example: - I didn't walk to school yesterday

3) Interrogative sentence has following pattern:

a) Yes/No Question or Short Answer.

Did + Subject + Verb 1

³³Hilman Fariz Mukti, *Complete English Grammar* (Surabaya: Graha Ilmu, 2003), 19–20.

b) Information Question or Long Answer.

1. To ask subject with question word “who and what”.
2. To ask another information.

2. The Use of Past Tense

The simple past is used for actions that began and ended at a specific time in the past. The use of simple past is talking about something happened. In this paragraph explain about how to use simple past tense in actions or habits:

1. It can be used with finished actions, states or habits in the past have a finished time word.
2. It can be used with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. It includes when the person are talking about dead.
3. It can be used with finished actions, states or habits in the past that we have introduced with the present perfect or another tense (detail of news).
4. It can be used for stories or list of events.

J. Related Findings

The researcher found two studied related to this research. The first research is an analysis of students’ ability in identifying compound complex sentence at the fourth semester of English Education study program at state

Islamic University Raden Intan of Lampung in academic year of 2019/2020. In this research the researcher analyzed the data by giving score to the students test, classifying the students' ability, calculating the frequency's percentage and the average of students' score.³⁴

The second thesis is writing compound sentences with the coordinating conjunctions after learning through Google classroom at English Language Program of Bung Hatta University. In this research, the researcher used the total sampling technique to select the sample, and the numbers of samples are 33 students. The instrument for collecting the data was a writing test. To make the test reliable the researcher used their inter-rater technique and it was shown that test was very high reliable (0.99).³⁵

The third is the students' ability in constructing sentence(A Classroom Action Research of the Eight Grade Students of MTs SudirmanJatipuro in Academic Year 2012/2013) by Nurhayati. She found some probles in MTs SudirmanJatipuro from students and teacher. The teacher still uses monotouns method to teach the students. The teacher explain about constructing sentence especially simple present and simple past tense to order the students construct the sentences and answer the question. It made the students feel boring in studying English and they did not give attention to teaching and learning process.

³⁴Istiqomah, "An Analysis of Students' Ability in Identifying Compound Complex Sentence at the Fourth Semester of English Education Study Program at State Islamic University Raden Intan of Lampung" (Universitas Raden Intan Lampung, 2020), 48.

³⁵Muhammad Alfaridzi, "An Analysis of The Second Year Students' Ability in Writing Compound Sentences with the Coordinating Conjunctions after Learning through Google Classroom" (Bung Hatta University, 2019), 58.

The last is students' problem in writing compound sentences, in this journal the population of the students are 53 students. The writer used total sampling technique to select the sample. Writing test was the instrument to get the data. The students were asked to write 21 compound sentences: 7 sentences expressing contrast, 7 sentences expressing reason, and 7 sentences expressing additional idea. The test was reliable because the reliability of the test was high (0.98).³⁶

K. Hypothesis

The hypothesis in this research is needed to show the researcher thinking and expectations of the research that related to. The hypothesis is: The students' ability in writing compound sentence by using simple past tense at grade XI SMA N 2 Kotapinang is enough.

³⁶Fadhila, "Students' Problems in Writing Compound Sentences. English Language Education and Current Trends," 14.

CHAPTER III

RESEARCH METHODOLOGY

a. Place and Time Research

This research has done in SMAN 2 Kotapinang which located in Jl. lapangan bola Mampang Kotapinang, Kabupaten Labuhanbatu Selatan.

In this research, the subject is at grade XI students in SMAN 2 Kotapinang. The research had been starton January up to finish.

b. Research Design

This research use descriptive quantitative research with method of research is descriptive method. Quantitative descriptive research is described systematically the facts and characteristic of a given population or area of interest.¹ . As quantitative research, the researcher emphasizes in finding of the significant cause of difficulties and students ability in writing compound sentence by using past tense.

c. Population and Sample

a. Population

Population is a generalization area consisting of subjects/objects that have certain qualities and characteristics that are determined by the researcher for study and then draw the conclusions.² Based on the statement above, the population of this research consists of the grade XI of SMAN 2 Kotapinang. There are 3 rooms at XI grade in SMAN 2

¹A Muri Yusuf, *Metode Kuantitatif, Kualitatif Dan Penelitian Gabungan* (Jakarta: Prenada Media Group, 2014), 62.

