

**THE COMPOUND SENTENCES MASTERY
OF THE FOURTH SEMESTER STUDENTS
ENGLISH EDUCATION DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN
ON 2023/2024 ACADEMIC YEAR**



Thesis

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

Written By:

ALWAN THOHA SITOMPUL
Reg. Number. 18 203 00032

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

**THE COMPOUND SENTENCES MASTERY
OF THE FOURTH SEMESTER STUDENTS
ENGLISH EDUCATION DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN
ON 2023/2024 ACADEMIC YEAR**



A Thesis

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.pd) in English*

Written by:

**ALWAN THOHA SITOMPUL
Reg. Number: 18 203 00032**

ENGLISH EDUCATION DEPARTMENT

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

2024

**THE COMPOUND SENTENCES MASTERY
OF THE FOURTH SEMESTER STUDENTS
ENGLISH EDUCATION DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN
ON 2023/2024 ACADEMIC YEAR**



A Thesis

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a partial Fulfillment of the Requirement
for the Degree of Educational Scholar (S.pd) in English*

Written by:

**ALWAN THOHA SITOMPUL
Reg. Number: 18 203 00032**

ADVISOR I

**Dr. Eka Susti Harida, M.Pd
NIP. 19750917 200312 2 002**

ADVISOR II

**Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

AGREEMENT OF ADVISORS

Term : Thesis

Padangsidempuan, 2 July 2024

An. Alwan Thoha Sitompul

To: Dean

Tarbiyah and Teacher Training Faculty

In-

Padangsidempuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Alwan Thoha Sitompul, entitled "The Compound Sentences Matery of The Fourth Semester Students English Education Department UIN SYAHADA Padangsidempuan on 2023/2024 Academic Year". 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 Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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 State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

Advisor I



Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

Advisor II



Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Alwan Thoha Sitompul
Registration Number : 18 203 00032
Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI
The Tittle of Thesis : The Compound Sentences Matery of The Fourth Semester Students English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, **2** July 2024

Declaration maker



Alwan Thoha Sitompul
Reg. Num. 18 203 00032

**APPROVAL AGREEMENT OF PUBLICATION
FOR ACADEMIC CIVITY**

As academic civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Alwan Thoha Sitompul
Registration Number : 18 203 00032
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
Kind : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“The Compound Sentences Matery of The Fourth Semester Students English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year”** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 15 July 2024

The Signed



Alwan Thoha Sitompul
Reg. Num. 18 203 00032



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : **The Compound Sentences Mastery of the Fourth Semester
Students English Education Department UIN Syahada
Padangsidimpuan on 2023/2024 Academic Year**


Written By : **Alwan Thoha Sitompul**

Reg.No : **18 203 00032**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 14 Mei 2024
Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

EXAMINERS

SCHOOLAR MUNAQOSYAH EXAMINATION

Name : Alwan Thoha Sitompul
Registration Number : 18 203 00032
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : "The Compound Sentences Mastery of the Fourth Semester Students English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year"

Chief,



Dr. Hamka. M.Hum
NIP. 19840815. 200912 1 005

Secretary,



Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002

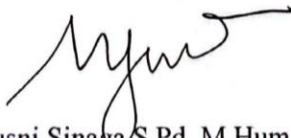
Members,



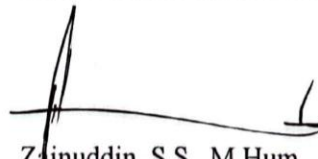
Dr. Hamka. M.Hum
NIP. 19840815. 200912 1 005



Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002



Yusni Sinaga S.Pd, M.Hum
NIP. 19700715 200501 2 010



Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidimpuan
Date : July, 19th 2024
Time : 14.00 WIB until finish
Result/ Mark : 78.5 (B)
IPK : 3.26
Predicate : Memuaskan

ABSTRACT

Name : Alwan Thoha Sitompul
Register Number : 18 203 00032
The Title of Thesis : “The Compound Sentences Mastery of the Fourth Semester Students English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year”

The objective of this research was to describe the students' compound sentences mastery at the fourth semester of English Educational Department of UIN Syahada Padangsidimpuan. This research applied in quantitative method. The instrument was test. The sample of this research was the fourth semester students of English Department in UIN SYAHADA Padangsidimpuan on 2023/2024 academic year, it consisted of 61 students that was from TBI-1 and TBI-2 Class. The data were analyzed statistically by getting the mean score from the students' test about students' compound sentences mastery at the fourth semester of English Educational Department of UIN Syahada Padangsidimpuan on 2023/2024 academic year. The result showed that the mean score was 70.25. The hypothesis of the research was rejected because the students' result of compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan on 2023/2024 academic year was categorized into good category, it could be seen from the students mean score, that was 70.25. So, it can be stated that the the students' compound sentences mastery at the fourth semester of English Educational Department of UIN Syahada Padangsidimpuan is good.

Key words : *Compound Sentences, Mastery*

ABSTRAK

Nama : Alwan Thoha Sitompul
NIM : 18 203 00032
Judul Skripsi : **Kemampuan Kalimat Majemuk Mahasiswa Semester Empat Jurusan Pendidikan Bahasa Inggris UIN SYAHADA Padangsidempuan Tahun Akademik 2023/2024**

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kalimat majemuk siswa semester empat Jurusan Pendidikan Bahasa Inggris UIN Syahada Padangsidempuan. Penelitian ini menggunakan metode kuantitatif. Instrumen yang digunakan adalah tes. Sampel penelitian ini adalah mahasiswa semester IV Jurusan Bahasa Inggris UIN SYAHADA Padangsidempuan tahun ajaran 2023/2024 yang berjumlah 61 mahasiswa yang berasal dari Kelas TBI-1 dan TBI-2. Data dianalisis secara statistik dengan nilai rata-rata dari tes siswa tentang penguasaan kalimat majemuk siswa pada semester empat Jurusan Pendidikan Bahasa Inggris UIN Syahada Padangsidempuan pada tahun ajaran 2023/2024. Hasilnya adalah skor rata-rata adalah 70.25. Hipotesis penelitian ditolak karena hasil penguasaan kalimat majemuk mahasiswa semester IV Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan tahun ajaran 2023/2024 termasuk dalam kategori baik, hal ini terlihat dari nilai arti siswa, yaitu 70.25. jadi, dapat disimpulkan bahwa kemampuan penguasaan kalimat majemuk siswa semester empat Jurusan Pendidikan Bahasa Inggris UIN Syahada Padangsidempuan baik.

Kata kunci : *Kalimat Majemuk, Penguasaan*

ملخص البحث

الاسم	:ألوان توها سيتومبول
رقم التسجيل	: ١٨٢٠٣٠٠٠٣٢:
عنوان البحث	: الجمل المركبة لطلاب الفصل الدراسي الرابع قسم تعليم اللغة الإنجليزية بجامعة عين سيهادا بادانغسيديمبون في العام الدراسي ٢٠٢٣/٢٠٢٤

كما أنهم يرتكبون أخطاءً في استخدام حروف العطف أو الفاصلة المنقوطة. مما يجعلهم لا يستطيعون كتابة الجملة المركبة بشكل صحيح كان الغرض من هذا البحث هو وصف مدى إتقان الطلاب للجمل المركبة في الفصل الدراسي الرابع بقسم تعليم اللغة الإنجليزية في جامعة إندونيسيا سيهادا بادانغسيديمبون. تم تطبيق هذا البحث بالطريقة الكمية. وكانت الأداة هي الاختبار. كانت عينة هذا البحث من طلاب الفصل الدراسي الرابع بقسم اللغة الإنجليزية في جامعة سيهادا بادانغسيديمبون في سيهادا بادانغسيديمبون، وقد تألفت العينة من ٦١ طالباً من صف تعليم اللغة الإنجليزية ١ وصف تعليم اللغة الإنجليزية ٢. في هذا البحث، صممت الباحثة أسلوباً لجمع البيانات على النحو التالي: أعدت الباحثة الاختبار الذي سيملاه الطلاب استخدام الجمل المركبة، وحدد الوقت الذي سيؤدي فيه الطلاب الاختبار. حدد الباحث وقت إجراء الاختبار.. أظهرت نتيجة البحث أن أقل في الفصل الدراسي الرابع بقسم تعليم اللغة الإنجليزية في جامعة سيهادا بادانغسيديمبون في العام الدراسي ٢٠٢٣/٢٠٢٤، وكان متوسط الدرجة ٧٠.٢٥، ٦١.٧٢. تم تصنيف نتيجة الطلاب للاختبار إلى فئة جيدة، ويمكن أن نرى ذلك من خلال درجة الطلاب في اختبار "ميانغ" التي كانت ٧٠.٢٥ وقد تألفت من سؤالاً، وأعطى الطلاب قائمة بأسئلة اختبار استخدام الجمل المركبة، وحدد الوقت الذي سيؤدي فيه الطلاب الاختبار. حدد الباحث وقت إجراء الاختبار. ووقت إجراء الاختبار في دقيقة، وأعطى الفرصة أو الوقت للطلاب للسؤال. تم تصنيف نتيجة الطلاب للاختبار إلى فئة جيدة، ويمكن أن نرى ذلك من خلال درجة الطلاب في اختبار "ميانغ".

الكلمات المفتاحية: الجمل المركبة، الإتقان

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complete this thesis entitled **“The Compound Sentences Matery of The Fourth Semester Students English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year”**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.


It is a pleasure to acknowledgement for the help and contribution to all of lecturer, institution, family and friends who have contributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Mrs. Dr. Eka Sustris Harida, M.Pd as my first advisor and Mrs. Sokhira Linda Vinde Rambe, M.Pd as my second advisor, who have guided me to finish this thesis, guided me to make a good thesis, who have been the great advisors for me and gave me many ideas, criticism and suggestion in writing this thesis.
2. The Rector of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan and all the vices in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. The Dean of Tarbiyah and Teacher Training Faculty and all the vices in Tarbiyah and Teacher Training Faculty
4. Mrs. Fitri Rayani Siregar, M.Hum, as the Chief of English Education.
5. All lectures and all the academic civities of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who have given so much knowledge and helped during I studied in this institute.
6. My beloved parents, who always prayed for me, never tired in advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I could not come to this point.
7. All of my family members, my brothers for their support during my study.
8. To my friends who have helped me to finish my study.
9. Tadrīs Bahasa Inggris friends in TBI class.
10. All people who have helped me to finish my study, thank you for your supported, may Allah bless them. Amiin.

