



**STUDENTS' ABILITY IN CONSTRUCTING  
COMPOUND SENTENCES AT GRADE VIII MTS  
ROUDHOTUL JANNAH PAGARAN BATU**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Islamic Education Scholar (S.Pd.I) in English*

**Written by:**

**FAHRUL MARITO RANGKUTI**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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in –  
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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Fahrul Marito Rangkuti**, entitled "*Students' Ability in Constructing Compound Sentences at Grade VIII MTS Roudhotul Jannah Pagaran Batu*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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## EXAMINERS

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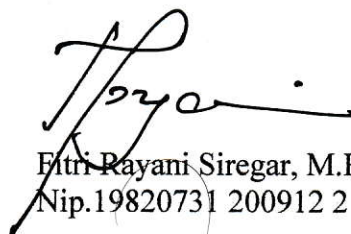
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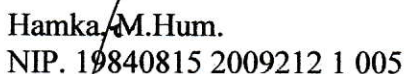
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## LEGALIZATION

**Thesis** : **STUDENTS' ABILITY IN CONSTRUCTING COMPOUND SENTENCES AT GRADE VIII MTS ROUDHOTUL JANNAH PAGARAN BATU**

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## ABSTRACT

Name : Fahrul Marito Rangkuti  
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Program Study : English Program  
Title of Thesis : Students' Ability in Constructing Compound Sentences  
at Grade VIII MTs Roudhotul Jannah Pagaran Batu.

Researcher described about students' ability in constructing compound sentences. Some of the students couldn't understand about compound sentences. Besides, the students did not have many vocabularies, ideas, and words structure of sentence. Then, some of them did not interest in learning English and they had low motivation in writing English. The aims of research were to know ability of the students in constructing compound sentences at grade VIII MTs Roudhotul Jannah Pagaran Batu.

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 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.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### **In the name of Allah, the Beneficent and the Merciful**

Praise is to Allah SWT lord of the world who has given me the health, the time, the knowledge and the strength to finish the thesis entitled “Students’ Ability in Constructing Compound Sentences at Grade VIII MTS Roudhotul Jannah Pagaran Batu”. Peace and greeting upon to the prophet Muhammad SAW, his families, his companies, and his followers, who has brought the human from the darkness era into the lightness era. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can’t be completed without a great deal of helping from many people, they are:

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3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.



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May Allah, the Almighty bless them all. Amin.

Padangsidimpuan, 6 Juli 2015

Yours Truly



Fahrul Marito Rangkuti  
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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Problem**

In English, there are four skills that should be mastered by students, they are: speaking, listening, reading and writing. First speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Second, listening, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. Next, reading is a receptive skills, it is a transactional between a reader and writer. The last, Writing is an activity for production and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information.

Writing skill is the activity to transfer ideas through words and sentences the idea will change to scientific. They are integrated skills and they cannot be separated one to others. Actually, there are many students have difficulties to master the skill till they can not to use English completely. The difficulties of the students can be known from their unable to communicate or to give information to a reader or group of readers in written language of the reality of a subject of discussion.

In 2006 curriculum of English in Junior High School, there are many subjects or materials taught in this level: such as vocabulary (nouns, verbs, adverbs and words), and sentences (simple sentence, compound sentence, complex sentence, compound complex sentence).<sup>1</sup> In this case, the students are expected to master not only vocabulary but also how to construct sentences especially in compound sentences.

The students in MTs Roudhotul Jannah Pagaran Batu especially at grade VIII have enough ability in constructing compound sentences. It can be known when the researcher asked the English teacher MTs Roudhotul Jannah Pagaran batu that there are many students do not understand about compound sentences. She also said the problems are about limitation of vocabularies, ideas, and words structure of sentence.<sup>2</sup> First, the students do not have many vocabularies. Many vocabularies are one way to easy in written. But in reality, from the teacher's explanation about the ability of the students, they do not have many vocabularies. If the students are ordered by teacher to write by model dictation, they usually use the dictionary because they do not know the written of the words. So that, it's make them difficult to write. Second, students are lack of ideas. A good idea is make writing easy to constructing compound sentence. Third, students do not understand about structure in a sentence. Finally, the students cannot write well, especially in constructing compound sentence. The students still confuse how to

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<sup>1</sup> English Syllabus of Grade VIII students at MTs Roudhotul Jannah, Pagaranbatu.

<sup>2</sup>Roilan Hasibuan, The English teacher in Mts Roudhotul Jannah Pagaran Batu, *Personal interview*, 29<sup>th</sup> Desember 2014.



combining first sentence to other sentence. and they often error in using conjunction. So that, it makes them cannot write compound sentence correctly.

Based on interviewing of Nadya, she was not interest in learning English because she felt difficult to write English. She also couldn't develop her ideas in writing, she didn't know how to make good sentences especially in constructing compound sentences, and she has low motivation in writing English.<sup>3</sup>

A 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.<sup>4</sup> 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).

Based on the problems above the writer is interested to research the problems that faced by the English teacher in Mts Roudhotul Jannah Pagaran batu, so the writer wants to do this research with the title: **“Students’ Ability In Constructing Compound Sentences At Grade VIII Mts Roudhotul Jannah Pagaran Batu”**

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<sup>3</sup> The Student at Grade VIII Mts Roudhotul Jannah Pagaran Batu, *Personal interview*, 31<sup>st</sup> january 2015.

<sup>4</sup> Marjolijn Verspoor and Kim Sauter. *English Sentence Analysis* (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2000), p. 36

## **B. Identification of the Problem**

Based on the background above, researcher described about students' ability in constructing compound sentences. Students' ability in constructing compound sentences was still enough. Some of the students couldn't understand about compound sentences. Besides, the students did not have many vocabularies, ideas, and words structure of sentence. Then, some of them did not interest in learning English and they had low motivation in writing English So that, the students was still enough in constructing compound sentences.

## **C. Limitation of the Problem**

Based on the background above, researcher found some problems in writing, especially in constructing sentences, but cause of the limitation of time and knowledge by the reseacrher. The researcher only limited in constructing compound sentences at Grade VIII Mts Roudhotul Jannah Pagaran Batu.

There are many conjunction words in writing compound sentence, some of them (and, but, or, nor, for, so, yet, not only...but also, neither...nor, both...and).

The researcher also limited as below:

1. The "conjunction words" of this research is only limited on and, but, nor, for
2. Tenses of the research only limited in simple present tense, past tense, and present continuous tense.

#### D. Definition of Key Terms

1. Students is a person who is studying at a school, college, university.<sup>5</sup>
2. Ability is a level of skill or intelligence.<sup>6</sup> Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to)<sup>7</sup> Based on definitions above, the research concludes that ability is a level of skill and mental having someone to do something by hard.
3. Constructing is to form something by putting different things together.<sup>8</sup>
4. Compound sentences.

Compound sentence is when two sentences are combined with *and*, *but*, *or*, *yet*, or *for*. Each part is a complete clause that can stand on its own.<sup>9</sup> A compound sentence is one made up of two or more principal or main clauses.<sup>10</sup> In compound sentences, identical phrases that have the same function can be combined.

