



**THE STUDENTS' ABILITY IN DIFFERENTIATING  
COMPOUND AND COMPLEX SENTENCES  
AT GRADE XI SMA NEGERI 1 ANGKOLA SELATAN**

**A THESIS**

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

**Written By:**

**ISMA YANTI**  
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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2017**



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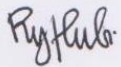
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After Reading, studying, and giving advices for necessary revises on thesis belongs to ISMA YANTI, entitle "*The Students' Ability in Differentiating Compound and Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan*". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Educational Scholar (S.Pd.) in English Program, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Department of Tarbiyah and teacher training faculty IAIN Padangsidimpuan. Thank you.

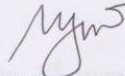
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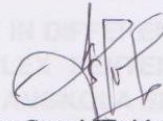
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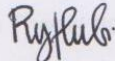
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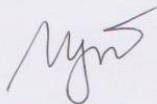
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IPK : 3.10  
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## LEGALIZATION

**Thesis : THE STUDENTS' ABILITY IN DIFFERENTIATING  
COMPOUND AND COMPLEX SENTENCES AT  
GRADE XI SMA NEGERI 1 ANGKOLA SELATAN**

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The Thesis had been accepted as a partial fulfillment of the requirement for  
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### ABSTRACT

Researcher explored about students' ability in differentiating compound and complex sentences. Some of the students couldn't understand about compound and complex sentences, they also do not know to use the conjunction and punctuation in compound and complex sentences. They are not interest in learning English and they are lack of motivation in learning. The purpose of this research is to examine the students' ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan.

This research was done in SMA Negeri 1 Angkola Selatan at grade XI. The kind of this research is quantitative research by using descriptive method. The population in this research were the grade XI SMA Negeri 1 Angkola Selatan. There are 30 students as the sample in class XI IPS 2 and the instrument of collecting data was test. To analysis the data, the researcher used formulation of t-test.

After analyzing the data, the researcher found that the ability of the students in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan can be categorized in enough, with the mean score 51.33 for ability in compound sentences and 59.2 for ability in complex sentences. Then, based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z- Test. It can be seen  $Z_{count} = -0.087 < Z_{table} = 0.326$  by level of significance 0.05. It means that hypothesis was rejected. So, the students' ability in differentiating compound and complex sentences are enough ability.



## ACKNOWLEDGEMENT



Praised to Allah SWT, the most Creator and Merciful who has given me the health, time, knowledge and strength to finish the thesis. Besides, shalawat and salam be upon to the prophet Muhammad SAW, who has brought human being from the darkness era into the lightness era.

It is pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis.

Therefore I would like to thank:

1. To Rayendriani Fahmei Lubis, M.Ag., as my first advisor and also as the Chief of English Department and Yusni Sinaga, S.Pd., M.Hum., as my second advisor who had given me suggestion, ideas, criticism and guidance in writing this thesis.
2. To Dr. H. Ibrahim Siregar, MCL., as the Rector of the State Institute for Islamic Studies (IAIN) Padangsidempuan.
3. To Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Training Faculty in IAIN Padangsidempuan.
4. To Yusri Fahmi, S.Ag., M.Hum., as The Chief of Library and his staffs have borrowed the books to me in this research.

5. To all lectures who have given me their valuable through in teaching English for researcher during the process of academic years in TBI IAIN Padangsidimpuan.
6. To Headmaster, English teacher and also students of SMA Negeri 1 Angkola Selatan who help me to completed my research.
7. The exclusive thanks to my beloved parents Raden Siregar and Ida Sari Rambe and my beloved brothers and sister Faisal Amri, Hadi Ismanto, Dedek Muammar, Mhd. Alfadzy, Ulfa Khoirunnisa, and Mhd. Hatta who always give their materials, prays, motivation, and moral encouragement to finish my study.
8. To all my friends, especially to Abdul Karim Pasaribu, Elly Siti Hawati, Ummu Habibah, Suci Rahayu, Juni Aida, Helli Nofrita, Rosmaini, Umami Kalsum, Ita Erpina, Robiatul Adawiyah and all of my friends especially TBI 1 2 3 who have helped, supported and motivated me to finish this thesis.

Last but not least, researcher just wants to say thank you very much for their helping, may Allah, the almighty bless them all, Amin

Padangsidimpuan, 19<sup>th</sup> Juny 2017

Researcher,

**ISMA YANTI**  
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# CHAPTER I

## INTRODUCTION

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

Humans are a species of living things that could be said to have the highest degree among other creatures. The only creatures that not only had the wit or intellect but also have a conscience. The animals and even plants have the intelligence, but the humans the only one who is endowed with intellect.

Every human is not equal to each other. Why there are people who are good at math, there is strong physically, nothing like dancing or good at singing. There are people whose way of thinking is very logical and structured, but there is also a very creative and imaginative.

"Why are humans different?" This question is very important. So what distinguishes human beings from one another? The answer isto prove the power of God and to make life comes alive. The most easily seen is a difference that is visible from outside - physically. Differences in color, tall or short, fat or thin, curly or straight. But many human differences that are not visible. That is way all things in this life different as differentiating in parts of a language.

In this world, human beings are created tribes and the nation-state. Tribes and nations that have different customs and traditions. The degree of human in front of Almighty God is not determined by the beauty of the body,

nobility, wealth, or position. Nor by skin color, ethnicity, or nationality. Only the most fear the most glorious sight of Allah. So, although humans different, both from the social-economic condition or nationality, it is so that people know each other. From there, people will respect and cherish.

In the first period of education that can only be obtained by a particular community and it is usually obtained by men but now it has been broken by R.A Kartini pioneer women demanding equal rights to education. Now there is no difference in the learning process. No more blocking to get an education, even school also requires students to earn a proud achievement. Education is now more oriented to how to increase intelligence, accomplishments, skills, and how to deal with competition.

Education is one of media to develop human's quality. Human being has the prestige, can advanced through education. In holy Quran also had been explained well about people's prestige which had education. God will give good position which had science in his live as mentioned in Al-Mujaadilah verse 11:

أَلَمْ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ أُوْتُوا مِنكُمْ أَلَمْ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ أُوْتُوا مِنكُمْ أَلَمْ يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ أُوْتُوا مِنكُمْ

وَاللَّهُ ذَرَّجَتْ الْعِلْمَ أُوْتُوا وَالَّذِينَ مِنْكُمْ أَمْنُوا الَّذِينَ اللَّهُ يَرْفَعُ فَاَنْشُرُوا وَأَنْشُرُوا أَقِيلَ وَإِذْ

Meaning:

O ye who believe! When ye are told to make room in the assemblies, spread out and make room: Ample room will Allah provide for you. And when ye are told to rise up, rise up. Allah will raise up, to suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah is well acquainted with all ye do.<sup>1</sup>

Based on the verse of Al-Qur'an above, it is known that Allah likes the people who learn more. Allah will exalt in a degree who has much knowledge. Seeking knowledge is worship as the Prophet Muhammad "Demanding Science Islam prescribed for those men and women". Thus, everybody should take knowledge, anytime, anywhere, regardless of gender, and those who studied in terms of age without restrictions.