²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)* (Bandung: Aalfabeta, 2004), 76.

Kotapinang that are XI MIPA-1, XI MIPA-2 and XI-IIS 1 which each room has 30 students. For the total population above, researcher will make it clear with the table below:

Table I
The population of the research

| No | Class | Total of students |
|--------------|-----------|-------------------|
| 1 | XI MIPA-1 | 32 Students |
| 2 | XI MIPA-2 | 30 Students |
| 3 | XI IIS-1 | 30 Students |
| Total | | 92 Students |

b. Sample

Sample is a part of the number and characteristics of the population.³ Sample also part of population that can be reached and has the same characteristics as the population taken the sample. This research will take one class as a sample. The sample will take from grade XI MIPA 1 of SMAN 2 Kotapinang consist of 32 students because in XI MIPA 1 most of students have high understanding about English.

d. Instrument of the Research

Research instrument is a tool to measure science or social phenomena which is researched. Research instrument is a tool that is used to measure nature phenomenon or social which is observed. There are

³Sugiyono, 118.

several instruments to collect the data; they are test, questioners, interview, observation and documents.⁴

This research use test as the instrument to measure the students' ability in writing compound sentence by using simple past tense and the test was intelligence test. The researcher explains the instrument below:

Test

Test is one of instrument which use by researcher to get the value in the research. Test is a method of measuring a person's ability, knowledge or performance in given domain.⁵ The researcher chooses written test as the research instruments to get data because it is easier to attend and to score the students' answer in the test.

The test about writing compound sentence by using simple past tense that has been learned by students. The test will consist about writing 10 sentences about compound sentence with the time in the past or simple past tense. In testing, the students are given a certain limited time. And the researcher gives 30 minutes to do the test.

Table II

⁴Sugiyono, 9.

⁵Brown Douglas, *Language Assesment Principles And Classroom Practice* (New York: Pearson Education, 2004), 3.

Indicator of Writing Compound Sentence by using past tense

| No | Types of test | Indicators | Items | The Number of Items | Score | Total score |
|-------|---|--|-------|----------------------|-------|-------------|
| 1. | Writing compound sentence by using past tense | The students are able to write compound sentence by using past tense | 10 | 1,2,3,4,5,6,7,8,9,10 | 10 | 100 |
| Total | | | | | | 100 |

e. Technique of Collecting Data

Technique of collecting data is the strategic way in the research because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the researcher will not get data that is fulfill the standard of set in data.⁶ Based on data sources, the collecting data can be done by using primary source and secondary source.

Data is important while doing the research because is needed to know how many information about the subject of research. There are some steps to collect the data by researcher, they are:

- a. The first step, the researcher makes a test that related to the material they have learned. The test is about writing compound sentence by using simple past tense.

⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2012), 308.

- b. The second step, the researcher explains the instruction to the 30 students at Grade XI SMA N 2 Kotapinang. The instruction that given by the researcher as follows:
- 1). The researcher ask the students to write down their name and class on the paper of the test.
 - 2). The researcher gives explanation about compound sentence and simple past tense before do the test.
 - 3). The students should make 10 sentence about compound sentence by using simple past tense .
 - 4). The researcher gives the students time to do the test in 30 minutes.
 - 5). The researcher ask the students to collect it to the researcher.
 - 6). After that, the researcher checks their writing by giving the score of students.
 - 7). The last, the researcher closes the meeting.

G. Technique of Analysis Data

Data analysis is a process of finding and arranging systematically the data found from interview, field notes, and documentation by a way to organize data into categories, outlined in the units, synthesize, organize into a pattern, choose which ones are important and which will be studied, and make conclusions so easily understood by own natural self and others. The percentage answer of the subject can be take by using formula:

The formula is: $x = \frac{\sum x}{N}$

Note = x : Mean score of the students

N: The number of students

$\sum x$: The total score²

After the researcher gets the data, it would enter in test hypothesis with the formula as follow:

Z-test

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion.⁷

After finding the mean scores of all students, it was consulted to the classification as follows:

Table III
The Classification Quality of the Students' Score:

| No | Interval | Predicate |
|----|----------|-----------|
|----|----------|-----------|

⁷Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), 80.

| | | |
|---|------------|------------------------|
| 1 | 00% - 49% | Very low |
| 2 | 50% - 59% | Low |
| 3 | 60% - 69% | Enough |
| 4 | 70% - 79% | High |
| 5 | 80% - 100% | Very high ⁸ |

- a) If the value of mean score is 80% - 100%, it can be categorized into very high.
- b) If the value of mean score 70% - 79%, it can be categorized into high.
- c) If the value of mean score 60% - 69%, it can be categorized into enough.
- d) If the value of mean score 50% - 59%, it can be categorized into low.
- e) If the value of mean score 00% - 49%, it can be categorized into very low.

⁸Riduwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, Dan Bisnis* (Bandung: Alfabeta, 2015), 23.

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher has calculated the data using. This chapter talked about analyzing the collecting of data. The detail data of the finding is explained in this part. The result of the research discussed about the result that belongs to description of data, calculating, means score to get their whole result as general. The details description of data as follows:

A. Description of Data

The researcher has done the research test. The test was used to describe the students' ability. The researcher found some result of students' ability in writing compound sentence by using past tense at grade XI of SMA N 2 Kotapinang. In this research, the researcher gave review about this material. In the test, the researcher gave the test to the students' to get the data about the ability in writing compound sentence by using past tense.

The researcher analyzed them and determined the level of students' ability then classified the category level of each student. In this chapter presented the result of the test about students' ability in writing compound sentence by using simple past tense. Based on the data central tendency, the result of students' ability at SMA N 2 Kotapinang can be seen in following table below:

Table IV
The Students' Total Scores in Writing Compound Sentence by Using Simple Past Tense at SMA N 2 Kotapinang

| No | Students' Initial Name | Total Score |
|-----------|-------------------------------|--------------------|
| 1 | AMR | 60 |
| 2 | AA | 80 |
| 3 | EL | 50 |
| 4 | AM | 80 |
| 5 | AAN | 90 |
| 6 | AB | 70 |
| 7 | AS | 80 |
| 8 | AP | 55 |
| 9 | DTK | 80 |
| 10 | ENL | 90 |
| 11 | EN | 20 |
| 12 | FP | 70 |
| 13 | FRH | 50 |
| 14 | HPS | 60 |
| 15 | IR | 70 |
| 16 | IDH | 90 |
| 17 | ZPS | 30 |
| 18 | JS | 80 |
| 19 | KRU | 90 |
| 20 | MHD AA | 40 |
| 21 | MHD TR | 80 |
| 22 | MI | 80 |
| 23 | PMN | 70 |
| 24 | PN | 60 |
| 25 | RF | 70 |
| 26 | RS | 90 |
| 27 | SAN | 40 |
| 28 | S | 80 |
| 29 | SE | 60 |
| 30 | SAH | 80 |
| 31 | WA | 70 |
| 32 | ZPA | 70 |
| | Total | 2.225 |

Based on the table above, the total scores of grade XI students' of SMA N 2 Kotapinang in writing compound sentence by using past tense are 2.225. That can be seen also there where many students have got 90 as the highest score and there were have got 20 as the lowest score. Thus, to know the quality score of each student in writing compound sentence by using simple past tense can be seen in the table below:

| No | Students' Initial Name | Quality Score |
|-----------|-------------------------------|----------------------|
| 1 | AMR | Enough |
| 2 | AA | Very High |
| 3 | EL | Low |
| 4 | AM | Very High |
| 5 | AAN | Very High |
| 6 | AB | High |
| 7 | AS | Very High |
| 8 | AP | Low |
| 9 | DT | Very High |
| 10 | ENL | Very High |
| 11 | EL | Low |
| 12 | FP | High |
| 13 | FRH | Low |
| 14 | HPS | Enough |
| 15 | IR | High |
| 16 | IDH | Very High |
| 17 | ZPS | Low |
| 18 | JS | Very High |
| 19 | KRU | Very High |
| 20 | MHD AA | High |
| 21 | MHD TR | High |
| 22 | MI | Very High |
| 23 | PMN | High |
| 24 | PN | Enough |
| 25 | RF | High |
| 26 | RS | Very High |
| 27 | SAN | Low |
| 28 | S | Very High |
| 29 | SE | Enough |
| 30 | SAH | Very High |