I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 15 July 2024
Researcher



Alwan Thoha Sitompul
Reg. Num. 18 203 00032



TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION OF ADVISORS	ii
AGREEMENT OF ADVISORS	iii
DECLARATION OF SELF THESIS COMPLETION	iv
APPROVAL AGREEMENT FOR PUBLICATION	v
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	vi
ABSTRACT	vii
ABSTRAK	viii
ARABIC ABSTRACT	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURE	xv
CHAPTER I : INTRODUCTION	
A. The Background of the Problem	1
B. The identification of the Research	6
C. The Limitation of Problem.....	6
D. Formulations of the Problem	6
E. The Objectives of Research	7
F. The Significances of Research	7
G. Definitions of Terminologies	8
H. Outline of the Research	10
CHAPTER II : THEORETICAL DESCRIPTION	
A. Theoretical Description.....	11
1. The Nature of Sentence	11
a. The Definition of Sentences	11
b. The Elements of Sentences	15
c. The Kinds of Sentences	17
2. Compound Sentence	23
a. The Concept of Compound Sentence.....	23
b. The Types of Compound Sentence	26
B. Review of Related Findings	30
C. Hypothesis.....	33
CHAPTER III :RESEARCH METHODOLOGY	
A. The Place and Time of the Research	34
B. The Kind of Research	34
C. The Population and Sample	35
D. The Instrument of Research	36
E. The Validity and Reliability.....	38

F. Technique of Data Collection	39
G. The Technique of Data Analysis	40

CHAPTER IV : RESULT OF RESEARCH

A. Students' Compound Sentence Mastery	43
B. Discussion	54

CHAPTER V : CLOSING

A. Conclusions	59
B. Implication	59
C. Suggestion	60

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

	Page
Table III.1 : Population of Research	35
Table III.2 : Indicator of Test	37
Table III.3 : Interpretation of Students Score	41
Table IV.1 : Students Result in Compound Sentence Test	44
Table IV.2 : Quality Score of Students' Compound Sentence Test.....	47
Table IV.3 : Statistic Count of Students Result Score	50
Table IV.4 : The Distribution Table of Students Score	51
Table IV.5 : Interpretation of Students Score	54

LIST OF FIGURE

Page

Figure IV.1 : Histogram of The Students Compound Sentence Mastery52

CHAPTER I

INTRODUCTION

A. Background of the Problem

In English subject, the students learn about forming word and sentence. Word is a crucial part of linguistic knowledge and constitute a component of grammars. As one of the components that should be considered in writing, Fitrawati states that grammar is a system of rules to form and combine words into sentences.¹ It means that to arrange words into sentences, there are some principles that should be obeyed in order to convey the writer's intentions. The sentences made by the writer can be classified into several types based on the complexity, but one can learn thousands of words in a language and still not know the language, the simple things about language is sentence.

Vocabulary can be arrange becomes a sentences and the sentences can be use as a language.² Besides, vocabulary is basic element of English material. The students does not have skill in English without mastering English vocabulary. A sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause. Simple sentence in English consists of two parts: subject and predicate; that is, a simple sentence consists of one main clause only. A simple sentence is a main clause itself; in

¹ Fitrawati 'Students' Need Analysis on Multimedia Based Grammar 1 Teaching Material', ISELT-4, vol 4, no.1, 2016 p. 302-310, retrieved from <https://ejournal.unp.ac.id/index.php/selt/article/view/6940/5474>

² Trilanti. Eka Sustri Harida, Fitri Rayani Siregar,. An Analysis On The Students' Ability In Understanding Vocabulary At First Year Students Of English Education Study Program (TBI) STAIN Padangsidempuan. Vol 1, No 2 July 2013. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/26/19>

other words, a simple sentence is always an independent sentence that is a sentence capable of occurring on its own.

Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. Teschner and Evans stated “any sense of making piece of writing that begins with a capital letter and ends with a period, with three dots, with a question mark, or an exclamation point.”³ So, a sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause.

Learners of English often fail to answer the question which sentence type a specific sentence belongs to. Having four different types, simple, compound, complex, and compound-complex, sentences themselves are hard to recognize and determine whether they are one of the kinds above. This knowledge about language and grammar-leads the students to formulate proper sentences which may help them write good-quality essays with various sentence types. Compound sentences are two or more root words that merged into a new and different word⁴. So, it is a sentence that connects two independent clauses, typically with a coordinating conjunction like and, or, but, *etc.*

³ Richard Teschner, & Eston Evans, *Analyzing the Grammar of English* (3rd ed.). (Washington, DC: Georgetown University Press, 2007). p. 225
https://books.google.co.id/books/about/Analyzing_the_Grammar_of_English.html?id=fij1OwTBS4EC&redir_esc=y

⁴ Bushra Saadoon M. Alnoori and Fatima R. Al-Musawi, *Reading and Writing Skills Practice Book* (New Delhi: Idea Publishing, 2018), p. 21-24
https://www.researchgate.net/profile/BushraAlnoori/publication/336990359_Reading_and_Writing_Skills_Practice_Book/links/60405881a6fdcc9c780f7aa8/Reading-and-Writing-Skills-Practice-Book.pdf

Compound sentences play a crucial role in the English language, adding variety and depth to our communication. Compound sentence is one that has two or more independent clauses connected by a coordinating conjunction. These sentences allow us to express complex ideas, connect related thoughts, and create a flow in our writing. This grammatical tool not only provides a means to articulate sophisticated concepts but also adds variety to sentence structures, preventing monotony and engaging the reader's attention.

Compound sentences are a combination of more than one main clause. A main clause or an independent clause is a clause that can stand by itself and pass off as a complete and meaningful sentence. For example: this house is too expensive, and that house is too small. This sentence is a compound sentence because it has two independent clauses, 'This house is too expensive, and that house is too small' separated by a comma and the conjunction 'and'⁵. A compound sentence is a sentence that has at least two independent clauses. Mastering the art of constructing compound sentences is essential for achieving clarity, expressiveness, and a natural rhythm in creating a communication.

A correct compound sentence can be measured from several aspects contained in the sentence itself. Those aspects were classified into five categories stated. Those are the presentation of ideas, the use of conjunction, capitalization and punctuation, sentence structure and word order, and the tense and conjugation of verbs. An excellent compound sentence must

⁵ Nurdiana Rizki Amelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi Publishing, 2017), p.41 <https://repository.uin-suska.ac.id/49373/1.pdf>

contain a single concrete thought or idea, an appropriate conjunction, excellent capitalization and punctuation, wellconstructed sentence and word order, correct tenses and agree with the subject. Those categories stated in the scoring rubric can be the indicators or descriptions of how well the students construct compound sentences.

Compound sentence consists of two or more main clauses. The sentence *whales cannot breathe under water for they have lungs instead of gills* is an example of a compound sentence because both clauses are independent and may stand on their own. The connecting word *for*, which expresses reason, connects these two clauses and expresses what these two situations have to do with each other. It supports by Rangkuti⁶ that compound sentence consists of two or more independent clauses with no dependent clauses. The compound sentence has some ways to join the independent clauses. In writing a compound sentence, students often error in using conjunction (*and, but, or, nor, for, so, yet, not only, but also, neither, nor, both, and*).

Mastery is the ability to build on something that has already been learnt and it also the ability to reason about a concept and made connections in conceptual and procedural fluency. Compound sentence mastery is the influences the communicative competence and also compound sentence is important to learnt in English, as the students, they must master the English aspect, such sentence especially compound sentence.

⁶ Fahrul Marito Rangkuti. Students' Ability in Constructing Compound Sentence at Grade VIII MTS Roudhotul Jannah Pagaran Batu. English Education Department. Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Padangsidempuan. 2015. <https://etd.uinsyahada.ac.id/3628/1/11%20340%200010.pdf>

Since many sources of knowledge are now written in English, there is a high time for the University students to develop their skills.⁷ But, the students of English Educational Department at the fourth semester of UIN Syahada Padangsidimpuan on 2023/2024 academic year have some problems in writing compound sentence. Based on interview with some of the student in TBI 2, EAP stated she did not understand about writing compound sentences and did not understand about structure in a sentence. She just focused to understand compound sentence, she confused about the vocabulary or verbs. Some students cannot write well, especially in constructing or forming compound sentence and still confused about how to combine first sentence to other sentence. They made errors in using conjunction or semicolon. So that, it made them cannot write compound sentence correctly.⁸ The students couldn't develop his ideas in writing, didn't know how to make a good sentence especially in constructing compound sentence, and has low motivation in writing English.

Based on the problems above the researcher is interested to research the problems that faced by the students with the title **“The Compound Sentence Mastery of the Fourth Semester English Education Department UIN SYAHADA Padangsidimpuan on 2023/2024 Academic Year.”**

⁷ Eka Sustris Harida, Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan. *Al-Ta'lim Journal*. Faculty of Islamic Education and Teacher Training UIN Imam Bonjol Padang. Vol. 21, No. 3 (2014). <https://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/102>

⁸ EAP, as a student at the fourth semester of English Educational Department of UIN Syahada Padangsidimpuan, interview on 20th September 2023

B. Identification of the Problem

Based on the background of the problem above, it can be identified that students' deal with some barriers in writing compound sentences, they are:

1. The students are difficult to form and write compound sentence.
2. The students do not understand the structure of the sentence.
3. They are getting difficult in vocabulary.
4. The students make error in using conjunction and semicolon.
5. The students couldn't develop ideas in writing compound sentence especially about the vocabulary or verbs of compound sentence.

C. Limitation of the Problem

Based on the background of problem that have been explained above, the researcher limited the problem was about the students' compound sentence mastery at the fourth semester English Education Department State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 Academic Year”.

D. Formulation of the Problem

Based on background of problem and the limitation of the research above, the researcher constructed the formulation of the problem as follows: “How is the students' compound sentence mastery at the fourth semester of English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year?”

E. Objective of the Research

Based on the formulation of problem above, the researcher considered that the objective of this research was “to describe the students’ compound sentences mastery at the fourth semester of English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year”.

F. Significances of the Research

The significances of this research hopefully to be useful and benefit to some categories below:

1. For students

Hopefully this research give information about compound sentences, the importance of mastering compound sentence, they can understand in forming a good sentence in the next change and the students can improve their ability in writing compound sentences to be better.

2. For the English Lecturer

The result for this research can give the English lecturer information of the students' ability in writing sentence, especially the mastery of compound sentences, so the lecturer can know the students problem and the lecturers are able to solve students problems about understanding sentences.

3. For readers

Hopefully this research increase the readers knowledge about sentences, the types of sentences, from simple sentence, compound sentences, complex sentences and compound complex sentences and the information in this research was useful for the reader to increase their knowledge about sentences, especially in compound sentence, because this research was focused on compound sentence mastery at the fourth semester of English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year.

4. For the next researcher

Hopefully the result of this research can be used as a reference for other researcher who want to conduct a research about compound sentence and has the similar interested about discussed the compound sentence theory.

G. Definitions of Terminologies

In order to give consistent idea in this research, there are some key terms that researcher use in this research:

1. Student

Student is a person who goes to school to learn something that going to school, but it may also be other people who are learning, such as in college or university. A student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an

institution of higher learning and registered full-time in educational purpose.

2. Mastery

Mastery is the ability to build on something that has already been learnt and it also the ability to reason about a concept and made connections in conceptual and procedural fluency. Compound sentence mastery is the influences the communicative competence and also compound sentence is important to learnt in English.

3. Compound Sentences

A compound sentences is two or more independent clauses joined together. Compound sentences are a combination of more than one main clause, a main clause or an independent clause is a clause that can stand by itself and pass off as a complete and meaningful sentence.

Based on the definition of variables above, the researcher completed this thesis with the title "The Compound Sentence Mastery of the Fourth Semester English Education Department Students UIN Syahada Padangsidempuan on Academic Year 2023/2024", where the meaning is "Kemampuan dalam Menulis Compound Sentence pada Semester Empat Program Studi Pendidikan Tadris Bahasa Inggris UIN Syahada Padangsidempuan Tahun Ajaran 2023/2024". It means the researcher need to explore The Compound Sentence Mastery of the Fourth Semester English Education Department Students UIN Syahada Padangsidempuan on Academic Year 2023/2024.

H. Outline of the Thesis

The systematic of this research divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter one consists of background of the problems, identification of the problems, limitation of the problems, defenition of terminologist, formulation of problems, purpose of the research, significances of the research, and the systematic outline of the thesis.

Chapter two concists of the theoritical description it is about sentence, especially in compound sentence, the definition of sentence, kinds of sentence, the elements of sentence, review of related finding and hypothesis of this research.

Chapter three consists of the research methodology, place and time of the research, research method, population and samples, definition of operational variables, instrument of research, technique of collecting data and techniques of analysis data.