In essence, students have the differences in various ways. They are different in the level of performance, speed of learning and learning style, they are also differ in ethnicity, culture and religion. Although they are different in that various but they are not distinguished in the delivery of lessons. They get the same treatment performance of providing education.

English is an interesting language to be learnt. The language is very unique in many ways; its language components, varieties of dialogues, vocabularies, idioms and more. Related to four language skills, they are listening, speaking, reading and writing. English is very useful for us in modern era.

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<sup>1</sup>Abdallah Yousuf Ali. *The Glorious Qur'an* (Dar El-Fikri, Beirut: 2009), p.495

English clearly stated in curriculum that the object of teaching learning process. It improves students' skill in four skills of language. The language skill is the performance of speakers of a language in using their language as tool of communication in daily routine. It is the ability to use their language according to set of the conventional rules, they share among themselves.

In teaching process, the students should be able to write sentences correctly. Sentence is not only the combination of some words but also have the elements. The elements can be subject (S), verb (V), object (O), or complement (C). The students need at least two elements to built sentences correctly. There are many factors of English that must be understood by students in the school to arrange a sentence such as vocabularies, tenses, and part of speech. The students must know the factors. Part of speech is one of the factors of mastery the sentence. There are eight parts of speech, they are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. A group of part of speech is the important things to make a good sentence.

Sentence is a group of words which makes a complete sense and has a subject and a predicate. There are four kinds of sentence, they are: simple sentence, compound sentence, complex sentence and compound complex sentence. In this case, the students are expected to master not only part of speech but also how to differentiate between compound and complex sentences.



In curriculum of English in Senior High School, there are many subjects or material taught in this level: such as vocabulary, tenses, part of speech and sentences (simple sentence, compound sentence, complex sentence, compound complex sentence).<sup>2</sup> Students at grade XI SMA N 1 Angkola Selatan in their learning have difficulties to write sentence well. It has been known after the researcher has done observation directly to the school. The students can write a simple sentence but the researcher also found the other problems when the researcher asked some of students about compound and complex sentences, they do not understand to write compound and complex sentences, and the students do not understand in differentiating between them.

Rosin Sunaryo is one of the students in SMA Negeri 1 Angkola Selatan says that compound and complex sentences can not be understood by him well because he unable in differentiating between them and he do not understand how to use the conjunction in compound and complex sentences.<sup>3</sup> Then, Borkat says that he is confuse to use conjunction in complex sentences.<sup>4</sup> Whereas, this material has been taught by Hotma Tua, S.Pd., as an English teacher in SMA Negeri 1 Angkola Selatan.

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<sup>2</sup>English Syllabus of Grade XI students at SMA Negeri 1 Angkola Selatan.

<sup>3</sup> Rosin, students of SMA N 1 Angkola Selatan, *Interview*, At 12<sup>th</sup> 2016.

<sup>4</sup> Borkat, students of SMA N 1 Angkola Selatan, *Interview*, At 12<sup>th</sup> 2016.

The students still got difficult in differentiating between compound and complex sentences. They are often error in using conjunction. So, it makes them cannot write compound and complex sentences correctly.

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

Based on the problem on background, the researcher has identified many problems. The students do not know the grammatical, lack of vocabularies. Students' ability in differentiating compound and complex sentences still low. The students not only can't understand about compound sentences but also confuse to use conjunction in compound and complex sentences.

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

Based on identification of the problem the researcher limited the problem to make it more specific. The researcher only studied about students' low ability in differentiating compound and complex sentences by using all conjunctions as stated in the syllabus of the grade XI SMA Negeri 1 Angkola Selatan, it was to know the differences between two of them.

### **D. The Formulations of the Problem**

Based on limitation of the problem above, the problem of the research can be formulated as follows: "How is the students' ability in differentiating compound and complex sentences at Grade XI SMA Negeri 1 Angkola Selatan?".

### **E. The Purpose of the Research**

The purpose of the research is: “To examine the students’ ability in differentiating compound and complex sentences at Grade XI SMA Negeri 1 Angkola Selatan”.

### **F. The Signification of the Research**

The significances of the research are:

1. Head Master of SMA N 1 Angkola Selatan to make a better concept with giving facilities in teaching English in the school.
2. The teachers of English at SMA N 1 Angkola Selatan as a reference in teaching writing to the students in the future.
3. Next researchers, who like to develop the related to this topic.

### **G. The Definition of Key Term**

1. Students

Student is a person on grade of elementary, junior high school, senior high school and university not only on the formal educational but also on the informal educational. Person it means the students who is studying in SMA Negeri 1 Angkola Selatan.

2. Ability

Ability is the mental or physical capacity, power or skills required to do something. It’s also definite as special nature power to do something well or talent. So, the ability means the power of students in

differentiating compound and complex sentences at Grade XI SMA Negeri 1 Angkola Selatan.

### 3. Compound Sentence

Compound sentence is two sentences are related using connectors. A compound sentence is two or more independent clauses joined together.

### 4. Complex Sentence

Complex sentence is a sentence that consists of one main clause and one or more subordinate clause (dependent clause).

So, the ability in differentiating compound and complex sentences in this research meant level of skill and mental on the students in differentiating the random sentences to be a good sentences.

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

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

1. Chapter one is discuss about introduction, consist of: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, Signification of the research, definition of key term, and outline of the thesis.
2. Chapter two is consist of the theoretical description, review related finding and hypothesis.
3. Chapter three discuss about the methodology of the research consist of; place and time of research, method of the research, population and sample,



instrument of collecting data, validity of instruments, the technique for collecting data, and technique of analysis data.

4. Chapter four consists of analysis of the data. It was consist of data description, hypothesis testing, the threats of the research, and discussion.
5. Chapter five consists of conclusions and suggestions from the writer.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Students' Ability

There are some explanations who explain about students and ability. Student according to oxford dictionaries is person who is studying at a collage or university, person studying at secondary school, any person interested in a particular subject.<sup>1</sup> Next, in American English, student is anyone who studies at school, college, or university can be referred as a students.<sup>2</sup> Then, student is a person who is studying at a university or other place of higher education.<sup>3</sup> From explanation above, the researcher concludes that the students is a person who is enrolled or attend classes at school, collage or university.

Ability is the power or to do something physical or mental. Means that do something consist of physical or mental achievement. It also can be determined as a skill, expertness, or talent.<sup>4</sup> While based on Oxford Advance Learner's Dictionary, ability is a potential or capacity and power

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<sup>1</sup>A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 441

<sup>2</sup>Farlex, students. Retrieved from [www.thefreedictionary.com/student](http://www.thefreedictionary.com/student), accessed at 12<sup>th</sup> October 2016

<sup>3</sup>English Oxford Living Dictionaries, retrieved from <http://en.oxforddictionaries.com/definition/students>, accessed at 12<sup>th</sup> October 2016.