So, ability in construsting compound sentences in this research meant level of skill and mental on the students to constructing the random words to be a good compound sentences by using *and*, *but*, *nor*, *for* conjunction at grade VIII Mts Roudhotul Jannah Pagaran Batu.

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<sup>5</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.1344.

<sup>6</sup> *Ibid*, p. 2.

<sup>7</sup> A. Merriam Webster. *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976) p. 33.

<sup>8</sup> A. S. Hornby, *Ibid.*, p. 279

<sup>9</sup> Andrea DeCapua. *Grammar for Teachers* (Springer Science+Business Media, LLC, 2008 ), p.282

<sup>10</sup> Wren and Martin. *High School English Grammar & Composition*. (S.Chan & Company Ltd: Ram Nagar, New Delhi, 1991), p. 166



### **E. The Formulation of the Problem**

To make the problems clearly in this research, the researcher formulated them as follow :

“How is students’ ability in constructing compound sentence at grade VIII Mts Roudhotul Jannah Pagaran Batu?”

### **F. Aims of the Research**

The aims of this research is to describe the students’ ability in constructing compound sentence at grade VIII Mts Roudhotul Jannah Pagaran Batu.

### **G. The Significance of the Research**

The significance of this research is expected to be useful for the teacher to improve their teaching of sentence. It is also expected to be useful for the students in increasing their ability in constructing the sentence. The significance has two major benefits as follows:

#### 1. Theoretically

- a. To fulfill a requirement to reach the first strata degree in English section in education department of State institut for islamic studies Padangsidimpuan.
- b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in constructing compound the sentence.

#### 2. Practically

- a. As an input for the headmaster in guiding his English teacher.

- b. As an input for the English teacher in teaching and learning process especially in constructing compound sentence.
- c. As an input to the students to increase their analysis in constructing compound sentence.

#### **H. Outline of the Thesis**

The systematic of this thesis was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one was about introduction, consisted of the background of the problem, identification of the problem, limitation of the problem, definition of key terms, the formulation of the problem, aims of the research, the Significance of the Research, and outline of the thesis.

Chapter two was the theoretical description, which explain about: definition of students' ability , sentences, compound sentences, constructing compound sentences, review of related findings, hypothesis of the research.

In the chapter three, it is consisted of research methodology. It consists of research methodology, place and time of the research, kinds of the research, population and sampel, technique of collecting data, technique of data analysis.

In the chapter four, it is consist of analysis of the data. It was consist of data description, hypothesis testing, the threats of the research, discussion.

Chapter five was the conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Definition of Students' Ability

Students' ability comes from two words; students and ability. Student is a person usually over the age of 16, who is studying at a university or college. Person who observes or has a particular interest of something.<sup>1</sup> Based on the definition above, the researcher concludes that the student is the person who learns on the elementary, junior and senior high school whether it is for formal education or informal education.

In Oxford dictionary stated that ability is level of skill or intelligence.<sup>2</sup> And then, Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).<sup>3</sup> it means An acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.

According to Wood wooth and Marquis, the word “ability” has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.

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<sup>1</sup>As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), P. 1187.

<sup>2</sup>*Ibid*, p.279

<sup>3</sup>A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33.



- b. Capacity is potential ability and can be measured by unstraight, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.<sup>4</sup>

Ability means: skill, potential, capacity or power to do something physical or mental especially in constructing compound sentence. Students' ability in this thesis meant the achievement of person who is studying at Grade VIII Mts Roudhotul Jannah Pagaran Batu in constructing the random words to be a good compound sentences by using *and*, *but*, *nor*, *for* conjunction.

## 2. Sentences

Before going to the theory of sentence, it is known that sentence especially compound sentence is one kind of knowledge that has to be mastered by the students. Sentence is a group of words which makes a complete sense and a set of word expressing a statement, a question or an order, usually containing a subject and verb.

A sentence is a group of words that expresses a complete thought.<sup>5</sup> Based on the defenition above the sentence is the sound that can be commands, exclamation, and questions. According to Alice Oshima and Ann Hogue, sentence is also a group of words that used to communicate ideas in

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<sup>4</sup> H. Dauglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

<sup>5</sup> Keith S. Folse, *Great sentences for Great Paragraphs* (New York : Houghtoon Mifflin Company, 2002), p 4.

writing or in speech.<sup>6</sup> The researcher concludes sentence is a group of words that used by people to communicate to other people it can be writing or speech form.

In addition, sentence is a complete, independent unit of thought and consists of two main parts: a subject and a predicate. The subject is the word or words that names the person, thing, or place that sentence is about.<sup>7</sup> From the definition above the researcher can take a conclusion about sentences, that is, sentence is a group of words that has meaning and function used by people to communicate and can be writing or speech form. The more explanation about sentences will be explained into kinds of sentences.

### 3. Kinds of Sentences

As mentioned above that sentence is a group of words that has meaning and function used by people to communicate and can be writing or speech form. Sentences are generally classified in two ways, one by number of full predication and one by the types.<sup>8</sup> The more explanations about kinds of sentence are as follows:

- a. Classification of sentence by number of full predications:

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<sup>6</sup> Alice Oshima and Ann Hogue, *writing Academic English: A Writing and Sentence structure Workbook for International Student* (Addison – Wesley Publishing Company: USA, 1983), P. 121.

<sup>7</sup> *Ibid.*,

<sup>8</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (New York: Prentice Hall Inc, 1992), p. 220.

### 1) Simple sentence

A Simple sentence has one independent clause. That means it has one subject and one verb-although either or both can be compound.<sup>9</sup> Simple sentences consist of one subject-verb nexus, Nexus means a grammatical connection between words.<sup>10</sup> Simple sentence has one subject and predicate.

Ex: She is the good girl.

### 2) Compound sentence

Compound sentences often have three independent clauses or even four or five. In theory there is no limit, how-ever, most compound sentences contain only two clauses.<sup>11</sup> Sentences have two or more full predications in the form on independent clauses.

Ex: She is the good girl and She has nice smile.

### 3) Complex sentence

A complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate.<sup>12</sup>

Ex: He dislike, When the teacher advices him.

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<sup>9</sup> Laurie Rozakis, *English Grammar for the utterly confused*, (Usa: TheGraw-Hill Companis, 2003), p. 118

<sup>10</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988) p. 158

<sup>11</sup> Laurie Rozakis, *Ibid.*,

<sup>12</sup> Marjolijn Verspoor and Kim Sauter. *English Sentence Analysis* (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2000), p. 37

#### 4) Compound-complex sentence.

A compound-complex sentence has at least two independent clauses and at least one dependent clause. The dependent clause can be part of the independent clause.<sup>13</sup>

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

Ex: The man stole the jewel and hid it in his home until he could safely get out of town.