Chapter four consists of the result of the research and the discussion. Chapter five is closing, where it consists of the conclusion, implication and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

I. Theoretical Description

1. The Nature of Sentences

A sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark or exclamation mark. Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

a. Definition of Sentences

Sentence is a full of predication and containing a subject plus a predicate with a finite verb. Sentences are generally classified in two ways, one by types and one by the number of formal predications. A sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark or exclamation mark. A grammatically complete sentence expresses at least one complete whole event or situation with a subject and predicate. Some sentences consist of only one clause.

A clause also expresses a whole event or situation with a subject and a predicate⁹. Sentence is the largest grammatical unit in the English rank scale and it refers to a group of words that begins

⁹ Giyoto, *Basic Sentence of English* (STAIN Surakarta: Surakarta, 2006), p. 67
<https://core.ac.uk/download/pdf/296470936.pdf>

with a capital letter and ends with any of these three punctuation marks: the period or full stop, the exclamation mark and the question mark.

A sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause. Simple sentence in English consists of two parts: subject and predicate; that is, a simple sentence consists of one main clause only. A simple sentence is a main clause itself; in other words, a simple sentence is always an independent sentence that is a sentence capable of occurring on its own. Murthy stated a sentence is a group of words which makes complete sense.¹⁰ A useful way to begin identifying clauses in sentences is to count main verbs. For each main verb there will be a clause and in each simple sentence, there has to be a subject and a verb.

However, this does not mean that the simple sentence has to be very short. Simple sentences can consist of compound subjects, compound verbs, some additional phrases. These additional phrases can appear at the beginning, at the end of or in the middle of a sentence. A simple sentence no matter how long, no matter how intellectually dense, has only one independent clause. The sentence below illustrates the problem with defining a simple sentence in terms of its length.

¹⁰ Jayanthi Dakshina Murthy. *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 235. <https://search.worldcat.org/title/Contemporary-English-grammar-for-scholars-and-students/oclc/1006304032>

Sentence comes from a phrase or clause that is generally named as the smallest unit of utterance and text in expressing meaningful thought. Based on Kridalaksana, in a sentence there are some features that sentences have such a final intonation pattern, containing phrases and clauses which stand as independent units and features of sentence such as exclamations, minimal answer, and so on.¹¹ A crucial thing a sentence has when it becomes a unity is the dimensions of content and form that bring the complete understanding of meaning and correct structure of sentence.

Sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. Sentence is a group of words that has a subject and a verb and states a complete idea, beginning with a capital letter and ends in period. Teschner and Evans stated “any sense of making piece of writing that begins with a capital letter and ends with a period, with three dots, with a question mark, or an exclamation point.”¹² So, a sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause.

¹¹ Harimurti Kridalaksana, *Kamus Linguistik*. (Jakarta: Gramedia Pustaka Utama. 2001). p.92 <https://lib.ui.ac.id/detail?id=98502>

¹² Richard Teschner, & Eston Evans, *Analyzing the Grammar of English* (3rd ed.). (Washington, DC: Georgetown University Press. 2007). p. 225 https://books.google.co.id/books/about/Analyzing_the_Grammar_of_English.html?id=fij1OwTBS4EC&redir_esc=y

Sentence is a grammatical construction that contains a complete thought or idea and grammatical unit with the largest syntactic unit from a clause or phrase in which word classes are functionally arranged. Composing sentences requires an understanding of sentence structure, to make a good paragraph. Paragraph is a part of text which consists of several sentences meaningfully.¹³ Talking about paragraph, there are three parts of paragraph; they are topic sentence, supporting sentence, and concluding sentence.

A sentence is composed of one or more clauses. A clause contains a subject and verb.

There are two types of clauses they are:

- 1) Independent clauses: An independent clause (or main clause) is a complete thought and can stand by itself.
- 2) A dependent clause (or subordinate clause) : is an incomplete thought and cannot stand by itself.

The sentence structure is known as syntax in linguistics. The sentences complete with subject, verb and noun as element building of sentences¹⁴. Simple example of sentences are: I go to school, She loves me and I hate you.

¹³ Eka Sustri Harida. An Evaluation on Students' Reading Motivation and Their Reading Comprehension of The English Department Students IAIN Padangsidempuan. TAZKIR Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman 3(1):183. June 2017. <https://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/817>

¹⁴ Diah Ayu Kristianingsih, Akhmad Haqiqi Ma'mun, and Zuhad Ahmad, 'A Syntactic Analysis of the Sentence Structure in Motivational Quotes Using Tree Diagram for English

Actually, a good sentence structure, and a proper punctuation are highly demand on academic writing.¹⁵ The reader of academic writing usually is educated people such as, scientist, educators, and researcher. Hence, the students should be more aware of the importance of the regulation in composing academic writing intentionally to provide the best result. So, the researcher conclude that sentence is a group of words that begins with a capital letter and ends with any of these three punctuation marks: the period or full stop, the exclamation mark and the question mark.

b. The Elements of Sentences

A sentence is a collection of words that work together to express a complete thought. Sentences form the most basic building blocks of the English language. It has a subject and a verb and states a complete idea, beginning with a capital letter and ends in period. Based on Abdullah¹⁶ elements of sentences are commonly subject (S), verb (V) or predicate and complement (C) can be adverb, noun,

Subject + Verb/Predicate + Complement

Example: I eat banana
 S V C

Learning', *Edunesia: Jurnal Ilmiah Pendidikan*, 4.3 (2023), 1447–58
<https://doi.org/10.51276/edu.v4i3.602>.

¹⁵ Elisa Dora, Eka Sustri Harida, Rayendriani Fahmei Lubis, Students' Seventh Semester of English Education (TBI) STAIN Padangsidempuan Ability in Academic Writing. *English Education Journal*. Vol 1, No 2 (2013).
<https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/22>

¹⁶ Abdullah, *English Syntax* (Makassar: Badan Penerbit UNM: 2023), p. 69
<https://eprints.unm.ac.id/28397/1/BUKU%20ENGLISH%20SYNTAX%202022.pdf>

1) Subject

Sentences are composed of two parts: the subject and the predicate. The subject is the focus of the sentence it's the thing being talked about or name of the person that sentence is about. 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. Sometimes, there will be more than one thing composing the subject. Multiple parts of a subject will be joined by an "and" or an "or." Here some of the example:

- a) The hat was sitting on the table
- b) The hat and the gloves were sitting on the table.
- c) Cat climb the tree.

2) Verb/Predicate

The predicate of the sentence is broken down into several parts. The first part is the verb, the word that indicates what the subject is doing or being. In the previous examples:

- a) The hat was sitting on the table
- b) The hat and the gloves were sitting on the table.
- c) Cat climb the tree

3) Complement

Complement is a word that used to complete the meaning of verb or need additional information to complete the sentence. Complement consists of subject complement, object complement, and adverb complement.

So, a sentence should be have the elements of sentences, they are subject (S), verb (V) or predicate and complement (C) can be adverb, noun, or adjective.

c. Kinds of Sentences

Harida¹⁷ stated there are many kinds of sentences. It can be based on the forms, intonation, and so on. Based on the forms of sentences, it can be distinguished into four kinds; they are simple sentence, compound sentence, complex sentence and compound complex sentence. The explanation is as follows:

1) Simple Sentence

Simple sentence is the sentence that has one subject and one predicate. Subject is a person or thing that perform and action and predicate is a verb that show the action, Where a sentence consist of a main clause only.¹⁸ **Simple sentence** consists of one independent clause. (An independent

¹⁷ Eka Sustri Harida, Arini and M. Faiz Alfajri, *Basic Reading for EFL University Reading* (Medan: CV. Merdeka Kreasi Group, 2022), p. 42-47 https://repo.uinsyahada.ac.id/971/1/Repository%20Basic%20Reading_Dr.%20Eka%20Sustri%20Harida.pdf

¹⁸ Jayanthi Dakshina Murthy. *Contemporary English Grammar* p. 238. <https://search.worldcat.org/title/Contemporary-English-grammar-for-scholars-and-students/oclc/1006304032>

clause contains a subject and verb and expresses a complete thought). Such as:

- a) I like coffee.
- b) Mary likes tea.
- c) The earth goes round the sun.
- d) Mary did not go to the party.

Simple sentence as a sentence consisting of a single main clause. A simple sentence is defined as a sentence consisting of one independent clause only.

2) **Compound Sentence**

.Compound sentences are an important tool for writers because they allow for a greater degree of expressiveness and variety in writing. Compound sentence is a sentence which consist of two or more co-ordinate clauses.¹⁹ They can be used to create contrast, emphasize important points, or show cause and effect relationships between ideas. A compound sentence is a sentence that consists of two or more independent clauses joined together by coordinating conjunctions or semicolons. It allows for the combination of related thoughts into a single sentence, which can improve the flow and clarity of writing. By using compound sentences effectively, writers can create a more

¹⁹ Jayanthi Dakshina Murthy, 238



engaging and effective piece of writing that is easy for readers to follow.

Based on Verspoor¹² compound sentence is one that has two or more independent clauses connected by a coordinating conjunction. An independent clause is a group of words that can stand alone as a sentence because it expresses a complete thought. While, coordinating conjunctions are words that connect two or more words, phrases, or clauses of equal importance. Words like "and," "but," and "or" that join independent clauses in a compound sentence. These conjunctions are used to create compound sentences and connect related thought. It contains a subject and a predicate and can function as a sentence on its own.

In compound sentences there is an important part name coordinating conjunction that functions as a connector. Based on Joshi coordinating conjunction called as FANBOYS and it stands for for, and, nor, but, or, yet, and so.¹³ Those conjunction connect two clauses of a compound sentence which every clause has a subject and verb or a base sentence. It is the sentence that

¹² Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis An Introductory Course* (Amsterdam; John Benjamins Publishing Company, 2000), p. 36
https://www.academia.edu/25772044/_Marjolijn_Verspoor_English_Sentence_Analysis_An

¹³ M. Simple Joshi, *Compound, Complex, and Compound-Complex Sentences English Sentence Forms*. (Uttarakhand: Manik Joshi. 2014). p.13

contains of two or more independent clause combining with conjunction (for, and, nor, but, or, yet, so) as:

- a) Rena and Rayan are on the way to the grocery store.
- b) Nobody can do it but you
- c) I have bread and butter for breakfast every day.
- d) Do you prefer to have milk or coffee?

Compound sentence made from two independent sentences joined by and, or, or but, as in *Meli reads and Tomi sleeps*. So, a compound sentence is like two or more simple sentences added together. A compound sentence does not contain any dependent clauses.

3) Complex Sentence

Complex sentence is a sentence made up one independent clause and at least one or more dependent clauses. Complex sentence is a sentence which consists of one main clause and one more subordinate clauses.²² There are two types of clause: independent clauses and dependent clauses. A sentence contains at least one independent clause and may contain one or more dependent clauses.

A sentence which consist of one main clause and one or more subordinates clauses.²³ The dependent clause can come at

²² Zandvoort and Van Ek, *A Hand Book of English Grammar* (Australia: Serise Roehr, 1989), 239.

²³ Jayanthi Dakshina Murthy. *Contemporary English Grammar* p. 238.

the beginning or end of the complex sentence. When the dependent clause comes at the beginning, a comma (,) is placed before the independent clause. Complex sentence has one independent clause and one to two dependent clauses. A complex sentence always has a subordinating conjunction (because, since, after, although, when...) or a pronoun (who, which, and that).

If a dependent clause has a subordinating conjunction and is located at the beginning of the sentence, a comma should be used to separate it from the independent clause, e.g I afraid that she would fail her examination.²⁴ In a complex sentence of two related ideas, one idea is generally more important than the other one. Such as:

- a) Because he was late again, he would be docked a day's pay.
- b) While I am a passionate basketball fan, I prefer football.
- c) Although she was considered smart, she failed all her exams
- d) She went to class even though she was sick²⁵.