<sup>4</sup>*Ibid.*, p. 2.

to do something physical or mental, it's also definite as special nature power to do something well or talent.<sup>5</sup> Next, Meriam says that ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind). It means acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully.<sup>6</sup>

According Woodworth and Marquis, the Word "ability" has three meaning, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- 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>7</sup>

There are many kinds of ability, they are:

**Table I**  
**The 10 mental abilities**

<b>Mental ability</b>	<b>Description</b>
1. Flexibility and speed of closure	The ability to hold in mind a particular visual configuration.
2. Fluency	The ability to produce words, ideas, and verbal expression.
3. Inductive reasoning	The ability to form and test hypothesis directed at finding relationships.
4. Associative Memory	The ability to remember bits of unrelated material and to recall.
5. Span Memory	The ability to recall perfectly for immediate reproduction a set as of

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<sup>5</sup>*Ibid*, p.41.

<sup>6</sup> A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets,1976),p.33.

<sup>7</sup>H Dauglas Brown, *Teaching by Principles and Interactive Approach To Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001), p.236-238.

	item after only one presentation of the series.
6. Number Facility	The ability to rapidly manipulate number in arithmetic operations.
7. Perceptual Speed	Speed in finding figures, making comparisons, and carrying out simple task involving visual perception.
8. Deductive Reasoning	The ability to reason from stated premises to their necessary conclusion.
9. Spatial Orientation and Visualization	The ability to perceive spatial patterns and to manipulate or transform the image of spatial patterns.
10. Verbal Comprehension	Knowledge of words and their meaning as well as the application of knowledge. <sup>8</sup>

Based on the explanation above, the researcher used ability from the book Gibson with the title *Organization Behavior Structure Processes* the number 7 is the ability to speed in finding figures, making comparisons, and carrying out simple task involving visual perception. The researcher choses point seven, because the ability in number 7 is perceptual speed, it means that the students must speed to know which one compound and complex sentences. So, based on definition above the researcher can conclude that students' ability is the achievement of person who is studying at secondary school. Students' ability in this thesis the

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<sup>8</sup>Gibson, et. al. *Organization Behavior Structure Processes*(Singapore: The McGraw Hill Companies, 2004), p. 93.

achievement of person who is studying at grade XI SMA Negeri 1 Angkola Selatan.

## 2.Sentences

Sentence is group of word which usually consist of a subject and a predicate. Sentence is a group of words which makes complete sense.<sup>9</sup> Then, sentence is also a group of words that use to communicate the ideas in writing or in speech.<sup>10</sup> Whereas according to Alice Oshima and Ann Hogue state that 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>11</sup> The subject is usually a noun or pronoun. The predicate makes a statement about the subject.<sup>12</sup> It consists of a verb and its modifiers or complements. Complement is a word or words that used to complete the meaning of the verb. The verb is the most important part of the predicate. It expresses action or a state of being. Zandvoort stated that “ A sentence is a word or set of words followed by pause and revealing an intelligible purpose”.<sup>13</sup>

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<sup>9</sup>Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Shivan Printers, 2003), p. 235.

<sup>10</sup>Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students*. (Addison-Wesley Publishing Company: USA, 1983) p.121.

<sup>11</sup>*Ibid*

<sup>12</sup>*Ibid*

<sup>13</sup>R.W. Zandvoort, *A Handbook of English Grammar*, (Singapore: Singapore Offset Printing, 1975), p. 195.

The following are the example of sentence:

- a) I write a letter for my brother.
- b) Elly comes to my house.
- c) Suci and Ummu cook a cake.

From the definition above the researcher can take a conclusion about sentences such as: sentence is the largest independent unit of grammar: its begins with a capital letter and ends with a period, question mark, or exclamation point and sentence is a group of words that has meaning and function used by people to communicate and can be writing or speech form.

### **3. Sentence Elements**

As mention above that sentence is a group of relate words that have subject and predicate. It means that the sentences is not only the combination of some words but have the elements. The elements can be subject (S), Verb (V), Object (O), or Complement (C). Complements can be adverb (adv), or adjective (adj).

Example :

- a) Ulfa cooks.
- b) Isma sweeps the room.
- c) Hatta reads Al-Quran.
- d) Faisal is clever.
- e) Hadi watched tv yesterday.

- f) Dedek comes to Jakarta today.
- g) Muhammad drinks a glass of milk

So, to built a sentence the students need at least two elements, and it can be more than like the examples above.

#### 4. Simple Sentence

A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought. The sentence has a subject as well as a predicate and both may have modifiers. According to Marjolijn Vesspoor and Kim Sauter, “A simple sentence consists of one main clause only”. However, it does not mean that the sentence has to be very short.<sup>14</sup> According to Wren & Martin, “simple sentence is one which has only one subject and one predicate or a simple sentence is one which has only one finite verb”.<sup>15</sup>

The subject and predicate are often described as a topic and a comment, what is being talked about (the subject) and what is being said about it (the predicate). Simple sentence can be short or long, and can expresses simple or complex thought and may contain complex construction, but the basic structure of the sentence is simple.

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<sup>14</sup>Marjolijn Vesspoor and Kim Sauter. *English Sentence Analysis* (Amsterdam: John Benjamin Publishing Company, 2000), p. 37.

<sup>15</sup>Wren and Martin. *High School English Grammar & Composition* (NVD: Persada Rao, 1990), p. 200.

Example:

- a) Hatta drinks milk.
- b) Suci and Ummu go there.
- c) We sent a letter.
- d) My mother is cooking fried rice in the kitchen now.
- e) Juni sweeps the room.

## 5. Compound Sentences

Compound sentences is two sentences are related using connectors. Compound sentence is a sentence that is made up two or more principal or main clause.<sup>16</sup> It is the sentence that contains of two or more independent clauses combining with conjunction. Each clause in a compound sentence must have a subject and a verb, is equal importance, can stand alone. Punctuate the sentence by putting a comma (,) before the coordinating conjunction.

There are three ways to join the clauses: 1. With a coordinator 2. With a conjunctive adverb, 3. With a semicolon. A compound sentence can be formed as follows: independent clause, + coordinator + independent clause.

There are seven coordinators, which are also called coordinating conjunctions. It can remember them by the phrase "FAN BOYS (For, And,

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<sup>16</sup>Wren and Martin. *High School English...*(S. Chand & Company Ltd: Ram Nagar, 1991). p. 166.



Nor, But, Or, Yet, So”. The following sentences illustrate the meanings of the seven FAN BOYS coordinators.<sup>17</sup> (*Punctuation note*: There is a comma after the first independent clause).

Example:

- a) Mother advises 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 apples, **but** Suci loves bananas.
- e) Do you want to join us to the mosque, **or** you stay home ?
- f) Cigarette smoking is a factor in longevity, **yet** Japanese and other long lived Asians have a very high rate of tobacco use.
- g) She wanted to go on vacation, **so** she saved up her money.

*But* and *yet* have similar meanings: They both signal that an opposite idea is coming. *But* is preferred when the two clauses are direct opposites. When the second clause is an unexpected or surprising continuation because of information given in the first clause, *yet* is preferred, (But is acceptable for both meanings: *yet* for only one meaning.) Compare:

- 1) I want to study art, **but** my parents want me to study engineering.  
(direct opposite)

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<sup>17</sup>Alice Oshima and Ann Hogue, *Writing Academic...* (Addison-Wesley Publishing Company: USA, 1983) p.165.

2) I am very bad at math, **yet** my parents want me to study engineering.