#### b. Classification of sentence by type:

##### 1) Declarative Sentence

A declarative sentence makes a statement.<sup>14</sup> In a declarative sentence, the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.<sup>15</sup>

Next, declarative sentences state an idea. They end with a period.<sup>16</sup>

So, declarative sentence is the sentences that form a statement.

Ex: The earth moves round the sun.

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<sup>13</sup>Laurie Rozakis, *Ibid.*, p. 120

<sup>14</sup> *Ibid.*, p. 118

<sup>15</sup>Marcella Frank, *Ibid.*, p.220.

<sup>16</sup> Laurie Rozakis, *Ibid.*, p. 117



## 2) Interrogative Sentence

An interrogative sentence asks a question.<sup>17</sup> A sentence that asks a question is called an interrogative sentence.<sup>18</sup> In an interrogative sentence the subject and predicate are often reversed. The sentence ends with a question marks (or interrogation position point) in writing.<sup>19</sup> In an interrogative sentence the subject and predicate are often reversed. The sentence ends with a question marks (or interrogation position point) in writing.<sup>20</sup> So, interrogative sentence is the sentences that form questions

Example: Did you take your vitamin this morning?

Do you have your homework ready?

Interrogative sentences are the most simple to identify. Interrogative sentences have 4 types. They are:

### (a) Yes/No interrogatives

Yes/no interrogatives are questions that can be answered with a yes or a no response. You probably ask or are asked these questions every day.

Here are some examples of yes/no interrogative sentences:

Mister, can you spare a dime?

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<sup>17</sup> *Ibid*, p. 118

<sup>18</sup> Jayanthy Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p. 235.

<sup>19</sup> Marcella Frank, *Modern English*....p.220.

<sup>20</sup> Marcella Frank, *Ibid.*, p.220.

Did you take your vitamin this morning?

Do you have your homework ready?

Are you ready to go?

Did you go to the game Friday night?

(b) Alternative interrogatives.

Alternative interrogatives are questions that provide for two or more alternative answers. In other words, you're providing a choice. Examples of alternative interrogative sentences:

Would you prefer chocolate or vanilla ice cream?

Should I call or email you?

Do you want coffee, tea, or soda?

(c) WH-interrogatives

WH-interrogatives sentences begin with a WH-word and call for an open-ended answer. A yes or no answer isn't appropriate for these questions, nor does the question provide alternative answers. The answer can be a simple response or complex explanation. Examples of WH-interrogative sentences:

(a) What are you doing?

(b) Where do you live?

(c) Who is playing in the Super Bowl?

(d) What is the meaning of this?

(e) Which songs do you like best?

## (d) Tag questions.

Tag questions are questions attached or tagged into the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence. Examples:

You live in the city, don't you?

We need to get going now, don't we?

There's a game on today, isn't there?

You're coming to the party, aren't you?

## 3) Imperative Sentence

An imperative sentence gives an order.<sup>21</sup> Imperative sentences give order or directions, and so end with a period or an exclamation mark.<sup>22</sup> The imperative sentence ends with a period in writing and drop in pitch in speech.<sup>23</sup> In an imperative sentence, only the predicate is expressed. The simple form of the verb is used, regardless of a person, or tenses.

There are five kinds of imperative sentence:

## (a) Command

Command expressed by the imperative

- (1) The second person imperative: this has the same form as the bare infinitive:

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<sup>21</sup>Howard Sargeant, *Ibid.*, p. 119

<sup>22</sup>Laurie Rozakis, *Ibid.*, p. 117

<sup>23</sup>Marcella Frank, *Modern English*.... p. 221.

Ex: Hurry!

Wait!

Stop!

For the negative put do not (don't) before the verb:

Ex: Don't hurry!

- (2) The person addressed is very often not mentioned, but can be expressed by a noun placed at the end of the phrase:

Ex: Eat your dinner, boys.

Be quite, Tom.

- (3) Do can be placed before the affirmative imperative:

Ex: Do hurry.

Do be quite.

- (4) The first person imperative

Form the first person imperative is let us (let's) + bare infinitive:

Ex: Let us stand together in his emergency.

For the negative normally put not before the infinitive:

Ex: Let us not be alarmed by rumours

But it is possible in colloquial English to put don't before let's:

Ex: Don't let's be alarmed by rumours.

## (5) The third person imperative

Form the third person infinitive let  
him/her/it/them + bare infinitive:

Ex: Let them go by train

This is not a very common construction in  
modern English. It would be more usual to say:

They are to go/must go by train.

The negative imperative, let him/her/them +  
negative infinitive, is not used in modern English.

Instead, use must not or is/are not to:

Ex: They must not/are not to go by air.

## 4) Exclamatory Sentence

An exclamatory sentence makes a very strong statement called an exclamation.<sup>24</sup> Such sentence begins with an exclamatory phase consisting of what or how plus a part of the predicate. The exclamatory phase is followed by the subject and the balance of the predicate.

Ex: How beautiful you are!

From explanations above, the researcher took a conclusion, sentence can investigate in two ways. First, investigated by types that focus on expression such as: statements, Questions, commands,

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<sup>24</sup>Howard Sargeant, *Ibid.*, p. 118



requests, Exclamations. Second, the sentence can be investigated by By number full predication that focus on dependent and independent clauses such as simple sentences, compound sentences, Complex sentences, Compound-complex sentences. But, in this case the researcher will discuss about sentence especially compound sentences.

#### 4. Sentence structure

As mentioned above that sentence is a group of related words that has subject and predicate. It means that the sentences is not only the combination of some words but has the structures. The element of sentence structure can be subject (S), object (O), or Complement (C). Complement can be adverb (adv) or adjective (adj).

Ex:

<u>Structure</u>	<u>Sentence</u>
1. S V	Yuda walks.
2. S V O	Ali eats lontong.
3. S V C (adv)	Susi comes late.
4. S V C (adj)	Rani is clever
5. S V O Adv	My father bought apple yesterday.
6. S V O Adv Adv	Nana comes to Medan today.

## 5. Compound Sentences

According to Wren Martin that Compound Sentence is a sentence that is made up of two or more principal or main clauses.<sup>25</sup> A compound sentence is two sentences joined by a connecting word, such as *and*, *but*, or *so*.<sup>26</sup> Based on the definitions above, compound sentence is made up of at least two independent clauses and no dependent clauses and combining with conjunction.. The independent clauses are groups of words with a subject and a verb, and they can stand alone as complete thoughts

Ex : We must hurry, or we shall miss the bus.

He studied hard but he still failed in his exams.

Father reads magazine, mother cooks, and I study.

Conjunction is a word joins together sentences or words and clauses.<sup>27</sup>

Ex: I like mango and banana.

She tried hard but she did not success in his attempt.

Although she is not beautiful, she wants to be a film star.

According to Jayanthi Daksina that conjunction is divided into four kinds namely:

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<sup>25</sup> Wren and Martin, *High school English Grammar and Composition* ( S. Chand & Company LTD: Ram Nagar, 1991), p. 166.