Complex sentence is a sentence that contains one independent and at least one dependent clause (sometimes called

²⁴ Eka Sustri Harida, Hamka. Collocation Mastery of The University Students. ELITE Journal: Journal of English Linguistics, Literature and Education. Vol. 1, No. 2 Desember 2019. <http://elitejournal.org/index.php/ELITE/article/view/25>

²⁵ Rayendriani Fahmei Lubis, Yusni Sinaga, and Isma Yanti, 'The Students' Ability in Differentiating Compound and Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan', *English Education: English Journal for Teaching and Learning*, 5.1 (2017), 72 <https://doi.org/10.24952/ee.v5i1.1171>.

a subordinate clause). An independent clause is a phrase that would make sense if it were a sentence on its own, whereas a dependent clause will not form a sentence on its own.

4) Compound Complex Sentence

Compound complex sentence is complex sentence which has one independent clause and one or more dependent clauses. A sentence which consist of two or more main clauses and at least one subordinate clause.²⁶ We place more important idea as independent clause, and the less important idea as dependent clause. There are three kinds of dependent clauses that construct a complex sentence such as adverb clause, adjective clause and noun clause. The last type is compound complex sentence. It has two independent clauses and one or more dependent clauses. For example: Because grammar is easy, I learned it quickly, but it took me several years to master writing²⁷. The following example below:

- a) After I finish work, I will go to the gym, and I will meet my friend for dinner.
- b) John didn't come because he was ill so Mary was not happy.
- c) She studied hard for her exam, but she still failed because she didn't understand the material.

²⁶ Jayanthi Dakshina Murthy. *Contemporary English Grammar* p. 240.

²⁷ Euis Kurniasih, 'An Error Analysis in Generating Compound Complex Sentence on Students' Writing', *Journal of English Language Teaching and Literature (JELTL)*, 5.2 (2022), 141–49 <https://doi.org/10.47080/jeltl.v5i2.2131>.

- d) If he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

Compound complex sentence is a sentence that contains at least two independent clauses and at least one subordinate clause. The focus of this research is to know the students compound sentence mastery at the fourth semester english education department State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 Academic Year and the description is on the following explanation.

2. Compound Sentence

a. The concept of Compound Sentence

Compounding is a joining of two separate words to produce a single form. This combining process, technically known as compounding. Common English compounds are bookcase, fingerprint, sunburn, textbook, wallpaper and so on. All these example are nouns, but we can also create compound adjective, good-looking, low-paid, fast-food and so on²⁸. Compound sentence is one of sentence types classified based on the complexity. It can be classified into several types based on the connecting word used to connect clauses.

²⁸ George Yule, *The Study of Language* (New York: UK University Press Cambridge, 2010), p. 55 https://sintak.unika.ac.id/staff/blog/uploaded/5811996202/files/george_yule.pdf

Compound sentence is one that has two or more independent clauses connected by a coordinating conjunction. These sentences allow us to express complex ideas, connect related thoughts, and create a flow in our writing. This grammatical tool not only provides a means to articulate sophisticated concepts but also adds variety to sentence structures, preventing monotony and engaging the reader's attention. So, is a sentence that connects two independent clauses, typically with a coordinating conjunction like and, or, but, *etc.*

Compound sentence is one of sentence types classified based on the complexity. It can be classified into several types based on the connecting word used to connect clauses. According to Greenbaum and Nelson the connecting word used in compound sentence can be coordinating conjunction (and, but, yet, so, for, nor and or) or a semicolon (;).²⁹ Coordinating conjunctions are not the only words that can be used to join clauses; conjunctive adverbs also perform the same function as coordinating conjunctions since they fill connecting role in a sentence. Compound sentence is two simple sentences connected by a comma and a coordinating conjunction. A compound sentence is two or more independent clauses joined together. There are three ways to join the clauses. The basic formula for a compound sentence:

<p>1 Main Clause → Conjunction → 1 Main Clause Semicolon</p>
--

²⁹ Sidney Greenbaum, Gerald Nelson. *An Introduction to English Grammar*. (London: Pearson Education Limited. 2002) <https://ia800608.us.archive.org/pdf>

Example:

- 1) The girl went out and the baby cried.
- 2) I like studying, but my sister like playing game.
- 3) She study hard for the exam, so she passed with flying colours.
- 4) She did not come yet for she did not read the news.

Here are three important points to know about compound sentences:

- 1) A comma and a coordinating conjunction connect the two halves of a compound sentence.
- 2) There are seven coordinating conjunctions in English: for, and, nor, but, or, yet, and so. Remember them by the phrase "fan boys."
- 3) Don't confuse a compound sentence with a simple sentence that has a compound verb. The first sentence in each of the following pairs of sentences is simple and doesn't need a comma. The second one is compound and requires a comma³⁰.

Explanation above is the way to know well about compound sentence with comma, conjunction and semicolon. compound sentence is one of sentence types classified based on the complexity. It can be classified into several types based on the connecting word used to connect clauses.

³⁰ Ann Hogue, *First Step in Writing* (New York: Pearson, 2008), p.53 univ.edu.sy/newsites/humanities/wpcontent/uploads/2018/11/Ann_Hogue_First_Steps_in_Academic_Writing.pdf.

b. The Types of Compound Sentence

Compound sentences play a crucial role in the English language, adding variety and depth to our communication. Compound sentence is two simple sentences connected by a comma and a coordinating conjunction. A compound sentence is two or more independent clauses joined together. There are three ways to join the clauses. it is a sentence that connects two independent clauses, typically with a coordinating conjunction like and, or, but, *etc.*

There are three type of compound sentence in more detail are³¹:

1) Compound Sentence with Conjunction.

Compound sentence have two main (independent) clauses that can stand alone as separate ideas without anything else needed in order to make the sense. This means that the compound sentence will have two subjects and at least two verbs. The two clauses can be related to each others but could be two simple sentences in the right equal importance. Conjunction is a word used to make connections and indicate relationship between events. Each coordinating conjunction has a slightly different use depend on the relationship between the two clauses. Kinds of conjunctions are:

³¹ Alice Oshima Ann Hogue, *Writing Academic English* (London: Person Longman, 1999), p.155.

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

Example are following below;

- a) Mother advices her son, **for** she loves him.
- b) Mr. Faisal teaches us English, **and** Mrs. Ulfa teaches us Indonesia.
- c) They do not eat a lot of red meat, nor do they eat many dairy product.
- d) Elly likes apple, **but** Suci loves banana.
- e) She wanted to go on vacation, **so** she saved up her money.

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 Semicolon

A group of word containing a subject and a verb expressing a complete thought is called a sentenve or

independent clause. Two independent clauses sometimes are linked together into compound sentence. depending on the circumstance, one of two different punctuation marks can be used between the independent clauses in compound sentence; a comma or semicolon. A compound sentence can also be formed with a semicolon alone. This kind of compound sentence is possible only when the two independent clauses are closely related in meaning.

If they aren't closely related, they should be written as two simple sentences, each ending with a period. Place a semicolon between the two independent clauses in the following compound sentences. Example of compound sentence with semicolon are following below:

- a) The sky is clear; the stars are twinkling.
- b) Joe made the sugar cookies; Susan decorated them
- c) The waves were crashing on the shore; it was a lovely sight.
- d) Check back tomorrow; I will see if the book has arrived

So, there are three types of compound sentence, they were compound sentence with conjunction, compound sentence with conjunctive adverb and compound sentence with semicolon.

J. Review of Related Findings

This part contains the previous study from some researchers who have conducted teaching or research. This research is not the first research that had been done, there are some research related to this research. They are;

First, is Istiqomah³². This thesis was about students' ability in identifying compound complex sentence. The type of this research was descriptive quantitative research. To get the data, the researcher used the test. The researcher analysed the data by giving score to the students test, classifying the students' ability, calculating the frequency's percentage and the average of students' score. Based on the result of the research, the students' ability in identifying compound complex sentence that having excellent level showed 6 students or 15.79%, students got good level was 16 students or 43.10%, fair level was 10 students or 26.31%, low level was 3 students or 3.90 and the rest got failed level was 3 students or 3.90%. It can be concluded that the average of students' ability in identifying compound complex sentence at the fourth semester students of English Education Study Program of Raden Intan State Islamic University of Lampung in the academic year of 2019/2020 was 66.34. It was categorized into good level

³² Istiqomah, 'An Analysis of Students Ability in Identifying Compoud Complex Sentence at the Fourth. Semester of English. Education. at State Islamic University of Raden Intan Lampung in Academic Year of 2019/2020.' (UIN Raden Intan Lampung, 2021) <http://repository.radenintan.ac.id/13228/>.

Second is Rahma and Rosa³³. The purpose of the research is to figure out the students' ability in constructing a compound-complex sentence in essays writing. The design used in this research is descriptive research with second year students of the English language educational program of UNP as the research population. There were 30 students taken as the sample selected by using cluster sampling technique in K5-2018 class. The finding shows that the ability of students in writing compound complex sentence is in the level of good with the average percentage 79.18%. Most students generally can make compound-complex sentences in their essays writing, but they have problems in: 1) incorrect use of punctuation, especially comma, 2) lacks a subject or a verb in the compound-complex sentence. Therefore, an intensive attention should be given by the lecturer to facilitate the students to practice both writing and grammar by using peer correction.

Third is Sari, et. al³⁴. This study is aimed to describe the English Department students' ability in writing compound sentence. The type of this research was a descriptive research. The population of this research was fourth semester English Department. The total number of sample was 18 students from education program. Random sampling was used to collect the sample. The data were collected by giving writing test and the test was done in 60 minutes. They were asked to write argumentative essay at least 5

³³ Afri Rahma and Rusdi Noor Rosa, 'An Analysis on Students' Ability in Using Compound-Complex Sentences in Writing a Short Essay', *Journal of English Language Teaching*, 10.1 (2021), 53–60 <https://doi.org/10.24036/jelt.v10i1.111378>.

³⁴ Ika Dirga Sari, Hermawati Syarif, and Zul Amri, 'An Analysis of Compound Sentences in Students' Writing', *Atlantis Press*, 301.Icla 2018 (2019), 341–48 <https://doi.org/10.2991/icla-18.2019.57>.

paragraph. Based on the findings research, it was found that the students' ability in writing compound sentences was moderate level.

Fourth, is conducted by Aulia³⁵. This study aims to describe the students' understanding in constructing sentences through writing a recount text of the first year students at State Islamic Senior High School 1 Indragiri Hilir in academic year 2019/2020. In collecting the data, the researcher used writing test to determine the students' understanding in constructing sentences. Researcher used descriptive statistics through SPSS 23.0 to analyse the data in the form of mean score. The result of this research shows the mean score of students' understanding in constructing a sentence of the first year students of Science major, State Islamic Senior High School 1 Indragiri Hilir in academic year 2019/2020 is 54.62 includes in "POOR" category.

Fifth, was conducted by Fitawati, et. al.³⁶ This descriptive research aimed to find out the second year students' ability and the mistakes often done by the students in constructing compound sentences at English Department of Universitas Negeri Padang. The sample of this research was 22 NK1-2017 students of 214 second year students at English Department. The sample was taken by using cluster random sampling. The instrument used was a grammar test consisting of 30 items about compound sentences. The data were analyzed based on the theory adapted from LeBlanc (2008)

³⁵ Tuti Aulia, 'Students' Understanding in Constructing a Sentence at State Islamic Senior High School 1 INHIL' (State Islamic University of Sultan Syarif Kasim Riau. Pekanbaru, 2020) <http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203%0Ahttp://mpoc.org.my/malasia-n-palm-oil-industry/>.