(surprising continuation after “I am very bad a math”)

## 6. Complex Sentences

Complex sentence is made up one independent clause and at least one or more dependent clauses. According to Wren and Martin complex sentences is a sentence that consist of one independent clause and one or more dependent clauses.<sup>18</sup> It is also stated by Oshima complex sentences is a sentence that consist of one independent clause and one or more dependent clauses.<sup>19</sup>

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. The dependent clause can come at the beginning or end of the complex sentence. When the dependent clause comes at the beginning, a comma (,) is placed before the independent clause. In a complex sentence of two related ideas, one idea is generally more important than the other one. The important idea is placed in the independent clause and the less important idea is placed in the dependent clause.

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<sup>18</sup>*Ibid.* p.166.

<sup>19</sup>*Ibid.*p.123.

There are three kinds of dependent clauses: adverb, adjective, and noun.<sup>20</sup>

a) Adverb Clauses

Adverb clause are clauses that function as adverbs. Since they are dependent clauses, they must have a subordinating conjunction to connect them to the other clause. Subordinating conjunctions can be arranged according to the purpose of the clause they begin.

Here are some examples of subordinating conjunctions:

<u>Time</u>	<u>Cause &amp; Effect</u>	<u>Opposition</u>	<u>Condition</u>
After	Because	Although	If
Before	Since	Though	Unless
When	Now that	Even though	Only if
While	As	Whereas	Whether
Since	In order that	While	Even if
Until			That

RELATIVE PRONOUN:

Who	Which	Whomever	That
Whom	Whoever	Whichever	

There are eight types of adverbial clauses depending on the specific kinds of conjunctions used to link them to the main clauses: the adverb of time, adverb of place, adverb of comparison, adverb of

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<sup>20</sup>*Ibid*, p. 172.

condition, adverb of purpose, adverb of concession, adverb of manner, and adverb of result.

#### 1) Adverb of Time

This type of adverbial clause modifies the action in the main clause by indicating when it happened or by situating its occurrence in relation to another event or activity. Used for adverbial clauses of time are the conjunctions “as”, “when” “before”, “after”, “since”, “while”, “as long as”, “till”, and “until.” The correlative conjunctions “hardly had...when,” “scarcely had...when,” “barely had...when,” and “no sooner...than” also serve to link adverbial clauses of time to main clauses.

Examples:

- a) *As soon as* you trust yourself, you will know how to live.
- b) My mother cooks in the kitchen *when* my youngest brother cries.
- c) Muhammad is going to go back to his country, *after* he finished his study.

#### 2) Adverb of Place

This type of adverbial clause indicates (a) where the action in the main clause takes place or (b) indicates the position of something whether the subject or object in the main clause. Used

for adverbial clauses of place are the conjunctions “where” “wherever”, “anywhere” and “everywhere.”

Examples:

- a) In a world *where* there is so much to be done, I felt strongly impressed that there must be something to do.
- b) She drove *wherever* she wanted.
- c) I could see him very well from *where* I stood.

### 3) Adverb of Degree or Comparison

This type of adverbial clause compares an attribute that’s common to the subject of the subordinate clause and the subject of the main clause. Used for adverbial clauses of comparison or degree are the conjunctions “as...as”, “than”, and “as.”

Examples:

- a) Faisal is *as* smart *as* he is tall.
- b) Ita is not so bright *as* she thinks she is.
- c) Isma is the more famous *than* Ummu.

### 4) Adverb of Condition

This type of adverbial clause states an expected consequence of an assumed counterfactual condition in the main clause. Used for adverbial clauses of condition are the conjunctions “if”, “unless”, and “lest.”

Examples:

- a) *If* I make a promise, I keep it.
- b) You won't catch the train *unless* you take a taxi.
- c) *Unless* Enni studies harder, she won't pass the exam.

#### 5) Adverb of Purpose

This type of adverbial clause indicates the purpose or reason for the action stated in the main clause. Used for adverbial clauses of purpose are the conjunctions “so that”, “in order that”, and “in order to.”

Examples:

- a) Muiz drove fast *so that* he could get to work on time.
- b) I spoke louder *in order that* everybody might hear me.
- c) I posted the letter immediately *so that* you should get it before your departure.

#### 6) Adverb of Concession

This type of adverbial clause makes a statement that makes a usually unexpected contrast or contradictory admission regarding a declaration made in the main clause. Used for adverbial clauses of concession are the conjunctions “although”, “though”, “while”, and “even if.”

Examples:

- a) *Although* it is raining outside, I still come to campus.
- b) *Although* they had done all they could, they failed to complete the project on time.
- c) I cannot be angry with him, *even if* I try.

#### 7) Adverb of Manner

This type of adverbial clause specifies how something is done or accomplished by comparing it to the manner or way a similar action in the main clause is done or accomplished. Used for adverbial clauses of manner are the conjunctions “the way”, “as” and “like.”

Examples:

- a) They keep the house *as* it was in the poet’s lifetime.
- b) Suci had red eyes *as* if he had been crying.
- c) It rained *like* it would never stop.

#### 8) Adverb of Result

This type of adverbial clause indicates the result or outcome of an action or event stated in the main clause. Used for adverbial clauses of result are the conjunctions “so...that,” “such that,” and “inasmuch as.”

Examples:

- a) Hadi drove *so* fast *that* he got a speeding ticket.
- b) Dedek has gone *so* far *that* there is no retreat for him.
- c) They were *so* tired *that* they couldn't go any further.

b) Adjective Clause

An adjective clause modifies a noun. It describes or gives information about a noun.<sup>21</sup> An adjective clause begins with a relative pronoun such as: *who*, *whom*, *which*, *whose*, or *that*, or with a relative adverb, such as: *why*, *where* or *when*.<sup>22</sup> An adjective clause does not express a complete thought. It does not need commas separating it from the rest of the sentence if it has essential information in it; that is, if you need the information it provides. If it gives additional information, then use commas. A good way to test for this is to leave out the clause, read the sentence, and see if the meaning of the two sentences is different.

Here are some examples with a relative pronoun:

- 1) Last year we are vacation in Padang, which features excellent scuba diving.
- 2) The man who is sitting overthere is my father.
- 3) The boy whom I love so much is very kind.

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<sup>21</sup> Betty Schramper Azar. *Fundamental of English Grammar* (2<sup>nd</sup> edition, 1941), p. 309.

<sup>22</sup> Alice Oshima and Ann Hogue, *Writing Academic...* (Addison- Wesley Publishing Company: USA, 1983).p.130.



Examples with a relative adverb:

- 1) My mother cooks in the kitchen when my youngest brother cries.
- 2) This is the reason why he does not want to come here.
- 3) All that glitters is not gold.

c) Noun Clause

A noun clause is a dependent clause and cannot stand alone as a sentence. It must be connected to an independent clause (a main clause).<sup>23</sup> Noun clause explain an information what someone thing or say. Noun clauses begin with one of these subordinating words: that, whether, if and question words such as who, which, what, where, when, why, how, how much, how often, how soon, and so on. A noun use acts like a noun; it can be either the subject or an object of the independent clause.<sup>24</sup>

1) Noun clause that begin with a question word

Examples:

Question	Noun Clause
a. When did they leave?	Do you know when they left
b. Where did Helli go ?	I don't know where Helli went
c. What did she say?	Please tell me what she said
d. Who came to the party?	Tell me who came to the party

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<sup>23</sup>*Ibid*, p. 346.