| | | |
|----|-----|------|
| 31 | WA | High |
| 32 | ZPA | High |

Based on the table above, it is clearly that the quality score the students' in writing compound sentence by using simple past tense is differently. There were some of students have enough and many of students have high and very high ability. It means that the ability of students' at SMA N 2 Kotapinang is variously.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table V
The Resume of Variable Score in Writing Compound Sentence

| No | Statistic | Variable |
|----|-------------|----------|
| 1 | The highest | 90 |
| 2 | Enough | 60 |
| 3 | Mean | 70.46 |
| 4 | Median | 80 |
| 5 | Modus | 70 |

From the table above, it was known that the high score for variable of using sentences had been searched from 32 students and based on the total of sample research the high score is 90 and enough score is 60, mean score is 70.46. Median is 80, and modus is 70.

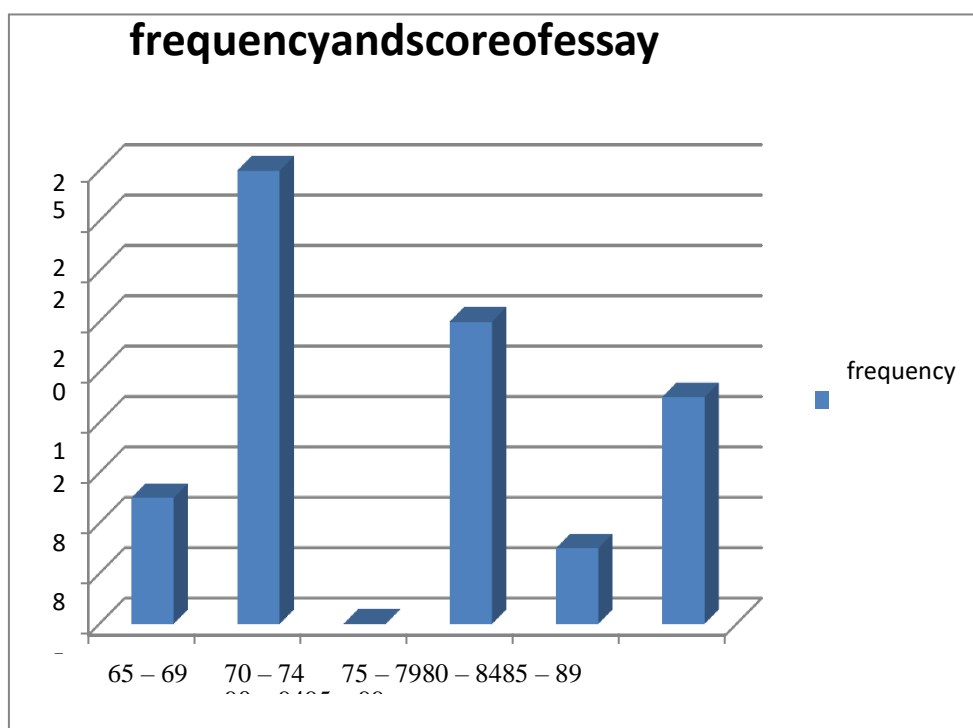
Based on the calculation mean score is 70.46. So the application in writing compound sentence by using simple past tense was high category. It can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variables score in writing compound sentence by using simple past tense which interval.

Table VI
The Frequency Distribution in Writing Compound Sentence

| No | Interval Class | Frequency Absolute | Frequency Relative |
|----|----------------|--------------------|--------------------|
| 1 | 65 – 69 | 11 | 11% |
| 2 | 70 – 74 | 8 | 8% |
| 3 | 75 – 79 | - | - |
| 4 | 80 – 84 | 8 | 8% |
| 5 | 85 – 89 | - | - |
| 6 | 90 – 94 | 5 | 5% |
| 7 | 95 – 99 | - | - |
| | i= 5 | 33 | 33% |

Based on the table above, it can be drawn at histogram as below:

The histogram frequency and score of essay test.