³⁶ Fairisha Embriany , Hermawati Syarif , Fitrawati. Constructing Compound Sentences At English Department of Universitas Negeri Padang. English Department of Universitas Negeri Padang 2018. <https://ejournal.unp.ac.id/article/download>

and graded based on Peraturan Akademik Universitas Negeri Padang (2015). Based on the findings, it was found that the second year students' ability in constructing compound sentences was fairly good. was about the tense and conjugation of verbs which occurred 222 times (25.5%) from 872 mistakes found. Based on those findings, it can be concluded that the students quite understand how to construct compound sentences.

Based on review of related finding above, the researcher have some similarities and some differences with this research, it make the researcher interested in writing with the same title about compound sentence, but it focus on students' compound sentence mastery of the fourth Semester students English Education Department UIN Syahada Padangsidimpuan on 2023/2024 academic year.

K. Hypothesis of the Research

The hypothesis of this research was "the compound sentence mastery of the fourth semester students of English Educational Department UIN Syahada Padangsidimpuan on 2023/2024 academic year is in enough category".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at the fourth semester of English Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year. It was located on Jl. H. T. Rizal Nurdin Km. 4.5 Sihitang, Padangsidempuan Tenggara district, Padangsidempuan City, and Province of North Sumatera, Indonesia. The research conducted from July 2023 to July 2024.

B. The Kind of Research

This kind of this research used quantitative research. The researcher applied quantitative research as a kind of descriptive method. Quantitative research is the research based on collection and analysis of numerical data, usually obtained from question, test, checklist and other formal paper and pencil instrument. Quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people.³⁷ It means that researcher analysed students' ability in writing compound sentence.

³⁷ L.R Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. USA: New Jersey. 2000 https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf

The researcher applied quantitative research with a type of descriptive method. Descriptive research was a research to analyse the situation and phenomenon of students' compound sentence mastery at fourth semester in TBI of UIN SYAHADA Padangsidempuan on 2023/2024 academic year.

C. Population and Sample

1. Population

Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher to be learned and then be made summarizing.³⁸ The population in this research was the students at fourth semester in English Department Students of Tarbiyah and Teacher Training Faculty (FTIK) UIN Syahada Padangsidempuan on 2023/2024 academic year. The population of the research consisted of 2 classes with more than 61 students. It can be seen from the table below:

Table III.1
Population of The Research

No.	Name of Class	Total of Students
1.	TBI 1	23
2.	TBI 2	38
Total		61

So, the population in this research was the students at fourth semester in English Department Students of Tarbiyah and Teacher

³⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif R & D*, (Bandung: Alfabeta, 2010). p.80-81. <https://www.pdfdrive.com/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro-d56379944.html>

Training Faculty (FTIK) UIN Syahada Padangsidempuan on 2023/2024 academic year that consisted of 2 classes with more than 61 students.

2. Sample

In this research, the researcher considered the sample by using total sampling technique. Total sampling is the process of selecting a sample in such a way that all individuals in defined population have an equal and independent chance of being selected for sample by total sampling. It means that in this research the sample were TBI 1 and TBI 2 class of the fourth semester students in English Department Students of Tarbiyah and Teacher Training Faculty (FTIK) UIN Syahada Padangsidempuan on 2023/2024 academic year that consist of 61 students.

D. Instrument of the Research

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used test as the instrument. Although this research used quantitative research with descriptive method, the researcher used compound sentence mastery test to the students. Test is a method of measuring a persons` ability, knowledge, performance or quality of students in their knowledge, in this case the students compound sentence mastery.

The researcher would give test included the cognitive test (essay) based on compound sentence. Achievement test measure the current status of

individuals on school-taught subject³⁹. Test is process of measuring the ability or quality of students in their knowledge. In this research, test constructed by the researcher.

Table III.2
Indicators of Test

No.	Indicators	Sub Indicators	Number of Items	Score	Total Score
1.	The students are able to write compound sentence	Build sentence with conjunction "For"	2	5	10
2.	The students are able to write compound sentence	Build sentence with conjunction "And"	3	5	15
3.	The students are able to write compound sentence	Build sentence with conjunction "Nor"	3	5	15
4.	The students are able to write compound sentence	Build sentence with conjunction "But"	3	5	15
5.	The students are able to write compound sentence	Build sentence with conjunction "Or"	3	5	15
6.	The students are	Build sentence	3	5	15

³⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Third Edition* (America: Library of Congress Cataloging, 2007), p. 445

No.	Indicators	Sub Indicators	Number of Items	Score	Total Score
	able to write compound sentence	with conjunction "Yet"			
7.	The students are able to write compound sentence	Build sentence with conjunction "So"	3	5	15
Result			20		100

The test contained to get the information about the students' compound sentence mastery at fourth semester in TBI of UIN SYAHADA Padangsidempuan on 2023/2024 academic year.

E. Validity and Reliability

1. Validity

A good test must have validity and reliability. A valid instrument refers to the extents to which an instrument measure what is supposed to measure. The purpose of test validation was to minimize the misunderstanding of the test, so the test need to validate the test to someone that have been expert about compound sentence. In this research, the researcher used essay test to test students' writing ability in writing compound sentence. To make the test became valid, so the researcher applied construct validity in this research. Construct validity is used to know whether the test valid or not by using to expert judgement such as English teacher or lecturer. Researcher used it to make the test

became valid. The validator in this research was the English lecturer of English Department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the data.

2. Reliability

The reliability is synonyms with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated. Reliability is one of the characteristic of good test. It refers to the consistency of the measurement.

F. Technique of Data Collection

To collect the data, the researcher asked the students to write and underline the verbs then students write in paper. In this research, the researcher designed technique for collecting data as follows:

1. The researcher prepared the test that would be filled by the students. It consisted of 20 questions.
2. The researcher gave the students list of questions of using compound sentences test.
3. The researcher determined the time for students to do test. The researcher determine the time of doing the test. The time of doing test in 20 minutes.
4. The researcher gave chance or time for students to ask something left or unclear in doing the test.

5. The researcher asked the students to do test and the researcher monitored the students during the test was done.
6. The researcher collected the students answer to be analysed after the students finish answer the test.

G. Technique of Data Analysis

After collecting the data, the researcher analysed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

1. Mean Score

To count the mean score of students test about compound sentence, the researcher used this formula:

$$M = \sum \frac{x}{n}$$

Explanation:

M: Mean score (average)

\sum : Total of the research

n: Sum of respondent⁴⁰

2. Median

In calculating the median score of students result score, the researcher used this formula:⁴¹

$$Me = b + p \left(\frac{\frac{1}{2} n - F}{f} \right)$$

⁴⁰ Anas Sudjiono, *Statistik Pendidikan* (Jakarta: Grafindo Persada, 2011), p. 81
https://www.academia.edu/37436922/pengantar_statistik_pendidikan_anas_sudijono_34761_pdf

⁴¹ Anas Sudjiono

3. Modus

In calculating the modus score of students result score, the researcher used this formula:⁴²

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

4. Then, the result appropriated with the interpretation to the index of means score. The interpretation of the result could be seen in the following table:

Table III. 3
Interpretation of Students Score⁴³

No	Score	Interpretation of Value
1	81-100	Very good
2	61-80	Good
3	41-60	Enough
4	21-40	Low
5	0-20	Very low

After finding the mean score, the researcher presented to the criteria as follows:

- a. If the score is 81-100, could be categorized into the very good category.
- b. If the score is 61-80, could be categorized into good category.
- c. If the score is 41-60, could be categorized into enough category.
- d. If the score is 21-40, could be categorized into low category.
- e. If the score is 0-20, could be categorized into very low category.

⁴² Anas Sudjiono

⁴³ Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), p.23.

5. Description of the data, it described data that have been collected by the researcher and explained by the researcher.
6. Taking conclusion, it was concluded the result of the research analysis.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on the result of research and analyzing the data that have been collected. This chapter explained the detail data of the finding. This result of research discussed based on the consideration of description the data, calculated the mean score to get the results from all students and categorized the result based on the criterion. The quantitative data took from the mean score of the students' score in test about compound sentences that given to the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year. The details of the description data as follows:

A. Students' Compound Sentence Mastery

In conducting this reseach, the researcher applied test to know the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year. This research was applied to 61 students of TBI-1 and TBI-2 class at the fourth semester of English Department students as the sample in this research.

The result of students test about compound sentence would explained in the table below:

Table IV.1
Students' Result in Compound Sentence Test

No	Initial	Class	Result of The Test		
			True	False	Score
1.	NL	TBI-1	15	5	75
2.	DRH	TBI-1	14	6	70
3.	LSR	TBI-1	12	8	60
4.	NZ	TBI-1	14	6	70
5.	Rian	TBI-1	12	8	60
6.	ZM	TBI-1	9	11	45
7.	IKH	TBI-1	17	3	85
8.	AS	TBI-1	13	7	65
9.	SAR	TBI-1	14	6	70
10.	UKS	TBI-1	14	6	70
11.	M	TBI-1	13	7	65
12.	SJ	TBI-1	13	7	65
13.	FMR	TBI-1	16	4	80
14.	SFH	TBI-1	18	2	90
15.	KF	TBI-1	16	4	80
16.	DM	TBI-1	15	5	75
17.	MN	TBI-1	12	8	60
18.	PDP	TBI-1	13	7	65
19.	SKP	TBI-1	14	6	70
20.	NIS	TBI-1	13	7	65
21.	AD	TBI-1	14	6	70
22.	DPS	TBI-1	13	7	65
23.	RRS	TBI-1	14	6	70
24.	NSE	TBI-2	15	5	75
25.	MM	TBI-2	18	2	90
26.	NMP	TBI-2	18	2	90
27.	SWT	TBI-2	18	2	90

No	Initial	Class	Result of The Test		
			True	False	Score
28.	NHP	TBI-2	13	7	65
29.	R	TBI-2	14	6	70
30.	F	TBI-2	13	7	65
31.	RJ	TBI-2	12	8	60
32.	SRPS	TBI-2	15	5	75
33.	NH	TBI-2	16	4	80
34.	SNS	TBI-2	14	6	70
35.	AZS	TBI-2	15	5	75
36.	ASD	TBI-2	11	9	55
37.	AA	TBI-2	12	8	60
38.	PP	TBI-2	13	7	65
39.	DSR	TBI-2	15	5	75
40.	EAP	TBI-2	14	6	70
41.	KFL	TBI-2	12	8	60
42.	RJL	TBI-2	14	6	70
43.	KAZ	TBI-2	12	8	60
44.	AZS	TBI-2	9	11	45
45.	MMB	TBI-2	17	3	85
46.	NL	TBI-2	13	7	65
47.	M	TBI-2	14	6	70
48.	TNA	TBI-2	14	6	70
49.	J	TBI-2	13	7	65
50.	ARL	TBI-2	13	7	65
51.	HSS	TBI-2	16	4	80
52.	SNABRD	TBI-2	18	2	90
53.	DF	TBI-2	16	4	80
54.	DM	TBI-2	15	5	75
55.	SAR	TBI-2	12	8	60

No	Initial	Class	Result of The Test		
			True	False	Score
56.	LAS	TBI-2	13	7	65
57.	FMRS	TBI-2	14	6	70
58.	SFH	TBI-2	13	7	65
59.	NSE	TBI-2	14	6	70
60.	GS	TBI-2	15	5	75
61.	PDPS	TBI-2	16	4	80
Total Score					4285
Mean Score					70.25

From table IV.1 above, it can be seen that from 61 students at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year, the conclusion were : there were 2 students got score 45, there was 1 student got score 55, there were 8 students got score 60, there were 14 students got score 65, there were 15 students got score 70, there were 8 students got score 75, there were 6 students got score 80, there were 2 students got score 85 and there were 5 students got score 90.