<sup>24</sup>*Ibid*.

e. What did Ros say?                      I didn't hear what Ros said

2) Noun clauses with who, what, whose

Examples:

Question

Noun Clause

a. Who is that boy?                      I don't know who that boy is

b. Whose pen is this?                      I don't know whose pen this is

c. What is that?                              Do you know what that is

3) Noun clauses which begin with if or whether

Yes/No Question

Noun Clause

a. Is Juni at home?                      I don't know if Juni is at home

b. Did Karim go to Brazil?              I wonder if Karim went to Brazil

note: when a yes/no question is changed to a noun clause if is usually used to introduce the clause.

c. I don't know **whether** Robiah is at home

**whether** has the same meaning as if

d. I don't know **whether** Robiah is at home **or not**

**or not** can come at the end of the noun clause

e. I don't know whether or not Robiah is at home

**or not** can come immediately after whether

(note: or not cannot come immediately after **if**)

- 4) Noun clauses which begin with that
- a) I think *that* Mr. Dedek is a good teacher.
  - b) Ita Erpina realizes *that* she would study harder.
  - c) Ummu hopes *that* Elly can come to the party.

## **B. Review of Related Findings**

This research is not the first research but there were some related findings to this research. The researcher found some of related findings from another students that still has relation with this title:

The first, Lenggana Dori Bulan had done the research. After analyzing the data, she was gotten that the analysis students' compound sentence mastery in report text can be categorized enough.<sup>25</sup> 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,. 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; adverb: 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

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<sup>25</sup>Lenggana Dori Bulan, "An Analysis Compound Sentence Mastery in Report Text at Grade XI SMA N 8 Padangsidempuan", (*Un-Published Thesis*), Padangsidempuan: STAIN, 2008).

prepositions without and about appeared twice and once 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.<sup>26</sup>

The third, Benny Hardy had done the research. Based on the research, he found that the students' ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year can be stated into poor ability.<sup>27</sup>

Based on the related finding some title above, the researcher concluded that the students' ability in mastering compound sentences in report text and students' ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year 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 and complex sentences, namely: "Students' Ability in Differentiating Compound and Complex Sentence at Grade XI SMA N 1 Angkola Selatan".

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<sup>26</sup>Muzakir Erlangga, "An Analysis of Compound Sentence in J.K Rowling's Harry Potter and The Sorcerer's Stone", retrieved from <http://respository.usu.ac.id/>. USU: Medan, 2008).

<sup>27</sup> Benny Hardy, "Students' Ability in Identifying Independent Clause and Dependent Clause in sentence", retrieved from <http://skripsibahasaimgris.blogspot.co.id/>(Medan: UNIMED, 2006).

### C. Hypothesis

According to L.R. Gay said that hypothesis “is a researcher’s tentative prediction of the results of the research findings”.<sup>28</sup> The hypothesis of this research is, “The students’ ability in differentiating compound and complex sentence at grade XI SMA Negeri 1 Angkola Selatan are enough ability”.

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<sup>28</sup>L.R Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p.71

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research was done at SMA Negeri 1 Angkola Selatan. The location of the school in Simarpinggan, Kelurahan Napa, Kecamatan Angkola Selatan, Kabupaten Tapanuli Selatan. This research has begun from August 2016 up to 19<sup>th</sup> June 2017.

#### **B. Method of the Research**

The method of this research is quantitative and the kind of this research is descriptive method. Quantitative method is doing the research method by systematic, controlled empiric, critics with have nature relation. Quantitative method of the research are based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instrument.

Descriptive method was not just asking some people with some questions and reporting answer, but the descriptive method studies should have a set of basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and realiable data, and analyze and report conditions. One descriptive method is a method which is carried out in order to make the description about situation and condition.

In this research, the descriptive method is used to describe the students' ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan.

### C. Population and Sample of the Research

#### a) Population

Population is the group of interest to the researcher, the group to would like the results of the study to be generalizable or all members of well defined class of people, event, or object. The researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher.

In this research, the researcher chose all of the grade XI students of SMA Negeri 1 Angkola Selatan. There are three classes of grade XI as the population of research. They are IPA classes consist of 67 students and IPS classes consist of 61 students. So, the total of population of research is 128 students. Based on the explanation above, the population of research can be seen in the table below:

**Table 2**  
**Population of the XI Grade Students of SMA N 1 Angkola Selatan Academic Year 2016/2017**

No	Class	Total Students
1	XI IPA 1	35
2	XI IPA 2	32
3	XI IPS 1	31
4	XI IPS 2	30
<b>Total</b>		<b>128</b>

Source: school administration data of SMA N 1 Angkola Selatan

#### b) Sample

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected. Sample is a part of population which will be researched. The result of research from the sample taken would be generalized to whole population.

In this research, the researcher take the sample by using Cluster sampling. Cluster sampling is used if the population is in group. It means cluster sampling is suitable will use to get sample in this research. The researcher choses XI IPS 2 that consist of 30 students.

#### **D. Instrument of the Research**

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

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher will use a test. Test is done based on the assumption that human have the differences in ability, personality, and behavior and it can be measured by appropriate way.

This test is given to know the students' ability in differentiating compound and complex sentences. The researcher had been given test in the class. Before validity, the test consisted of 55 questions. The researcher



concluded that for test only 50 were categorized valid and 5 were categorized invalid. The researcher conducted 50 items test. Each question had been given 4 score to get the students' score in answering the question. If the students can answer all the questions correctly, the score is 100. The following table is the indicator of students ability in compound sentences and complex sentences.

**Table 3**  
**Indicator of the Test**

No	Indicator	Number of Item	Total item	Score for Item	Total Score
1	Ability in Compound Sentences	2, 4, 5, 7, 8, 10, 11, 14, 17, 18, 19, 21, 22, 24, 27, 29, 32, 36, 38, 40, 42, 44, 45, 47, 49	25	4	100
2	Ability in Complex Sentences	1, 3, 6, 9, 12, 13, 15, 16, 20, 23, 25, 26, 28, 30, 31, 33, 34, 35, 37, 39, 41, 43, 46, 48, 50	25	4	100

Based on the table of indicators of test above, the researcher give 100 values for the respondents' correct answer of using totality.

### **E. The Validity and Reliability of Instruments**

#### a) Validity

The instrument of validity test is content validity in order to obtain an external evaluation of content validity the test maker should ask a number of expert in grammar or other teacher to examine the test content systematically and evaluate its relevancy to the specified universe.

Validity is a characteristic of the good test. To get the validity of an achievement test can be used two ways. In this research, the researcher use content and item validity to find out the validity of instrument. Where, the test consists of 55 in differentiating compound and complex sentences. The researcher takes items from handbook.

To know the validity of the each question will be refer to list  $r$  biserial with  $r_t$  in 5% significant: 0.396 and 1% significant: 0.505. So, if  $r_{account} > r_{table}$  the test is classified valid.

To get the validity of the test, the formula of  $r$  point biserial can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$$

Where:

$r_{pbi}$  : coefficient item validity

$M_p$  : mean score of the total score

$SD_t$  : Standard Deviation of the total score

$p$  : presentation of the right answer of the item tested validity.