<sup>26</sup> Keith S. Folse, *Great sentences...* p 72

<sup>27</sup> Jayanthi Dakshina Murthy, *Contemporary English...* p. 212.

### 1) Correlative conjunction

Conjunction which are used in pairs are known as correlative conjunctions

Ex:	either- or	such - that
	Neither – nor	as - as
	Both –and	as - so
	Though – yet	so- that
	Whether –or	hardly - when
	Not only –but also	no sooner - than

### 2) Compound conjunction

Group of words which are used as conjunction are known as compound conjunctions.

Ex :	In order that	as though
	On condition that	in as much as
	So that	as soon as
	Provide that	as if

### 3) Co-ordinating Conjunction

Conjunction which are used to join together clauses of equal rank are known as co- ordinating conjunctions.

ex :	and	or
	but	also
	for	either - or

nor                      neither – nor

#### 4) Sub-ordinating Conjunction

Conjunction which are used to join clauses of unequal rank are known as subordinating conjunction.<sup>28</sup>

ex :	after	although	when
	because	till	where
	if	before	while
	that	unless	than
	though	as	

Therefore, according to David Morley said,” conjunction classified into two subtypes: coordinating and subordinating conjunctions.

1. Coordinating conjunctions / coordinators have a purely logical connective function and principal ones are (both...) and, but, (either...) or, (neither...) nor
2. Subordinating conjunctions / subordinators are much numerous and include, example: after, although, as, because, before, since, until, unless, whether, while, when, who that, so that, in order that, etc.<sup>29</sup>

By doing so, the researcher concludes that compound sentences is a sentence which consist of two or more co-ordinate clauses combining with conjunction.

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<sup>28</sup>*Ibid.*, p.212- 217

<sup>29</sup> G.David Morley, *Ibid.*, p.43-44

## 5. Constructing Compound Sentences

Constructing is to form something by putting different things together.<sup>30</sup> so, in this case the constructing is forming two or more sentences joined by a connecting word, especially by using (and, but, nor, not only...but also).be side that the students must know the elements of sentence or part of speech such as noun, verb, adverb, adjective and they also must know the using of conjunctions especially in compound sentences. There more explanation the using of conjunctions.

The researcher has limited before that discussed about constructing compound sentences by using (and, but, nor, for) in simple present tense, past tense, present continuous tense.

### a. Using (and, but, nor, for) in Simple Present Tense

The simple present tense is a sentence to express an event or action that happens all time. According Slamet Riyanto simple present tense is used to express something that happens all the time or habits, that is, action or activities happening everyday, every week, every year, etc.<sup>31</sup> Jayanty Dakshina Murty said the simple present tense is used to show that action take place at present it is known as the Present Tense.<sup>32</sup> Idi Supono and

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<sup>30</sup> A. S. Hornby, *Ibid.*, p. 279

<sup>31</sup> Slamet Riyanto, *Gateway English for Active Communication* (Yogyakarta: Pustaka Pelajar, 2009) p. 51-52.

<sup>32</sup> Jayanty Dakshina Murthy, *Contemporary English....* p. 151.



Widie Cahya said that: The simple present tense is used to explanation activity or action which often happen or the action which factual. In composed active sentence simple present tense, we must use verb1.

The uses of simple present tense are:

- a. To express that something happen all time or habits, that is, action happening every or routines
- b. To express general truth or facts that are always true
- c. To express a schedule, program or an activity.<sup>33</sup>

Formula: Subject + Verb I

But for she, he, it + verb I + s/es

Examples:

1. Ahmad eats bread
2. Ahmad drinks a cup of milk
3. Ahmad eats bread, *and* he drinks a cup of milk.

First sentence:     Ahmad            eats    bread  
                                  S1                    V1     O1

Conjuntion:         *and*

Second sentence: He        drinks a cup of milk  
                                  S2            V2   Compliment

1. Ana and Ani go to the bookstore.
2. Ana and Ani don't buy a book in the bookstore

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<sup>33</sup>Slamet Riyanto, *Gateway English...* p.122.



b. Using (and, but, nor, for) in Simple Past Tense

The simple past tense is used to describe one complete action in the past. It can be also used to tell about events or stories that happen quickly, one right after the other, completed actions in the past. So, we use the simple past tense when the time is definite.<sup>34</sup> According to Jayanthi Dakshina Murthy, Simple past tense is when a verb is used to show that an action was complete.<sup>35</sup> And then, A.j. Thomson and A.v. Martinet said, the simple past tense in regular verb is formed by adding **ed** to the infinitive.<sup>36</sup>

Based on explanation above, the writer can conclude that past tense is activity or action a particular in the past time. In composed active sentence simple past tense we uses verb II.

The uses of simple past tense are:

- a. For a past action with past time adverb
- b. For a past discontinued habit.<sup>37</sup>

The formula: Subject + Verb II

Examples:

- 1. Aminah ate cake

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<sup>34</sup>Slamet Riyanto, *Gateway English...* p. 64.

<sup>35</sup> Jayanthi Dakshina Murthy, *Contemporary English....* p.151.

<sup>36</sup> A.j. Thomson and A.V. Martinet, *A Practical English Grammar* (New york: Oxford University Press, 1986).p.161.

<sup>37</sup>Jayanthi Dakshina Murthy, *Contemporary English....* p.166.

2. Sarah drank glass of water

3. Aminah ate cake *and* Sarah drank glass of water.

First sentence:     Aminah         ate     cake  
                                  S1                 V1         O1

Conjunction:         *and*

Second sentence:   Sarah drank glass of water.  
                                  S2         V2             O2

1. My father went to showroom car

2. My father didn't buy the car.

3. My father went to showroom car *but* My father didn't buy the car

First sentence:     My father         went   showroom car  
                                  S1                 V1             O

Conjunction:         *but*

Second sentence:   My father         didn't buy   the car.  
                                  S2                 Aux     V2         O

1. I didn't come to his house

2. I didn't come to his party

3. I didn't come to his house nor his party

First sentence:     I         didn't come   to his house  
                                  S1         Aux     V1         Compliment

Conjunction:         *nor*

Second sentence:   I         didn't come   to his party.  
                                  S2         Aux     V2         Compliment

1. Mother adviced her son
2. Mother love her son
3. Mother adviced her son *for* she love him.

First sentence:     Mother            adviced            her son  
                               S1                                V1                                Compliment

Conjuntion:         *for*

Second sentence:   Mother            love    her son.  
                               S2                                V2    Compliment

c. Using (and, but, nor, for) in Present Continuous Tense

The present continuous tense is used to express action that are happening right now or at the moment of speaking. Jayanthy Daksina Murthy said present continuous tense is when a tense is used to show what is really happening now is known as the present continuous tense.<sup>38</sup>

Based on the definitions above, the researcher can concludes present continuous tense is activity or action is happening now. In composed active sentences present continuous tense, we must uses is / am / are and infinitive suffix –ing. The uses of present continuous tense are:

- a. For an action going on at the time of speaking
- b. For a temporary action which may not be actually happening at the time of speaking

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<sup>38</sup> *Ibid*, p.154.