This research concluded the result of student test about compound sentence mastery and the data was classified by using Riduan classification quality of the students' score in compound sentence mastery test that applied at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year, the result was explained in this following table:

Table IV.2
Quality Score of Students Compound Sentence test

No	Initial	Score	Qualification Score
1.	NL	75	Good
2.	DRH	70	Good
3.	LSR	60	Enough
4.	NZ	70	Good
5.	Rian	60	Enough
6.	ZM	45	Enough
7.	IKH	85	Very good
8.	AS	65	Good
9.	SAR	70	Good
10.	UKS	70	Good
11.	M	65	Good
12.	SJ	65	Good
13.	FMR	80	Good
14.	SFH	90	Very good
15.	KF	80	Good
16.	DM	75	Good
17.	MN	60	Enough
18.	PDP	65	Good
19.	SKP	70	Good
20.	NIS	65	Good
21.	AD	70	Good
22.	DPS	65	Good
23.	RRS	70	Good
24.	NSE	75	Good
25.	MM	90	Very good
26.	NMP	90	Very good
27.	SWT	90	Very good
28.	NHP	65	Good

No	Initial	Score	Qualification Score
29.	R	70	Good
30.	F	65	Good
31.	RJ	60	Enough
32.	SRPS	75	Good
33.	NH	80	Good
34.	SNS	70	Good
35.	AZS	75	Good
36.	ASD	55	Enough
37.	AA	60	Enough
38.	PP	65	Good
39.	DSR	75	Good
40.	EAP	70	Good
41.	KFL	60	Enough
42.	RJL	70	Good
43.	KAZ	60	Enough
44.	AZS	45	Enough
45.	MMB	85	Very good
46.	NL	65	Good
47.	M	70	Good
48.	TNA	70	Good
49.	J	65	Good
50.	ARL	65	Good
51.	HSS	80	Good
52.	SNABRD	90	Very good
53.	DF	80	Good
54.	DM	75	Good
55.	SAR	60	Enough
56.	LAS	65	Good
57.	FMRS	70	Good

No	Initial	Score	Qualification Score
58.	SFH	65	Good
59.	NSE	70	Good
60.	GS	75	Good
61.	PDPS	80	Good

From table IV.2, the researcher concluded the students' quality score of compound sentence mastery test at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year were : no students classified into very low category with range score 0-20, there was no students classified into low category with range score 21-40, there were 11 students were classified into enough category with range score 41-60. There were 43 students was classified into good category with range score 61-80 and there were 7 students classified into very good category with range score 81-100 from total sample was 61 students.

After get the classification of the students result of the test about compound sentence mastery based on the criteria of quality score test from the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year, next the researcher concluded the data by using statistic count to make data clear and understandable, so the resume of the data by using statistic count would explain in the table IV.3, the result as follows:

Table IV.3
Statistic Count of Students Result Score

No	Statistics	Variable
1	The lowest Score	45
2	The Highest Score	90
3	Range	45
4	Sum	4285
5	Interval	7
6	Class Interval	7
7	Mean	70.25
8	Median	68.2
9	Mode	63.75
10	Standard Deviation	9.892178
11	Varians	97.88519

From table IV.3 above, the statistic count of students' result in compound sentence mastery test the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year were, the lowest score was 45, the highest score was 90, the range score from the highest score and the lowest score was 45, the total score from TBI-1 and TBI-2 class, that consisted of 61 students was 4285, the interval was 7, the class interval was 7, the mean score was 70.25, the median score was 68.2, the mode score was 63.75, the standard deviation of the result score was 9.892178 and the varians score was 97.88519.

After getting the data of compound sentence mastery test from 61 students. Then, the researcher would classified each result of student compound sentence maatery test by using the criterion of data. After that, the

researcher made a distribution table to see the frequency absolute and frequency relative and the percentage of the data would be described using a chart from every interval of the data of the result of students' compound sentence mastery test at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan on 2023/2024 academic year.

The frequency score of students' result in compound sentence mastery test would be shown in the table IV.4 below:

Table IV.4
The Distribution Table of Students Score

Class	Mid Point	Frequency	Percentage
45 – 51	48	2	3.2%
52 – 58	55	1	1.6%
59 – 65	63	22	36%
66 – 74	71	15	24.5%
75 – 81	78	14	23%
82 – 88	85	2	3.2%
89 – 95	92	5	8.5%
Total		61	100%

Based on table IV.4, the conclusion of the table distribution of the students' score in compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan on 2023/2024 academic year from 61 students of TBI-1 and TBI-2 classes was that there were 2 students classified in the interval score 45-51 with a percentage of 3.2%. There was 1 student classified in the interval 52-58 with a percentage of 1.6%. There was 22 students classified in the interval 59-65 with a percentage of 36%.

with 36%. There were 15 students was classified in interval 66-74 with percentage 26%. There were 14 students was classified in interval 75-81 with percentage 24.5% and there were 2 students was classified in interval 82-88 with percentage 3.6%. there were 5 students was classifief in interval 89-95 with percentage 8.5 %, based on the result above the total percentage of students score in compound sentence mastery was 100%.

Based on the table IV.4, the researcher displayed the students result of compound sentence mastery the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year in a histogram, such as:

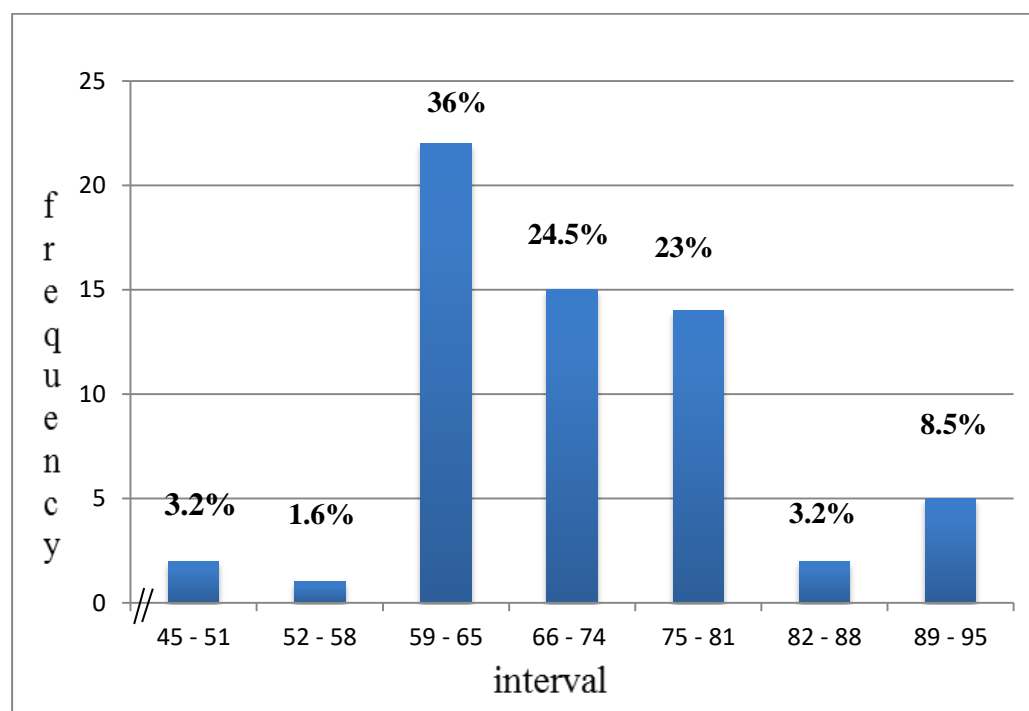


Figure IV.1
Histogram of the Students' Compound Sentence Mastery

Based on the histogram above, the researcher concluded the students score in mastering compound sentence at the fourth semester of English

Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year from 61 students of VII-1 class was there were 2 students classified in interval score 45-51 with percentage 3.2%. There was 1 student classified in interval 52-58 with percentage 1.6%. There was 22 student was classified in interval 59-65 with 36%. There were 15 students was classified in interval 66-74 with percentage 26%. There were 14 students was classified in interval 75-81 with percentage 24.5% and there were 2 students was classified in interval 82-88 with percentage 3.6%. there were 5 students was classified in interval 89-95 with percentage 8.5 %, the total percentage from 61 students result score in compound mastery test should be 100%.

The researcher applied distribution frequency to describe the data of compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year. To know the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year can be used the criteria of mean score.

The description of classification or criteria of mean score about students compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary

Padangsidempuan on 2023/2024 academic year can be seen in the following table:

Table IV. 5
The Interpretation of Students Score

No	Number of Score	Predicate	Total Students
1	81-100	Very good	7
2	61-80	Good	43
3	41-60	Enough	11
4	21-40	Low	0
5	0-20	Very low	0
Total of Students			61

From the calculating above, the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year could be categories into good category with mean score 70.25.

B. Discussion

This part contains the previous study from some researchers who have conducted teaching or research. This research is not the first research that had been done, there were some research related to this research.

First, is Sitorus⁴⁴. This research is purposed to know students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidempuan to know the difficulties faced by students and the efforts done by English teacher and to decrease the students' difficulties in analyzing compound sentences in report text at the grade XI SMA Negeri 8

⁴⁴: Lenggana Dori Bulan Sitorus. Students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidempuan. English Education Department. State for Islamic Studies Padangsidempuan. 2013. <https://etd.uinsyahada.ac.id/4300/1/083400060.pdf>

Padangsidimpuan. The result was the students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidimpuan category into enough (59%). But the students is still have problem to analyzing compound sentences in report texts about dependent clause and independent clause, the students lack of the knowledge to determine between dependent clause and independent clause did not change, students had poor about compound sentences and sentence structure.

The similarities between her research with this research was the discussion about compound sentences and the kind of research was quantitative, but the differences were her research was specifically discuss about compound sentences in report text while this research was just focus in compound sentence only. Additionally, her research was applied in SMA Negeri 8 Padangsidimpuan, while this research was applied in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Second is Rangkuti⁴⁵. In this research, researcher used quantitative approach in the type of the descriptive analysis. There were 35 students at grade VIII MTs Roudhotul Jannah Pagaran Batu. In collecting data, the research used the instrument of the research are test for students, the test consist of 10 items in arranging test. Based on the result of research, researcher found that the ability of the students at grade VIII MTs Roudhotul Jannah Pagaran Batu in constructing compound sentences was enough, it can

⁴⁵ Fahrul Marito Rangkuti. Students' Ability in Constructing Compound Sentence at Grade VIII MTS Roudhotul Jannah Pagaran Batu. English Education Department. Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Padangsidimpuan. 2015. <https://etd.uinsyahada.ac.id/3628/1/11%20340%200010.pdf>

be seen from mean score 42.74. Then, based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-Test. It can be seen $z_{count} = -1.83 < z_{tabel} = 3.26$ by level of significance 0.05. From the result above the researcher concludes that the hypothesis rejected.

The similarities between her research with this research was the discussion about compound sentences and the kind of research was quantitative, but the differences were her research was specifically discuss about compound sentences in report text while this research was just focus in compound sentence only. Additionally, her research was applied in grade VIII MTs Roudhotul Jannah Pagaran Batu, while this research was applied in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Third is Sari, et. al⁴⁶. the result of the research was from sample 18 students from education program. Random sampling was used to collect the sample. The data were collected by giving writing test and the test was done in 60 minutes. They were asked to write argumentative essay at least 5 paragraph. Based on the findings research, it was found that the students' ability in writing compound sentences was moderate level. The similarities between their research was same discussed about compound sentence and her research with this research was applied to the fourth semester students in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan While, the differences were the different research design,

⁴⁶ Ika Dirga Sari, Hermawati Syarif, and Zul Amri, 'An Analysis of Compound Sentences in Students' Writing', *Atlantis Press*, 301.Icla 2018 (2019), 341–48 <<https://doi.org/10.2991/icla-18.2019.57>>.

where their research was applied qualitative research and this research was applied quantitative research and another difference was the number of the research result.