Picture 1

The histogram in writing compound sentence by using simple past tense at SMA N 2 Kotapinang

Based on the histogram above, it was known that the variable revaluation in writing compound sentence by using simple past tense shown that the respondent at 65 – 69 were 11 students (11%), interval 70 – 74 were 8 students (8%), interval 75 – 79 were 0 students (0%), interval 80 – 84 were 8 students (8%), interval 85 – 89 were 0 students (0%), interval 90 – 94 were 5 students (5%), interval 95 – 99 were 0 students (0%). So, the meaning of interval in this research is showing the count of sample who got score percentage.

B. Hypothesis of the Data

The hypothesis of research is “The Students’ Ability in Writing Compound Sentence by Using Past Tense at Grade XI SMA N 2 Kotapinang”. Based on the collected data, the data has been analyzed to prove hypothesis by using formula of Z- test. It can be seen follow:

Calculation Z count:

$$Z = \frac{\frac{x}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{5}{32} - 4.2}{\frac{\sqrt{4.2(1-4.2)}}{32}}$$

$$Z = \frac{0.15 - 4.2}{\frac{\sqrt{4.2(3.2)}}{32}}$$

$$Z = \frac{4.05}{\frac{\sqrt{13.44}}{32}}$$

$$Z = \frac{4.05}{\frac{\sqrt{0.42}}{32}}$$

$$Z = \frac{4.05}{0.64}$$

$$Z = 6.328$$

Calculation Z_{table} :

$$Z (1/2 \alpha) = Z_{table}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2} (0.05)$$

$$0.025 = 2.0$$

Based on the calculation it can be concluded that $Z_{count} = 6,328$ was than $Z_{table} = 2.0$ ($Z_{count} = 6,328 > Z_{table} = 2.0$). So, from the result above the researcher concluded that the hypothesis is rejected by using Z-test. Because $Z_{count} = 6,328 > Z_{table} = 2.0$.

The meaning in the level 80 % Students ability in building compound sentence by using past tense at SMA N 2 Kotapinang have high ability.

C. Discussion

Based on the result of data analysis, the researcher analyzes the result of this research on the students' ability in writing compound sentence by using past tense, with the mean score is 70.46 it means that the ability of students in writing compound sentence by using past tense at grade XI SMA N 2 Kotapinang is high category.

In this research, the researcher searched students' Ability in writing compound sentence by using past tense. The researcher conducted with a test. The research who conducted the test to determine the level of students' ability in building sentences in using preposition. The test is that have been conducted by researcher.

After doing this research based on the test, the mean score of students' ability in writing compound sentence by using past tense is 70.46 it could be categorized into high ability. Researcher got high result it was demonstrated with the analyzed that has been conducted by researchers. This proves instrumental above the result.

The researcher hypothesis was proved by calculation by using z test. The result calculation was $Z_{count} = 6.328$ was more than $Z_{table} = 2.0$ ($Z_{count} = 6.328 > Z_{table} = 2.0$) by level of significance 0.05. So, from the result the researcher concluded that hypothesis rejected.

D. The Treats of the Research

In this research, the researcher believed that there were many treats of the researcher. Itstarter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students had activities. Besides, the time with was given to be students' enough. And also the students did the test seriously. So, the researcher looks the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there were treats the writer, the researcher the helping from the entire advisers, headmaster and English teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides two sections consist of conclusion and suggestion. The first section concludes the result of the study. The second section provides suggestion for students and teacher.

A. Conclusion

After treating the collecting data, the researcher takes the conclusion about this research as: the result of this research was categorized into high category. It can be seen from value percentage from mean score gotten by the students, that is 70.46.

Then from the result of the hypothesis testing, the researcher found that the hypothesis is rejected. It can be proved from $Z_{count} = 6.328 > Z_{table} = 2.0$.

B. Suggestion

Aftertake the conclusion, the researcher wants to give the suggestion above the result of this research. It can be seen as bellow:

1. It is suggested to the Headmaster of SMA N 2 Kotapinang to motivate his teachers, especially English teacher of SMA N 2 Kotapinang, to keep motivating their students in studying English.
2. It is suggested to the English teacher, especially to the grade XI
3. English teachers.
 - a. Make sure the students that they understand well building sentences especially in writing compound sentence by using simple past tense. The more the students do the exercise, the more they understand about compound sentence.