- c. For an action that is planned or arranged to take place in the near future<sup>39</sup>

Formula: Subject + To be (is, am, are) + Verb -ing

Example:

1. My father is reading Al-qur'an
2. My mother is cooking in the kitchen
3. My father is reading Al-qur'an *and* My mother is cooking in the kitchen.

First sentence:     My father     is     reading     Al-qur'an  
                               S1               Tobe       V1               Compliment

Conjuntion:         *and*

Second sentence: My mother     is     cooking     in the kitchen.  
                               S2               Tobe       V2               Compliment

1. My mother is cooking in the kitchen
2. My sister is playing in the yard
3. My mother is cooking in the kitchen *but* My sister is playing in the yard.

First sentence:     My mother     is     cooking     in the kitchen  
                               S1               Tobe       V1               Compliment

Conjuntion:         *but*

Second sentence: My sister     is     playing     in the yard.  
                               S2               Tobe       V2               Compliment

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<sup>39</sup> Wren and Martin, *High school...* p.68.



## B. Review of Related Findings

Related to this research, some researches had been done as below: First, Lenggana Dori Bulan Sitorus<sup>40</sup> entitled “An Analysis On The Students Compound Sentences Mastery In Report Text (A Study At X Grade Student Sms Negeri 8 Padangsidempuan)” After analyzing the data, She was gotten that the analysis students’ compound sentences mastery in report text can be categorized enough. It can be known from the calculating that the students’ compound sentences mastery in report text at grade XI in SMA Negeri 8 Padangsidempuan was 59%.

The Second, research done By Muzakir Erlangga,<sup>41</sup> Entitled “ An Analysis of Compound Sentence in J.K Rowling’s *Harry Potter And The Sorcerer’s Stone*”. Based on the result of the data analysis, he was found Various connectives were used like punctuation marks: *commas* appeared 62 times, *semicolon* 7 times, *dash* 4 times, *colon* thrice, and *quotation marks* twice; demonstrative pronouns: *that* 19 times, *which* and *what* 4 times, and *who* twice; adverbs: *when* 4 times, *not knowing* thrice, *why* twice, and *probably* once; conjunctions: *and* 32 times, *but* 7 times, *as* 6 times, *so that* and *as though* thrice, *or* twice, *while*, *since*, *before*, *because*, *whether or not*, *as if*, and *not because* appeared once; and prepositions *without* and *about* appeared twice and once

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<sup>40</sup>Lenggana Dori Bulan Sitorus, An Analysis On The Students Compound Sentences Mastery in Report Text (A Study At X Grade Student Sms Negeri 8 Padangsidempuan) (*Unpublished Thesis*). (IAIN Padangsidempuan, 2013), p. 38

<sup>41</sup> Muzakir Erlangga, “ An Analysis of Compound Sentence in J.K Rowling’s *Harry Potter And The Sorcerer’s Stone*” (*Unpublished Thesis*). USU: Medan, 2008).

respectively. Several reductions were omitted as well. Third personal pronouns: *he* was omitted 34 times, *it* 22 times, *they* 5 times, and *she* 4 times; and determiners: *this* and *there* were also dropped, twice and once respectively.

Based on the related finding some title above, researcher concluded that the student's ability in mastering compound sentences in report text still enough category. Then, an Analysis of Compound Sentence in J.K Rowling's Harry Potter And The Sorcerer's Stone has helped us to find out the compound sentences from that books.

In this case, the researcher would like to make other research related to compound sentences, namely: describing the "Students' Ability In Constructing Compound Sentences at Grade VIII MTS Roudhotul Jannah Pagaran Batu".

The differentiation between Lenggana Dori Bulan Sitorus' and Muzakir Erlangga's research are: first, type of the test is arranging test, second, the sample is the students at grade VIII at Mts Roudhotul Jannah Pagaran Batu. The similarity is compound sentences as a variable of the research

### **C. Hypothesis of the Research**

"The students' ability in constructing compound sentences at grade VIII Mts Roudhotul Jannah Pagaran Batu is 42.74, from the data above it can be classified into enough ability."

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and time of the Research

This research had been done at Mts Roudhotul Jannah Pagaran Batu, especially at grade VIII, it located at Desa Pagaran Batu Regency of Padang Lawas Utara. This research started from December 2014 until 29<sup>th</sup> of June 2015.

#### B. Kinds of the Research

This research used quantitative research. Quantitative method is doing the research method by systematic, controlled empiric, critics with have nature relation.<sup>1</sup> Quantitative descriptive method is a “method witch describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people”.<sup>2</sup> From explanation above, the researcher concludes that Quantitative descriptive method is describing all of about references naturally.

Descriptive method is not only asking some people with some questions and reporting answer but also descriptive method studies should questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report

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<sup>1</sup>Asmadi Alsa, *Pendekatan Kuantitatif dan Kualitatif serta Kombinasinya dalam Penelitian Psikolog*, (Yogyakarta: Pustaka Pelajar, 2003), p.12.

<sup>2</sup>L.R. Gay, *Educational Research Competencies for Analysis and Application*, (USA.New Jeney, 2000), p.276

conditions. “On the other words descriptive studies involve a number of unique problems”<sup>3</sup>. One descriptive method is a method which is carried out in order to make the description about situation and condition.

Based on the explanation above, this research described the Students’ Ability in Constructing Compound Sentences at Grade VIII Mts Roudhotul Jannah Pagaran Batu. So, the researcher used a field research.

### C. Population and Sample

#### 1. Population

The population of this research, it has been clear that the population of this research all the eighth grade students’ in Mts Roudhotul Jannah Pagaran Batu. It is relevant to Suharsimi’s opinion that state: “population adalah keseluruhan subject penelitian.”<sup>4</sup> (The population is total number of researched subject). The eighth grade are two classes and they are 20 students in VIII<sup>a</sup> and 15 students’ in VIII<sup>b</sup>. The total populations of them are 35 students.

**Table. I**  
**The population to the eighth grade at Mts Roudhotul Jannah**  
**Pagaran Batu in 2014-2015**

No	Class	Total of Students
1	VIII <sup>a</sup>	20 students
2	VIII <sup>b</sup>	15 students
Total		35 students

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<sup>3</sup> *Ibid*

<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1989), p. 102



## 2. Sample

According to Gay and Airasian, “Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”<sup>5</sup> Sample is presentative whole of population. According to Suharsimi: Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi.<sup>6</sup>

It means when subject less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researchers ability.<sup>7</sup> Because population of eighth grade students’ at MTs Roudhotul Jannah Pagaran Batu 35 students. So, the reseacher took all of the population as the sample, namely: 35 students are the sample of this research .

### **D. Technique of Collecting Data**

In order to answer the research problem has been formulated, researcher need the data and in order to get the data need the instrument in this case the research applied test students’ ability in constructing compound sentences.

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<sup>5</sup> *Ibid.*, p. 121.

<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 72.

<sup>7</sup> *Ibid.*, p. 134.