$q$  : presentation of the wrong answer of the item tested validity.

## b) Reliability test

Reliability is the degree of accuracy or precision in the measurements made by a research instrument. Reliability of an instrument can be found by using K-R 20 formula.<sup>1</sup> The formula is as follow:

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

Where:

$R_{11}$	:	Reliability of the Instrument
$N$	:	Total of Question
$St^2$	:	Variants Total
$p$	:	$\frac{\text{Proporsi Subject who is right Answer}(1)}{N}$
$q$	:	$\frac{\text{Proporsi Subject who is Wrong Answer}(0)}{N}$

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20.

Criteria of test reliability as follows:<sup>2</sup>

$r_{11} = 0.70$	high correlation (reliable)
$r_{11} > 0.70$	high correlation (reliable)
$r_{11} < 0.70$	low correlation (un- reliable)

<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: RinekaCipta, 1998), p. 182

<sup>2</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan* .p. 209.

In this research, the researcher found that reability of test was 1.019 if  $r_{\text{account}}$  is higher from  $r_{\text{table}}$  ( $r_{\text{account}} > r_{\text{table}}$ ). It means the test have very high reliable.

#### **F. The Technique of Collecting Data**

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 50 questions.
- 2) Giving students list of questions of using compound and complex sentences test.
- 3) Determining the time for students to do test. The researcher determined the time of doing the test. The time of doing test in 90 minutes.
- 4) The research 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 their answer to be analyzed after the students finish answer the test.

## G. Technique of Data Analysis

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

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

Explanation

M : Mean score ( average)

$\sum x$  : Total of the result

n : Sum of respondent<sup>3</sup>

After the researcher get the data, it has been presented in frequency table as following:

**Table 4**  
**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 score of all students, it has been presented to the criteria as follows:

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<sup>3</sup>Anas Sudijono. *Pengantar Statistik Pendidikan*, ( Jakarta: PT. Raja Grafindo Persada,1987), p. 81.

- 1) If the value of mean score 0-20, it can be categorized into very low ability.
- 2) If the value of mean score 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:

Z-Test

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

Explanation:

$x$  = Data that includes hypothesis categories.

$n$  = All of data

$p$  =Hypothesis proportion<sup>4</sup>

when  $Z_{\text{count}} > Z_{\text{tabel}}$  the hypothesis accepted.

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<sup>4</sup>Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p.80.

## **CHAPTER IV**

### **DATA ANALYSIS**

As mentioned in earlier chapter, in order to evaluate the students' ability in differentiating compound and complex sentences, the researcher has calculated the data using test and validity test. Applying quantities analysis, the researcher used the formulation of statistical process, next the researcher described the data as follow:

#### **A. Description of the Data**

The data in differentiating compound and complex sentences are found from the test result which were given to 30 students of SMA Negeri 1 Angkola Selatan who became the respondents.

Based on the result of the research, researcher had given test to get the data and consist of 50 items. There are 25 items for compound sentences and 25 items for complex sentences.

#### **1. The Score Test for Compound Sentences**

Based on the result of the students to answer the question, there was 1 student got 20 score. There was 1 student got 32 score. There were 4 students got 36 score. There was 1 student got 40 score. There were 6 students got 44 score. There was 1 student got 48 score. There were 3 students got 52 score. There were 7 students got 56 score. There were 2

students got 68 score. There was 1 student got 72 score. There were 2 students got 76 score and 1 student got 84 score.

From the result of the students it could known that the score of the students was between 20 up to 84. It means that the highest score gotten by the students is 84 and the lowest score is 20.

## **2. The Score Test for Complex Sentences**

Based on the result of the students to answer the question, there was 1 student got 36 score. There were 3 students got 44 score. There were 5 students got 48 score. There were 2 students got 52 and 56 score. There were 7 students got 60 score. There were 3 students got 64 score. There were 2 students got 68 and 76 score. There were 2 students got 80 score. There was 1 student got 92 score.

From the result of the students it could known that the score of the students was between 36 up to 92. It means that the highest score gotten by the students is 92 and the lowest score is 36.

The description result of answer of the students' ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan can be seen in the table below:



**Table 5**  
**The Description Result of the Students' Score in Differentiating**  
**Compound and Complex Sentences**

<b>NO</b>	<b>Students Initial Name</b>	<b>Compound</b>	<b>Complex</b>
1	RNS	36	44
2	RFI	76	80
3	TSH	56	64
4	RLS	72	76
5	RNH	68	48
6	MSL	36	56
7	SWL	76	68
8	SNK	84	44
9	NRA	20	48
10	NSH	56	92
11	JHR	32	48
12	MHL	52	60
13	MDI	56	48
14	ERN	56	60
15	BWO	40	60
16	HWA	56	80
17	HRO	44	60
18	APL	44	44
19	AYN	52	64
20	HRT	44	36
21	OTN	36	60
22	UKN	68	52
23	RCA	52	60
24	STI	56	64
25	NLS	48	60
26	RSO	36	48
27	ADN	44	68
28	ROR	44	52
29	BRT	44	56
30	MNI	56	76
<b>Total</b>		1540	1776

Based on the table above, the total scores of grade XI students of SMA Negeri 1 Angkola Selatan for compound sentences is 1540 and for complex sentences is 1776. It is clearly that the students' score in differentiating compound and complex sentences is differently. It means that the ability at grade XI students SMA Negeri 1 Angkola Selatan in differentiating compound and complex sentences is variously.

### 3. The Resum of Variable in Compound Sentences

After the data collected, the researcher has calculated the data by using statistic count. The researcher analyzed the result of the test with mean score 51.33, median 55.5 and modus 57.5. It can be seen in appendix 11.

Next, the researcher described the data as follow:

**Table 6**  
**The Resum of Variable in Compound Sentences**

<b>NO</b>	<b>Statistic</b>	<b>Variable</b>
1	High Score	84
2	Low Score	20
3	Mean	51.33
4	Median	55.5
5	Modus	57.5

After analyzing the data that has been collected from the respondents, it was gotten that the value of the mean score was 51.33. So, application in compound sentences is enough. It can be known from the table interpretation mean score in chapter III. To know revelation of data was done of grouped the variable score in compound sentences with interval 10, look the following table:

**Table 7**  
**Frequency Distribution of the Students for Compound Sentences**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
80 – 89	1	3.34%
70 – 79	3	10%
60 – 69	2	6.66%
50 – 59	10	33.34%
40 – 49	8	26.66%
30 – 39	5	16.66%
20 – 29	1	3.34%
$i = 10$	$N = 30$	100%

Based on the table above, it was that the variable revelation for compound sentences show that the students at 80-89 was 1 student (3.34%), interval 70-79 were 3 students (10 %), interval 60-69 were 2 students

(6.66%), interval 50-59 were 10 students (33.34 %), interval 40-49 were 8 students (26.66 %), interval 30-39 were 5 students (16.66 %) and interval 20-29 was 1 student (3.34%).