- b. Make sure that the students know and familiar with the text about compound sentence. Before building sentences by using a tense. The teachers apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in writing compound sentence. The teacher should be serious to teach about this. Even, up to university, the students still learn about this topic. So, be sure that the students have been understood first.
4. It is important to other researchers to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.
5. It is important to other researcher also to discuss first to the expert people about the research related to this research because to know the knowledge.

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3. Senior High School : SMA N 2 Kotapinang (2015-2018)
4. Institute : UIN SYAHADA Padangsidempuan (2018-2023)

INSTRUMENT TEST

Direction

Write your name on your answer sheet !

Please write 10 about compound sentence by using simple past tense !

You may use your dictionary !

Name: Anggi Pradana

Class : XI MIPA 1

1. He didn't sleep last night, for he watched a horror movie
2. Nina wakes up late, and she goes to school by bus.
3. I like my job and boss, but I'm not paid enough.
4. Vina and Amel wake up at 5:00 am, and they go to school at 6:30 am.
5. Our family doesn't have a big house, nor have a fancy car.
6. Everyone in my family was busy, so I went to the cinema alone
7. I think I will buy a rose for her, or perhaps I will choose an orchid
8. An hour ago I had a stomachache and then I took medicine.
9. 2 years ago we graduated while my underclassmen graduated last year.
10. This afternoon we went to town and met my aunt.

INSTRUMENT TEST

Direction

Write your name on your answer sheet !

Please write 10 about compound sentence by using simple past tense !

You may use your dictionary !

Name: PUTRI NABILA

Class : XI MIPA 1

- 05
1. sisi did not come yet for she did not read the news
 2. I once fell, so my mother was angry
 3. Windi is not clever, but he is diligent to make notes.
 4. Yesterday my sister didn't cook, so I slept
 5. Yesterday my little brother didn't go to school, but she did ^{the assignment}
 6. Last week mom went to the market, but all her groceries were left behind.
 7. My father's room did not go, so my mother cooked
 8. She doesn't like cats, nor dogs.
 - 9.
 - 10.

INSTRUMENT TEST

Direction

Write your name on your answer sheet !

Please write 10 about compound sentence by using simple past tense !

You may use your dictionary !

Name: DEAR TRI KARTIKA

Class : XI MIPA 1

1. Yesterday I studied and my sister painted
2. A week ago grandpa was fishing and granda was gardening
3. Two days ago mother cooked soup and I ate it
4. Last night I watched tv and brother played a game game
5. Yesterday afternoon I was cycling and my mother was exercising
6. A month ago I swam then I took a shower
7. Last night sister drink milk than he continued studying
8. Yesterday I was shopping then I went to the salon
9. 2 years ago, our family and I went on vacation to lake toba and saw the gale² statue
10. Yesterday my friend visited my house and we cooked together









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7 Maret 2023

Yth. Kepala SMA Negeri 2 Kotapinang

Dengan hormat, bersama ini kami sampaikan bahwa :

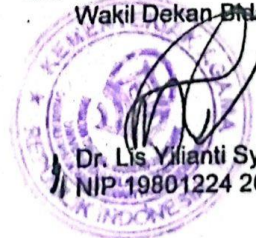
Nama : Anita Harahap
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Program Studi : Tadris Bahasa Inggris
Alamat : Simpang Limun

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul **"The Students' Ability in Writing Compound Sentece by Using Simple Past Tense at Grade XI SMA Negeri 2 Kotapinang"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA }
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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VII
SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 KOTAPINANG

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Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Di_

Padangsidempuan

gan hormat,

ubungan dengan surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan
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94/Un.28/E.1/TL.00/03/2023 tanggal 7 Maret 2023, maka dengan ini kepala SMA Negeri 2 Kotapinang
erangkan :

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a prinsipnya mengizinkan dilaksanakan Penelitian atau Riset yang dilakukan nama tersebut diatas dengan
l Skripsi "*The Students Ability In Writing Compound Sentece by Using Simple Past Tense at Grade XI*
4 Negeri 2 Kotapinang".

nikian surat keterangan ini diperbuat untuk digunakan seperlunya.



Mampang, 24 Juni 2023
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