The instrument in this research is test, it was test the students' ability in constructing compound sentences. The researcher chose test students' ability in constructing compound sentences to take data, it was 10 items. The test has given to the eighth grade students' of Mts Roudhotul Jannah Pagaran Batu.

The first and second item ask the students to constructing compound sentences by using "and" conjunction in past tense. Then, the third until the fifth item ask the students to constructing compound sentences by using "but" conjunction in simple present tense. Next, the sixth item ask the students to constructing compound sentences by using "nor" conjunction in past tense. The seventh item ask the students to constructing compound sentences by using "nor" conjunction in present tense. The last, the eighth until the tenth item ask the students to constructing compound sentences by using "for" conjunction in present continuous.

For each correct answer give 10 value, while the incorrect answers not give a value. For each questions make the total score to 100. The following table is the indicator of students ability in constructing compound sentences.

**Table. II**  
**Indicator of students ability in constructing compound sentences**

No.	Indicator	Item	Number	Score
1	Students are able to use “And” in Present tense	1	1	10
2	Students are able to use “And” in Present tense	1	2	10
3	Students are able to use “but” in Present tense	1	3	10
4	Students are able to use “but” in Past tense	1	4	10
5	Students are able to use “but” in Past tense	1	5	10
6	Students are able to use “nor” in Past tense	1	6	10
7	Students are able to use “nor” Present continuous tense	1	7	10
8	Students are able to use “for” in Present continuous tense	1	8	10
9	Students are able to use “for” in Present continuous tense	1	9	10
10	Students are able to use “for” in Present continuous tense	1	10	10
Total		10		100

The kind of the test is arranging test, it is for 10 items. There are 10 for each number. For each number make the total score to 100.

### **E. Test Validity**

The researcher used content validity to establish the validity of the instrument, that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content

universe under consideration. In this case the researcher used Arranging test as the starting point of making the test.

In applying the research, the researcher has validated arranging test. The test means to analyze the items of the test comprehensively. In this case, because the test functions is to measure the students' ability in constructing compound sentences. So, the test should be arranging test. it can make students easier to construct compound sentences. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the arranging test has been valid. The validation was done by checked the test to the expert person. She is the English teacher of grade VIII at MTs Roudhotul Jannah Pagaran Batu. Then, She said that the test has been available for the students. More, the test has been also signed by the English teacher and legalized by headmaster of MTs Roudhotul Jannah Pagaran Batu.

#### **F. Technique of Data Analysis**

After collecting their answer, the researcher analyzed the result of the test with mean score, and the average scores of students are interprets in descriptive data with the formula as follows:

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

Note: M : Mean score (average)

$\sum x$  : Total of the result.

n : Sum of respondents<sup>8</sup>

After the researcher got the data, it has been presented in frequency table as follows:

**Table III**  
**The Classification Quality of the Students' Score**

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

After the researcher found the mean scores of all students', it has been presented to the criteria as follows:

- 1) If the value of means score 0-20, it can be categorized into very low ability.
- 2) If the value of mean scores 21-40, it can be categorized into low ability.
- 3) If the value of mean score 41-60, it can be categorized into enough ability.
- 4) If the value of mean score 61-80, it can be categorized into high ability.
- 5) If the value of mean score 81-100, it can be categorized into very high ability.

Then, to test the hypothesis, researcher used the formula as follows:

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<sup>8</sup>Anas Sudijono. *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

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

Explanation:  $x$  : Data that includes hypothesis categories

$n$  : All of data

$p$  : Hypothesis proportion

When  $z_{\text{count}} > z_{\text{tabel}}$  the hypothesis accepted.<sup>9</sup>

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<sup>9</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### A. Data Description

To understand this research easily, it was described based only one variable. There was constructing compound sentences, and also was continued to the testing hypothesis. in description of result constructing compound sentences the reseracher had given test about compound sentences. The researcher used the instrument to collect the data. It is the arranging test, and consists of 10 items.

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

**Table. IV**  
**The Resume of Variable Score of Constructing Compound Sentences.**

No	Statistic	Variable
1	High score	70
2	Low score	20
3	Mean score	42.74
4	Median	48
5	Modus	48.96

From the table above, it was known that the high score of variable of constructing compound sentences had been searched by 35 students based on the total of sample research were high score 70 and low score 20, mean score 42.74, media 48 modus 48.96.

Based on the calculation means score above 42.74. So application of constructing compound sentences is enough, it's can be known from the table interpretation mean score in chapter III. To know revelation of data was done to grouped the variable score of constructing compound sentences which interval 8.

**Table. V**  
**Frequency Distribution of constructing compound sentences**

Interval Class	Frequency Absolute	Frequency Relative
20 – 27	6	2.1 %
28 – 35	8	2.8 %
36 – 43	8	2.8 %
44 - 51	6	2.1 %
52 - 59	0	0 %
60 - 67	3	1.05 %
68 – 75	4	1.4 %
$i = 8$	35	100 %



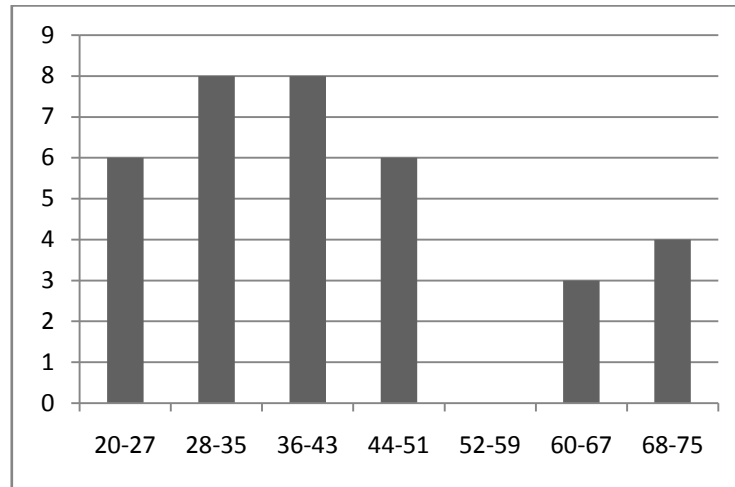


Figure 1: The Histogram of constructing compound sentences at the Eighth Grade Students' Mts Roudhotul Jannah Pagaran Batu.

Based on the table above, it was known that the variable revelation of constructing compound sentences shown that the respondent at 68 -75 were 4 students (1.4%), interval 60 – 67 were 3 students' (1.05%), interval 52 – 59 were 0 students' (0%), interval 44 – 51 were 6 students' (2.1%), interval 36 – 43 were 8 students' (2.8%), interval 28 – 35 were 8 students' (2.8%), interval 20 – 27 were 6 students' (2.1%).

## B. Hypothesis Testing

The hypothesis of research was “The students’ ability in constructing compound sentences at grade VIII Mts Roudhotul Jannah Pagaran Batu are enough ability.” Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-Test. It can be seen  $z_{hitung} = -1.83 < z_{tabel} = 3,26$

by level of significance 0.05. So, from the result above the researcher concludes that the hypothesis rejected. See appendix 6

So that, the students' ability in constructing compound sentences at grade VIII Mts Roudhotul Jannah Pagaran Batu are enough ability.