Fourth, is conducted by Aulia⁴⁷. The result of this research shows the mean score of students' understanding in constructing a sentence of the first year students of Science major, State Islamic Senior High School 1 Indragiri Hilir in academic year 2019/2020 is 54.62 includes in "POOR" category. The similarities between her research was same discussed about compound sentence. While, the differences were the different research design, where their research was applied qualitative research and this research was applied quantitative research. Next, her research was applied in State Islamic Senior High School while this research was applied to the fourth semester students in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. And another differences was the number of the result.

Fifth, was conducted by Fitawati, et. al.⁴⁸ This descriptive research aimed to find out the second year students' ability and the mistakes often done by the students in constructing compound sentences at English Department of Universitas Negeri Padang. Based on the findings, it was found that the second year students' ability in constructing compound sentences was fairly good. was about the tense and conjungtion of verbs

⁴⁷ Tuti Aulia, 'Students' Understanding in Constructing a Sentence at State Islamic Senior High School 1 INHIL' (State Islamic University of Sultan Syarif Kasim Riau. Pekanbaru, 2020) <<http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203%0Ahttp://mpoc.org.my/malaysian-palm-oil-industry/>>.

⁴⁸ Fairisha Embriany , Hermawati Syarif , Fitrawati. Constructing Compound Sentences At English Department Of Universitas Negeri Padang. English Department Of Universitas Negeri Padang 2018

which occurred 222 times (25.5%) from 872 mistakes found. Based on those findings, it can be concluded that the students quite understand how to construct compound sentences.

The similarities between her research was same discussed about compound sentence. While, the differences were the different research design, where their research was applied qualitative research and this research was applied quantitative research and another differences was the number of the result.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research and calculating the data, the object of this research were to analyze the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024. So, it can be concluded that the result students' test about compound sentence mastery classified into good category with mean score 70.25. Based on the result, the hypothesis of the research was rejected, because the students result of compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year was categorized into good category.

B. Implication

Implication is a consequence or direct result of the findings in a scientific study. The result of this study were about the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year.

Based on the result of study, it was known that students the students' compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary

Padangsidempuan on 2023/2024 academic year categorized into good category with mean score 70.25. A study that has been carried out in an educational environment, the conclusion drawn certainly have implications in the fields of education and also subsequent research. In connection with this, the implications was “based on the theory that has been explained by researcher, it can be seen that the selection of teaching method is good, it seen from the students result score in the students’ compound sentence mastery at the fourth semester of English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year”.

C. Suggestion

After finishing the research, the researcher took the conclusion, this research has some suggestion. Therefore, the writer has suggestion to:

1. For students : Hopefully this research give information about compound sentences, the importance of mastering compound sentence, they can understand in forming a good sentence in the next change and the students can improve their ability in writing compound sentences to be better.
2. For the English Lecturer : The result for this research can give the English lecturer information of the students' ability in writing sentence, especially the mastery of compound sentences, so the lecturer can know the students problem and the lecturers are able to solve students problems about understanding sentences.

3. For readers : Hopefully this research increase the readers knowledge about sentences, the types of sentences, from simple sentence, compound sentences, complex sentences and compound complex sentences and the information in this research was useful for the reader to increase their knowledge about sentences, especially in compound sentence, because this research was focused on compound sentence mastery at the fourth semester of English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan on 2023/2024 academic year.
4. For the next researcher : Hopefully the result of this research can be used as a reference for other researcher who want to conduct a research about compound sentence and has the similar interested about discussed the compound sentence theory.

REFERENCES

- Abdullah, (2023). *English Syntax*. Makassar: Badan Penerbit UNM. <https://eprints.unm.ac.id/28397/1/BUKU%20ENGLISH%20SYNTAX%202022.pdf>
- Amelia, N. R (2017) *Interpretive Reading*, Pekanbaru: Kreasi Edukasi Publishing. <https://repository.uin-suska.ac.id/49373/1/buku%20lengkap%20Interpretive%20reading.pdf>
- Aulia, T (2020) 'Students' Understanding in Constructing a Sentence at State Islamic Senior High School 1 INHIL' (State Islamic University of Sultan Syarif Kasim Riau. Pekanbaru. <http://journal.umsurabaya.ac.id/index.php/JKM/article/view/2203%0Ahttp://mpoc.org.my/malasian-palm-oil-industry/>
- Brown, H.D. *Teaching by Principle: An Interactive Approach to Language Pedagogy, Third Edition* (America: Library of Congress Cataloging, 2007). <https://octovany.wordpress.com/wp-content/uploads/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Dora, E., Harida, E.S., Lubis, R.F. (2013) Students' Seventh Semester of English Education (TBI) STAIN Padangsidempuan Ability in Academic Writing. *English Education Journal*. Vol 1, No 2. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/22>
- Embriany, F. Syarif, H. Fitrawati. (2018) Constructing Compound Sentences At English Department Of Universitas Negeri Padang. English Department Of Universitas Negeri Padang. <https://ejournal.unp.ac.id/article/download>
- Fitrawati (2016) 'Students' Need Analysis on Multimedia Based Grammar 1 Teaching Material', *ISELT-4*, vol 04, no.1 <https://ejournal.unp.ac.id/index.php/selt/article/view/6940/5474>
- Gay L.R. & Airaisan, P. (2000), *Educational Research for Analysis and Application*, America: New Jersey. https://yulielearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf
- Giyoto, (2006) *Basic Sentence of English*, STAIN Surakarta: Surakarta. <https://core.ac.uk/download/pdf/296470936.pdf>
- Greenbaum, S., Nelson, G. (2002) *An Introduction to English Grammar*. London: Pearson Education Limited. <https://ia800608.us.archive.org/.pdf>
- Harida, E.S, Arini and Alfajri, M.F (2022) *Basic Reading for EFL University Reading*, Medan: CV.Merdeka Kreasi Group. https://repo.uinsyahada.ac.id/971/1/Repository%20Basic%20Reading_Dr.%20Eka%20Sustri%20Harida.pdf

- Harida, E.S, (2017) An Evaluation on Students' Reading Motivation and Their Reading Comprehension of The English Department Students IAIN Padangsidimpuan. TAZKIR Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman 3(1):183. June 2017. <https://jurnal.uinsyahada.ac.id/index.php/TZ/article/view/817>
- Harida, E.S, (2014) Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan. Al-Ta'lim Journal. Faculty of Islamic Education and Teacher Training UIN Imam Bonjol Padang. Vol. 21, No. 3 (2014). <https://journal.tarbiyahaiainib.ac.id/index.php/attalim/article/view/102>
- Harida, E.S., Hamka (2019) Collocation Mastery of The University Students. ELITE Journal: Journal of English Linguistics, Literature and Education. Vol. 1, No. 2 Desember 2019. <http://elitejournal.org/index.php/ELITE/article/view/25>
- Houge, A. (2008) *First Step in Writing*, New York: Pearson. https://hama-univ.edu.sy/newsites/humanities/wp-content/uploads/2018/11/Ann_Hogue_First_Steps_in_Academic_Writin.pdf
- Joshi, M. S. (2014) *Compound, Complex, and Compound-Complex Sentences English Sentence Forms*. Uttarakhand: Manik Joshi.
- Istiqomah, (2021) 'An Analysis of Students Ability in Identifying Compound Complex Sentence at the Fourth. Semester of English. Education. at State Islamic University of Raden Intan Lampung in Academic Year of 2019/2020.' UIN Raden Intan Lampung. <http://repository.rdenintan.ac.id/13228/>
- Kridalaksana, H. (2001) *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama. <https://lib.ui.ac.id/detail?id=98502>
- Kristianingsih, D. A., Ma'mun, A.H and Ahmad, Z. (2023) 'A Syntactic Analysis of the Sentence Structure in Motivational Quotes Using Tree Diagram for English Learning', *Edunesia: Jurnal Ilmiah Pendidikan*, 4.3. <https://doi.org/10.51276/edu.v4i3.602>
- Kurniasih, E, (2022) 'An Error Analysis in Generating Compound Complex Sentence on Students' Writing', *Journal of English Language Teaching and Literature (JELTL)*, 5.2 <https://doi.org/10.47080/jeltl.v5i2.2131>
- Lubis, R.F, Sinaga, Y and Yanti, I (2017) 'The Students' Ability in Differentiating Compound and Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan', *English Education: English Journal for Teaching and Learning*, 5.1, 72. <https://doi.org/10.24952/ee.v5i1.1171>

- Murthy, J.D. (2003) *Contemporary English Grammar*. Delhi: Book Palace.
<https://search.worldcat.org/title/Contemporary-English-grammar-for-scholars-and-students/oclc/1006304032>
- Oshima, A and Houge, A, (1998) *Writing Academic English*, New York: Pearson Logman.
- Rahma, A, and Rosa, R.S. (2021) ‘An Analysis on Students’ Ability in Using Compound-Complex Sentences in Writing a Short Essay’, *Journal of English Language Teaching*, 10.1
<https://doi.org/10.24036/jelt.v10i1.111378>
- Rangkuti, A. N, (2015). *Statistik Untuk Penelitian Pendidikan*, Medan: Perdana Mulya Sarana.
- Rangkuti, F.M. (2015) Students’ Ability in Constructing Compound Sentence at Grade VIII MTS Roudhotul Jannah Pagaran Batu. English Education Department. Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Padangsidempuan.
<https://etd.uinsyahada.ac.id/3628/1/11%20340%200010.pdf>
- Riduan, (2013) *Pengantar Statistik Untuk Penelitian*. Bandung: Alfabeta.
- Saadoon, B. M. A and Al-Musawi, F.R. (2018) *Reading and Writing Skills Practice Book*, New Delhi: Idea Publishing.
https://www.researchgate.net/profile/Bushra-Alnoori/publication/336990359_Reading_and_Writing_Skills_Practice_Book/links/60405881a6fdcc9c780f7aa8/Reading-and-Writing-Skills-Practice-Book.pdf
- Sari, I.D., Syarif,H and Amri, Z (2019) ‘An Analysis of Compound Sentences in Students’ Writing’, Atlantis Press, 301.Icla 2. <https://doi.org/10.2991/icla-18.2019.57>
- Sitorus, L.D.B (2013) Students’ ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidempuan. English Education Department. State for Islamic Studies Padangsidempuan.
<https://etd.uinsyahada.ac.id/4300/1/083400060.pdf>
- Sudjiono, A. (2011) *Statistik Pendidikan*, Jakarta: Grafindo Persada.
https://www.academia.edu/37436922/pengantar_statistik_pendidikan_anas_sudijono_34761_pdf
- Sugiono, (2010) *Metode Penelitian Kuantitatif , Kualitatif R & DII*, Bandung: Alfabeta. <https://www.pdfdrive.com/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro-d56379944.html>
- Teschner, R., & Evans, E. (2007). *Analyzing the Grammar of English* (3rd ed.). Washington, DC: Georgetown University Press.

https://books.google.co.id/books/about/Analyzing_the_Grammar_of_English.html?id=fij1OwTBS4EC&redir_esc=y

Trilanti, Harida, E.S., Siregar, F.R. (2013) An Analysis On The Students' Ability In Understanding Vocabulary At First Year Students Of English Education Study Program (TBI) STAIN Padangsidempuan. Vol 1, No 2 July 2013. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/26/19>

Verspoor, M and Sauter, K. (2000) *English Sentence Analysis An Introductory Course* Amsterdam; John Benjamins Publishing Company. https://www.academia.edu/25772044/_Marjolijn_Verspoor_English_Sentence_Analysis_An

Yule, G, (2010) *The Study of Language*, New York: UK University Press Cambridge. https://sintak.unika.ac.id/staff/blog/uploaded/5811996202/files/george_yule.pdf

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

CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Alwan Thoha Sitompul
2. Reg Number : 1820300032
3. Gender : Male
4. Place and Date of Birth : Sipirok, 18 May 2000
5. Nationality : Indonesia
6. Status : Single
7. Religion : Moeslem
8. Address : Sitamiang Baru
9. Phone Number : +62 822 4701 2187

II. PARENTS IDENTITY

1. Ayah
 - a. Name : Asri Darmansyah Sitompul
 - b. Address : Sitamiang Baru
 - c. Phone Number : -
2. Ibu
 - a. Name : Rita Husari Siregar
 - b. Address : Sitamiang Baru
 - c. Phone Number : -

III. EDUCATION

1. SD Negeri 200207 Padangsidimpuan : 2006-2012
2. SMP Negeri 2 Padangsidimpuan : 2012-2015
3. SMA Negeri 3 Padangsidimpuan : 2016-2018
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan : 2018-2024

APPENDIXES

APPENDIX 1

Instrument of Test

Name:

Reg. Number:

Class:

A. Introduction

This test is used by the researcher as the instrument of the research to find out the students' ability in writing compound sentence.