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

Frequency

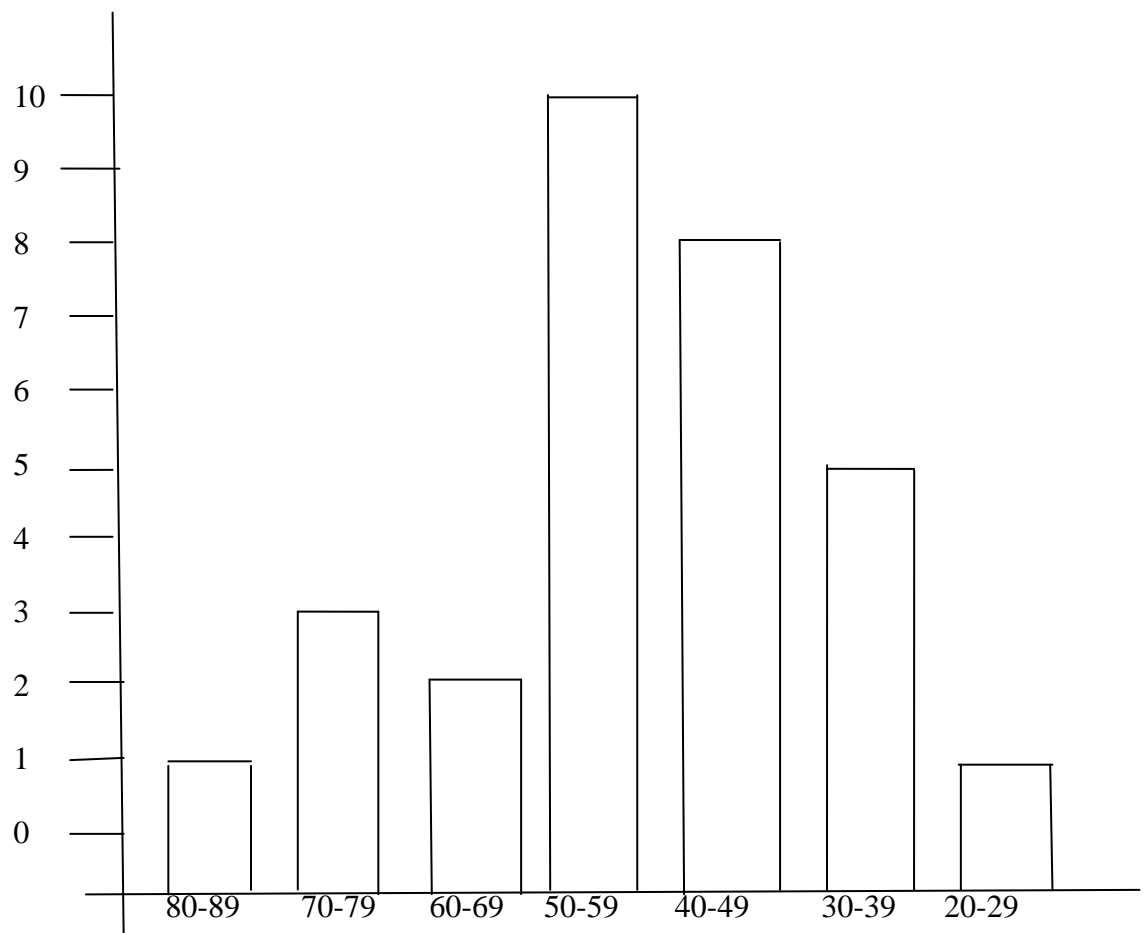


Figure 1: The Histogram of the Students in Compound Sentences at Grade XI SMA Negeri 1 Angkola Selatan

Based on the figure above, the frequency of students score from 80-89 was 1, 70-79 were 3, 60-69 were 2, 50-59 were 10, 40-49 were 8, 30-39 was

5, 20-29 were 2. Then, the score had most frequent was 50-59 and the score had lowest frequent was 80-89 and 20-29.

#### 4. The Resum of Variable in Complex Sentences

After the data collected, the researcher has calculated the data by using statistic count. The researcher analyzed the result of the test with mean score 59.2, median 63.5 and modus 56.3. It can be seen in appendix 12.

Next, the researcher described the data as follow:

**Table 8**  
**The Resum of Variable in Complex Sentences**

<b>NO</b>	<b>Statistic</b>	<b>Variable</b>
1	High Score	92
2	Low Score	36
3	Mean	59.2
4	Median	63.5
5	Modus	56.3

After analyzing the data that has been collected from the respondents, it was gotten that the value of the mean score was 59.2. So, application in complex sentences is enough. It can be known from the table interpretation mean score in chapter III. To know revelation of data was done of grouped the variable score in complex sentences with interval 9, look the following table:

**Table 9**  
**Frequency Distribution of the Students for Complex Sentences**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
90 – 98	1	3.34%
81 – 89	0	0%
72 – 80	4	13.34%
63 – 71	5	16.66%
54 – 62	9	30%
45 – 53	7	23.34%
36 – 44	4	13.34%
$i = 9$	$N = 30$	100%

Based on the table above, it was that the variable revelation for complex sentences show that the students at 90-98 was 1 student (3.34%), interval 81-89 was 0 students (0%), interval 72-80 were 4 students (13.34 %), interval 63-71 were 5 students (16.66%), interval 54-62 were 9 students (30%), interval 45-53 were 7 students (23.34%) and interval 36-44 were 4 students (13.34%).