### C. Discussion

The result of this research which the title "Students' Ability In Constructing Compound Sentences at Grade VIII Mts Roudhotul Jannah Pagaran Batu" can be categorized into enough ability (42,74). This category between with the researcher before that had been researched the first by Lenggana Dori Bulan Sitorus entitled "An Analysis on the Students Compound Sentences Mastery in Report Text" After analyzing the data, she was gotten that the analysis students' compound sentences mastery in report text can be categorized enough. It can be known from the calculating that the students' compound sentences mastery in report text at grade XI in SMA Negeri 8 Padangsidempuan was 59%.<sup>1</sup>

The next researcher also found the same category with the researcher that had been researched by Muzakir Erlangga, Entitled " An Analysis of Compound Sentence in J.K Rowling's *Harry Potter And The Sorcerer's Stone*" . Based on the result of the data analysis, He was found Various connectives were used like punctuation marks: *commas* appeared 62 times, *semicolon* 7 times, *dash* 4 times,

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<sup>1</sup> Lenggana Dori Bulan Sitorus, An Analysis On The Students Compound Sentences Mastery in Report Text (A Study At X Grade Student Sms Negeri 8 Padangsidempuan) (*Unpublished Thesis*). (IAIN Padangsidempuan, 2013), p. 38

*colon* thrice, and *quotation marks* twice; demonstrative pronouns: *that* 19 times, *which* and *what* 4 times, and *who* twice; adverbs: *when* 4 times, *not knowing* thrice, *why* twice, and *probably* once; conjunctions: *and* 32 times, *but* 7 times, *as* 6 times, *so that* and *as though* thrice, *or* twice, *while*, *since*, *before*, *because*, *whether or not*, *as if*, and *not because* appeared once; and prepositions *without* and *about* appeared twice and once respectively. Third personal pronouns: *he* was omitted 34 times, *it* 22 times, *they* 5 times, and *she* 4 times; and determiners: *this* and *there* were also dropped, twice and once respectively.<sup>2</sup>

#### **D. The Threats of the Research**

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

On doing the test, there were the threats of time, because the students' had activities. Beside, the time with was given to be students' not enough. And also the students' did not do the test seriously. So, the researcher look the answer directly without care about it.

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

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<sup>2</sup> Muzakir Erlangga, "An Analysis of Compound Sentence in J.K Rowling's *Harry Potter And The Sorcerer's Stone*" (*Unpublished Thesis*). USU: Medan, 2008).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing and describing the data on “Students’ Ability on Constructing Compound Sentences at Grade VIII Mts Roudhotul Jannah Pagaran Batu”, the reseracher gave conclusion as follows: “The Students’ Ability In Contructing Compound Sentences At Grade VIII Mts Roudhotul Jannah Pagaran Batu are categorized into enough ability”. Then, the hypothesis was rejected by using z-test. Because  $z_{hitung} = -1.83 < z_{tabel} = 3.26$ .

#### B. The Suggestions

After formulating the conclusion, the researcher wanted to give the suggetion concern with the result of this reserach. It could be seen as below:

1. To the English teacher of Mts Roudhotul Jannah Pagaran Batu, to motivate the students’ to improve their ability in learning compound sentences.
2. To the Headmaster much add an English teacher for teaching in Mts Roudhotul Jannah Pagaran Batu because with many teacher that school can be support of studens’ more practice the English language everyday.
3. To the reader especially learner more improve their knowledge in sentences especially compound sentences.

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## CURRICULUM VITAE



### A. Identity

Name : FAHRUL MARITO RANGKUTI  
Nim : 11 340 0010  
Place and Birthday : Siborna, 17<sup>th</sup> July 1991  
Sex : Male  
Religion : Moslem  
Address : Desa Siborna Bunut Kec. Sosa  
Kabupaten Padang Lawas

### B. Parent

1. Father's name : Pangondian Rangkuti
2. Mother's name : Rosdingin Hasibuan

### C. Educational Background

1. Graduated from Elementary School SD Negeri 142974 Pioner Siborna in 1998-2004.
2. Graduated from Junior High School Tsanawiyah Boarding School of Roudhotul Jannah Pagaran Batu, Kec. Batang Onang in 2004-2007
3. Graduated from Senior High School MAS Mu'allimin Proyek Univa Medan in 2007-2010.
4. Be University student in IAIN Padangsidimpuan.

## Appendix 1

Arrange the following sentences to be a good compound sentences!

1. went to Budi Bali, and Andi Jakarta Went to.
2. the floor swept Anita, and She made it tidy.
3. She doesn't him, but He advices listen to her.
4. but He doesn't eat the mango He buys the mango.
5. I miss me, but you don't miss you.
6. My friends My parents did not care to me nor
7. nor diligent She isn't smart.
8. I am going to free day for it is Brastagi.
9. She is thinking about amazed, for She me to me
10. He is eating very hungry for he is much.



## **Appendix 2**

### **The Answer**

1. Budi went to Bali and Andi Went to Jakarta.
2. Anita swept the floor and She made it tidy.
3. She advices him, but He doesn't listen to her.
4. He buys the mango, but He doesn't eat the mango.
5. I miss you, but you don't miss me.
6. My parents did not care to me nor my friends.
7. She isn't smart nor diligent.
8. I am going to Brastagi, for it is free day.
9. She is thinking about me, for She amazed to me.
10. He is eating very much, for he is hungry.

### Appendix 3

#### SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan di bawah ini:

Nama: Roilan Hasibuan, S.Pd

Telah memberikan pengamatan dan masukan terhadap Instrumen Tes Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

**Students' Ability In Constructing Compound Sentences At Grade VIII**

**MTs Roudhotul Jannah Pagaran Batu**

yang disusun oleh:

Nama = Fahrul Marito Rangkuti

NIM = 11 340 0010

Fakultas = Tarbiyah dan Ilmu Keguruan

Jurusan = Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1.

2.

Dengan harapan, masukan dan penilaian yang diberikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif Siswa

Padangsidempuan, Mei 2015

Validator

Roilan Hasibuan, S.Pd

## Appendix 4

### LEMBAR VALIDITAS TEST

Nama Sekolah : Mts Roudhotul Jannah Pagaran Batu

Kelas : VIII

Mata Pelajaran : B. Inggris

Materi Pokok : Compound Sentence

Keterangan : **V = Valid**

**VR = Valid dengan Revisi**

**TV = Tidak Valid**

Petunjuk: Berikanlah tanda ( √ ) pada kolom yang telah tersedia.