B. Instruction

1. Please read the instructions!
2. Write the answer without asking your friends!

C. Test

a. Fill in the gaps

1. I like you you like me
2. I like youyou hate me
3. You can watch the movie,you can listen to music.
4. I study very hard, I win the competition
5. He doesn't bring umbrella, It is rainy season.
6. They don't want a bad score, they don't study.
7. They wanted to go to Paris, I wanted to see Rome
8. She is popular,she is very modest
9. I bring some foods, ... eating in lunch time.
10. I go to Sibolga, Seeing the beach

b. Arranging word about compound sentence

1. a pet - I have - cat, - name is - and its -Yoyo.
2. at home. - She - the park,- went to - but he stayed
3. yet - He has-, a cat too - a dog - he wants
4. never been - I have - to Korea, - have been- nor I- to Japan
5. I like swimming – running - and I like
6. I am - the shop, - going to - for I have a drink
7. the park - to go to, but it is started - He wanted - raining
8. hard, so they get good - They study - score
9. about it - She, yet - loves her job - she complains.
10. like spicy - chili - I like, but I don't

Key Words

a. Fill in the gaps

1. And
2. But
3. Or
4. So
5. But
6. But
7. Nor
8. And
9. For
10. For

b. Arranging word about compound sentence

1. I have a pet cat, and its name is Yoyo.
2. She went to the park, but he stayed at home.
3. He has a dog, yet he wants a cat too
4. I have never been to Korea, nor I have been to Japan
5. I like swimming and I like running
6. I am going to the shop, for I have a drink
7. He wanted to go to the park, but it is started raining
8. They study hard, so they get good score
9. She loves her job, yet she complains about it.
10. I like chili, but I don't like spicy

Appendix 2

The Students result score in Writing Compound Sentence

No	Initial	Class	Result of The Test		
			True	False	Score
1.	NL	TBI-1	15	5	75
2.	DRH	TBI-1	14	6	70
3.	LSR	TBI-1	12	8	60
4.	NZ	TBI-1	14	6	70
5.	Rian	TBI-1	12	8	60
6.	ZM	TBI-1	9	11	45
7.	IKH	TBI-1	17	3	85
8.	AS	TBI-1	13	7	65
9.	SAR	TBI-1	14	6	70
10.	UKS	TBI-1	14	6	70
11.	M	TBI-1	13	7	65
12.	SJ	TBI-1	13	7	65
13.	FMR	TBI-1	16	4	80
14.	SFH	TBI-1	18	2	90
15.	KF	TBI-1	16	4	80
16.	DM	TBI-1	15	5	75
17.	MN	TBI-1	12	8	60
18.	PDP	TBI-1	13	7	65
19.	SKP	TBI-1	14	6	70
20.	NIS	TBI-1	13	7	65
21.	AD	TBI-1	14	6	70
22.	DPS	TBI-1	13	7	65
23.	RRS	TBI-1	14	6	70
24.	NSE	TBI-2	15	5	75
25.	MM	TBI-2	18	2	90
26.	NMP	TBI-2	18	2	90

No	Initial	Class	Result of The Test		
			True	False	Score
27.	SWT	TBI-2	18	2	90
28.	NHP	TBI-2	13	7	65
29.	R	TBI-2	14	6	70
30.	F	TBI-2	13	7	65
31.	RJ	TBI-2	12	8	60
32.	SRPS	TBI-2	15	5	75
33.	NH	TBI-2	16	4	80
34.	SNS	TBI-2	14	6	70
35.	AZS	TBI-2	15	5	75
36.	ASD	TBI-2	11	9	55
37.	AA	TBI-2	12	8	60
38.	PP	TBI-2	13	7	65
39.	DSR	TBI-2	15	5	75
40.	EAP	TBI-2	14	6	70
41.	KFL	TBI-2	12	8	60
42.	RJL	TBI-2	14	6	70
43.	KAZ	TBI-2	12	8	60
44.	AZS	TBI-2	9	11	45
45.	MMB	TBI-2	17	3	85
46.	NL	TBI-2	13	7	65
47.	M	TBI-2	14	6	70
48.	TNA	TBI-2	14	6	70
49.	J	TBI-2	13	7	65
50.	ARL	TBI-2	13	7	65
51.	HSS	TBI-2	16	4	80
2.	SNABRD	TBI-2	18	2	90
53.	DF	TBI-2	16	4	80
54.	DM	TBI-2	15	5	75

No	Initial	Class	Result of The Test		
			True	False	Score
55.	SAR	TBI-2	12	8	60
56.	LAS	TBI-2	13	7	65
57.	FMRS	TBI-2	14	6	70
58.	SFH	TBI-2	13	7	65
59.	NSE	TBI-2	14	6	70
60.	GS	TBI-2	15	5	75
61.	PDPS	TBI-2	16	4	80
Total Score					4285
Mean Score					70.25

Appendix 3

The Quality Score of Students' Compound Sentence Test

No	Initial	Score	Qualification Score
1.	NL	75	Good
2.	DRH	70	Good
3.	LSR	60	Enough
4.	NZ	70	Good
5.	Rian	60	Enough
6.	ZM	45	Enough
7.	IKH	85	Very good
8.	AS	65	Good
9.	SAR	70	Good
10.	UKS	70	Good
11.	M	65	Good
12.	SJ	65	Good
13.	FMR	80	Good
14.	SFH	90	Very good
15.	KF	80	Good
16.	DM	75	Good
17.	MN	60	Enough
18.	PDP	65	Good
19.	SKP	70	Good
20.	NIS	65	Good
21.	AD	70	Good
22.	DPS	65	Good
23.	RRS	70	Good
24.	NSE	75	Good
25.	MM	90	Very good
26.	NMP	90	Very good
27.	SWT	90	Very good

No	Initial	Score	Qualification Score
28.	NHP	65	Good
29.	R	70	Good
30.	F	65	Good
31.	RJ	60	Enough
32.	SRPS	75	Good
33.	NH	80	Good
34.	SNS	70	Good
35.	AZS	75	Good
36.	ASD	55	Enough
37.	AA	60	Enough
38.	PP	65	Good
39.	DSR	75	Good
40.	EAP	70	Good
41.	KFL	60	Enough
42.	RJL	70	Good
43.	KAZ	60	Enough
44.	AZS	45	Enough
45.	MMB	85	Very good
46.	NL	65	Good
47.	M	70	Good
48.	TNA	70	Good
49.	J	65	Good
50.	ARL	65	Good
51.	HSS	80	Good
52.	SNABRD	90	Very good
53.	DF	80	Good
54.	DM	75	Good
55.	SAR	60	Enough
56.	LAS	65	Good

No	Initial	Score	Qualification Score
57.	FMRS	70	Good
58.	SFH	65	Good
59.	NSE	70	Good
60.	GS	75	Good
61.	PDPS	80	Good

Appendix 4

Statistic Count From Students Score

The students' score from low score to high score

45	45	55	60	60	60	60	60	60	60
60	65	65	65	65	65	65	65	65	65
65	65	65	65	65	70	70	70	70	70
70	70	70	70	70	70	70	70	70	70
75	75	75	75	75	75	75	75	80	80
80	80	80	80	85	85	90	90	90	90
90									

1. The highest score = 90
2. The lowest score = 45
3. Range = (Highest score – Lowest score = 90 – 45= 45)
4. Total of Class = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (61)$
= $1 + 3,3 (1.785)$
= $1 + 5.89$
= 6.89
= 7

Table frequency The students' Score

Class	Frequency	Percentage
45 – 51	2	3.2%
52 – 58	1	1.6%
59 – 65	22	36%
66 – 74	15	24.5%
75 – 81	14	23%
82 – 88	2	3.2%
89 – 95	5	8.5%
Total	61	100%

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{4285}{61}$$

$$M = 70.25$$

6. Median

$$(i) = 66 - 0.5 = 65.5$$

$$(b)n = 61$$

$$F = 25$$

$$f = 15$$

$$p = 7$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 65.5 + \left(\frac{\frac{1}{2}61 - 25}{15}\right)7$$

$$Me = 65.5 + \left(\frac{30.5 - 25}{15}\right)7$$

$$Me = 65.5 + 2.52$$

$$Me = 68.2$$

7. Modus

$$Tb = 59 - 0.5 = 58.5$$

$$P = 7$$

$$Mo = Tb + p\left(\frac{b}{b + b_1}\right)$$

$$Mo = 58.5 + 7\left(\frac{21}{21 + 7}\right)$$

$$Mo = 58.5 + 5.25$$

$$Mo = 63.75$$

Appendix 5

Documentation of The Research



The Researcher distribute the Test in TBI-1 and TBI-2 class



The Researcher Explain how to do The Test in TBI-1 and TBI-2 Class



The Students did The Test



The Researcher Collected The Test



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 1024Un.28/E.1/PP.00.9/05/2024

28 Mei 2024

Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. **Dr. Eka Sustris Harida, M.Pd.** (Pembimbing I)
2. **Sokhira Linda Vinde, M.Pd.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Alwan Thoha Sitompul
NIM	: 1820300032
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Compound Sentences Mastery of the Fourth Semester Students English Education Department UIN Syahada Padangsidempuan on 2023/2024 Academic Year

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A
NIP 19801224 200604 2 001


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

2199

Nomor : B - /Un.28/E.4a/TL.00.9/06/2024

10 Juni 2024

Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepada Dekan FTIK
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Alwan Toha Sitompul
NIM : 1820300032
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sitamiang Baru, Kec. Padangsidimpuan Selatan
Kota Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Compound Sentences Mastery of the Fourth Semester Students English Education Department UIN Syahada Padangsidimpuan on 2023/2024 Academic Year"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan

Kepala Bagian Tata Usaha



Nasrul Halim Hasibuan, S.Ag., M.A.P
NIP. 197208292000031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 78 /Un.28/E.6a/PP.00.9/06/2024
Hal : **Surat Keterangan Penelitian**

26 Juni 2024

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

Nama : Alwan Toha Sitompul
NIM : 18 203 00032
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah menyelesaikan tugas akhir penelitian dengan judul *The Compound Sentences Mastery of the Fourth Semester Students English Education Department UIN Syahada Padangsidimpuan on 2023/2024 Academic Year.*

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


Fita Rayani Siregar, M. Hum.
NP. 19820731 200912 2 004