No.	Soal	V	VR	TV
1.	Budi went to Bali and Andi Went to Jakarta.			
2.	Anita swept the floor and She made it tidy.			
3	I love my teacher and my teacher love me.			
4	Ana and Ani wake up 5:00 am, and they go to school at 6:30 am.			
5	She advices him, but He doesn't listen to her.			
6	He buys the mango, but He doesn't eat the mango.			
7	I miss you, but you don't miss me.			
8	Tom studied a lot, but he didn't pass the test.			
9	I have never visited Medan, nor have I visited Jakarta.			
10	My parents did not care to me nor my friends.			
11	She isn't smart nor diligent.			
12	I am going to Brastagi, for it is free day.			
13	He doesn't go to school for He has late.			
14	She is thinking about me, for She amazed to me.			
15	He is eating very much, for he is hungry.			

Catatan

.....  
.....  
.....  
.....  
.....  
.....

Pagaran Batu, Mei 2015

Headmaster of  
MTs Roudhotul Jannah  
Pagaran Batu

Validator

**Maisaroh Siregar S. Ag**

**Roilan Hasibuan, S.Pd**

## Appendix 5

### Constructing Compound Sentences

1. Maximal and minimum score were gotten by setting the variable from low score to high score.

20	20	30	40	50	30	50
30	30	30	40	40	40	50
60	60	70	70	50	20	30
50	20	20	30	40	40	50
70	70	60	20	30	40	40

2. High score = 70
3. Low score = 20
4. Range = High score – Low score  
= 70 – 20  
= 50
5. The total of classes (BK) =  $1 + 3,3 \log (N)$   
=  $1 + 3,3 \log (35)$   
=  $1 + 3,3 (1,5440)$   
=  $1 + 5,0952$   
= 6,0952  
= 6,0952 = 6

$$6. \text{ Interval (i)} = \frac{R}{BK} = \frac{50}{6} = 8$$

7. Mean score

$$MX = \frac{\sum FX}{N}$$

Interval	<i>F</i>	<i>X</i>	<i>FX</i>
68-75	4	74	296
60-67	3	64	192
52-59	0	56	0
44-51	6	48	288
36-43	8	40	320
28-35	8	32	256
20-27	6	24	144
<i>i</i> = 8	<i>N</i> = 35	338	$\sum FX$ = 1496

$$MX = \frac{\sum FX}{N} = \frac{1496}{35} = 42,74$$

8. Median

$$Mdn = l + \frac{\left(\frac{1}{2}N - Fkb\right) i}{Fd}$$

Interval	<i>F</i>	<i>Fkb</i>	<i>fka</i>
68-75	4	6	34
60-67	3	10	31

52-59	0	13	28
44-51	6	13	28
36-43	8	19	22
28-35	8	27	14
20-27	6	35	6
$i = 8$	$N = 35$	123	163

Explanation :  $l = 43,5$

$$\frac{1}{2}N = 35$$

$$Fkb = 13$$

$$F = 8$$

$$i = 8$$

$$\begin{aligned}
 Mdn &= l + \frac{\left(\frac{1}{2}N - Fkb\right) i}{Fd} \\
 &= 43,5 + \frac{(17,5 - 13) 8}{8} \\
 &= 43,5 + \frac{(4,5)8}{8} \\
 &= 43,5 + \left(\frac{36}{8}\right) 8 \\
 &= 43,5 + 4,5 \\
 &= 48
 \end{aligned}$$

$$9. \text{ Modus} = l + \left( \frac{fa}{fa+fb} \right) i$$

$$= 43,5 + \left( \frac{28}{28 + 13} \right) 8$$

$$= 43,5 + \left( \frac{28}{41} \right) 8$$

$$= 43,5 + (0,68) 8$$

$$= 43,52 + 5,46$$

$$= 48,96$$

10. Standar Deviasi (*SD*)

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left( \frac{\sum FX}{N} \right)^2}$$

Interval	<i>F</i>	<i>X</i>	<i>X</i> <sup>2</sup>	<i>FX</i>	<i>FX</i> <sup>2</sup>
68-75	4	74	5476	296	21904
60-67	3	64	4096	192	12288
52-59	0	56	3136	0	0
44-51	6	48	2304	288	13824
36-43	8	40	1600	320	12800
28-35	8	32	1024	256	8192
20-27	6	24	576	144	3456
<i>i</i> = 8	<i>N</i> = 35	338	18212	$\sum FX$ = 1496	$\sum FX^2$ = 72464

$$SD = \sqrt{\frac{\sum FX^2}{N} - \left( \frac{\sum FX}{N} \right)^2}$$



$$= \sqrt{\frac{72464}{35} - \left(\frac{1496}{35}\right)^2}$$

$$= \sqrt{2070,4 - (63943,3)}$$

$$= \sqrt{63943,3 - 2070,4}$$

$$= \sqrt{61872,9}$$

$$= 248,7$$

## Appendix 6

### Z-Test

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

$$z = \frac{\frac{9}{35} - 0.41}{\sqrt{\frac{0.41(1-0.41)}{35}}}$$

$$= \frac{0.25714286 - 0.41}{\sqrt{\frac{0.41(0.59)}{35}}}$$

$$= \frac{0.25714286 - 0.41}{\sqrt{\frac{(0.2419)}{35}}}$$

$$= \frac{-0.1528571}{\sqrt{0.006911429}}$$

$$= \frac{-0.1528571}{0.083135} = -1.8386612$$

$$= -1.83$$

**Name** :  
**Grade** : VIII  
**School** : Roudhotul Jannah Pagaran Batu

**Arrange the following sentences to be a good compound sentences!**

1. went to Budi Bali, and Andi Jakarta Went to.

*Answer :*

2. the floor swept Anita, and She made it tidy.

*Answer :*

3. She doesn't him, but He advices listen to her.

*Answer :*

4. but he doesn't eat the mango He buys the mango.

*Answer :*

5. I miss me, but you don't miss you.

*Answer :*

6. My friends My parents did not care to me nor

*Answer :*

7. nor diligent She isn't smart.

*Answer :*

8. I am going to free day for it is Brastagi.

*Answer :*

9. She is thinking about amazed, for She me to me

*Answer :*

10. He is eating very hungry for he is much.

*Answer :*

Pagaran Batu, June 2015

Headmaster of  
MTs Roudhotul Jannah  
Pagaran Batu

English Teacher

**Maisaroh Siregar S.Ag**

**Roilan Hasibuan, S.Pd**

**Name** :  
**Grade** : VIII  
**School** : Roudhotul Jannah Pagaran Batu

**Arrange the following sentences to be a good compound sentences!**

1. went to Budi Bali, and Andi Jakarta Went to.

*Answer :*

2. the floor swept Anita, and She made it tidy.

*Answer :*

3. She doesn't him, but He advices listen to her.

*Answer :*

4. but he doesn't eat the mango He buys the mango.

*Answer :*

5. I miss me, but you don't miss you.

*Answer :*

6. My friends My parents did not care to me nor

*Answer :*

7. nor diligent She isn't smart.

*Answer :*

8. I am going to free day for it is Brastagi.

*Answer :*

9. She is thinking about amazed, for She me to me

*Answer :*

10. He is eating very hungry for he is much.

*Answer :*