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

Frequency

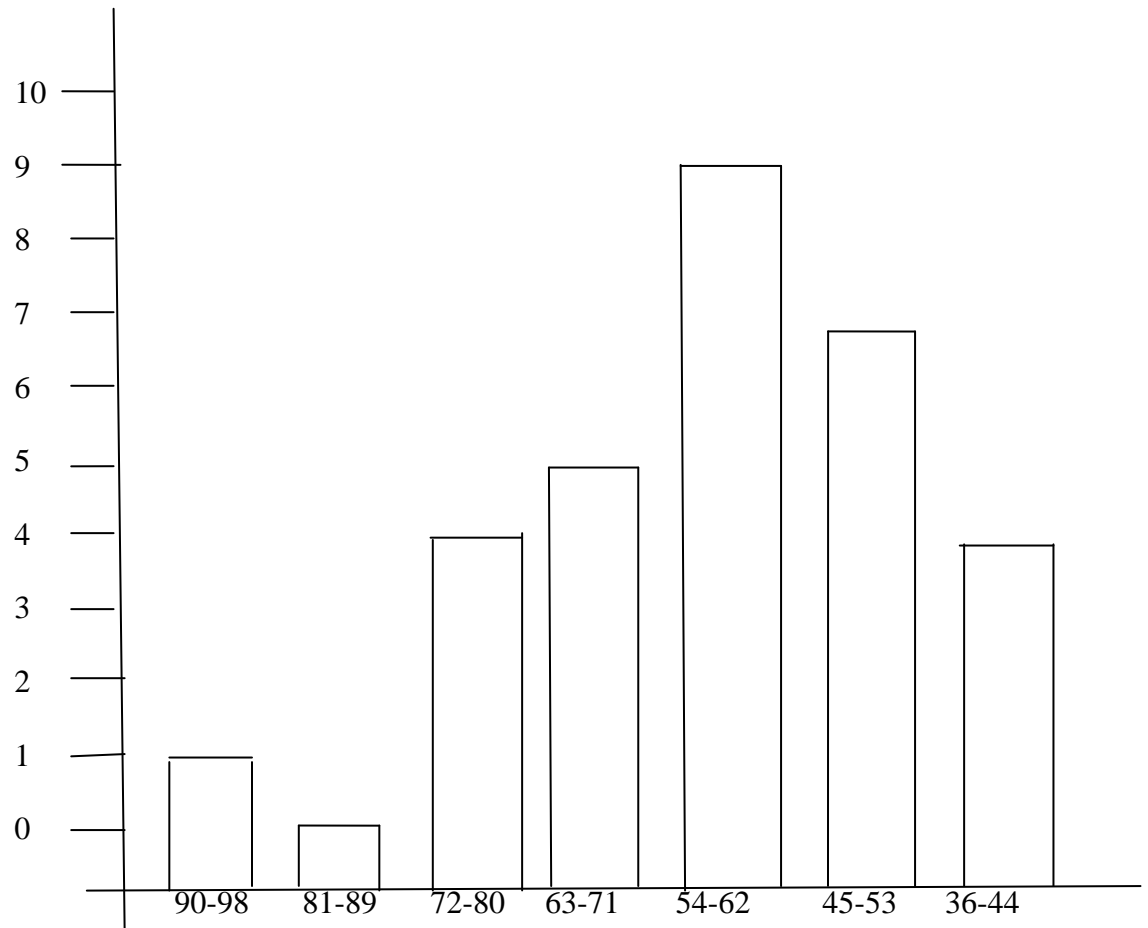


Figure 2: The Histogram of the Students in Complex Sentences at Grade XI SMA Negeri 1 Angkola Selatan

Based on the figure above, the frequency of students score from 90-98 was 1, 81-89 was 0, 72-80 were 4, 63-71 were 5, 54-62 were 9, 45-53 were 7, 36-44 were 4. Then, the score had most frequent was 54-62 and the score had lowest frequent was 81-89. The meaning of interval in this research is showing the count of sample who got score in percentage.

## B. Hypothesis Testing

The hypothesis of research was “students’ ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan” are enough ability. Based on the data collected, the data has been analyzed to prove hypothesis by using formula of Z-Test.

Based on calculation it can be concluded that  $Z_{count} = -0.087$  was more than  $Z_{table} = 0.326$  ( $Z_{count} = -0.087 < Z_{table} = 0.326$ ) by level of significance 0.05. It can be seen in appendix 13. So, from the result above the researcher concludes that the hypothesis rejected. It means that the students’ ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan are enough ability.

## C. Discussion

The result of this research with the title “students’ ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan” can be categorized into enough ability (51.33 and 59.2). It can be known from the calculating score (see appendix 11). This category same with the researcher before that had been researched by Lenggana Dori Bulan had done the research about “An Analysis Students’ Compound Sentences Mastery in Report Text at Grade XI SMA Negeri 8 Padangsidimpuan”, after analyzing the data, she was gotten that the analysis students’ compound sentence mastery in report text can be categorized



enough.<sup>1</sup> It can be known from the calculating that the students' compound sentences mastery in report text at grade XI in SMA Negeri 8 Padangsidimpuan was 59%.

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, colon thrice, and quotation marks twice; adverb: 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. 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.<sup>2</sup>

The third, Benny Hardy had done the research about “student ability in identifying independent clause and dependent clause in sentence” based on

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<sup>1</sup>Lenggana Dori Bulan, “An Analysis Compound Sentence Mastery in Report Text at Grade XI SMA N 8 Padangsidimpuan”, (*Un-Published Thesis*), Padangsidimpuan: STAIN, 2008).

<sup>2</sup>Muzakir Erlangga, “An Analysis of Compound Sentence in J.K Rowling’s *Harry Potter and The Sorcerer’s Stone*”. Retrieved from <http://respository.usu.ac.id/>, USU: Medan, 2008).

the research, he found that the students' ability in identifying independent clause and dependent clause in sentence of grade XI MAS Pendidikan Islam in 2005/2006 academic year can be stated into poor ability.<sup>3</sup>

There were some difficulties that faced by the students, such as: compound and complex sentences can't be understood by them well because the students unable in differentiating between them and the students didn't understand how to use conjunction and punctuation in compound and complex sentences. It can be seen from the students' score. From the explanation above that the students' ability in differentiating compound and complex sentence if connected with result of the research formerly can be categorized in to enough categories.

There are 2 factors that influence the students' ability they were: the first, internal factors (factors from the child it self) involve: physiology factors such as health and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve: social factor such as the relationship with the child's parents and non social factor such as the tools of learning, and learning condition.<sup>4</sup>

To anticipate the learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in compound and

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<sup>3</sup>Benny Hardy, "Student Ability In Identifying Independent Clause and Dependent Clause in sentence", retrieved from <http://skripsibahasainggris.blogspot.co.id/>. (Medan: UNIMED, 2006).

<sup>4</sup>Mhubbin Syah, Psikologi Belajar, (Jakarta Grafindo Persada, 2008) p. 182-184.

complex sentences. The other, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipate through tutoring. It is done by teacher to guide the slow learner.<sup>5</sup> In addition, according to Yatim Rijanto that to overcome learning difficulties can be done trough remedial.<sup>6</sup> Based on the explanation above the researcher can conclude that the learning difficulties can be anticipated through tutoring and remedial.

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

The researcher found the threats of the research as follows:

1. The researcher fell that research was still far from perfect. This research was still limited. They were many mistakes and weakness were caused by limitation of the writer time, the original answer of the students. The researcher can not control seriously of the students in answering the test if they are serious or not.
2. The students were not serious in answering test. Some of them still did cheating. It made the answer of the test was not pure because they did not do it by themselves.
3. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to

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<sup>5</sup>Mulyasa, *Menjadi Guru Profesional*, (Bandung Remaja Rosda Karya, 2008), p. 121.

<sup>6</sup>Yatim Rijanto. *Paradigma Baru Pembelajaran*, (Jakarta: Pradana Media Group, 2009), p. 140.

their friends and some of them did something outside the teacher's rule.

Of course it made them can not get the teacher's explanation well.

## CHAPTER V

### CONCLUTIONS AND SUGGESTIONS

#### A. Conclutions

After analyzing and describing the data, it was found that the Students' Ability in differentiating Compound and Complex Sentences at grade XI SMA Negeri 1 Angkola Selatan are categorized into enough ability. It is known from the meanscore, it is 51.33 for ability in compound sentences and 59.2 for ability in complex sentences. Then, the hyphotesis was rejected by using Z-test. Because  $Z_{count} = -0.087 < Z_{tabel} = 0.326$ . So, the students' ability in differentiating compound and complex sentences at grade XI SMA Negeri 1 Angkola Selatan are enough ability.

#### B. Suggestion

Based on the finding and the conclusion of this research, the researcher would like to give some suggestion to people to get benefit from this research. The researcher hopes this suggestion will be usefull for anyone to involve in teaching learning process.

- 1) To the headmaster always supervise and make controlling to English teacher in teaching learning process of English.

- 2) To the English teacher to use the suitable method in teaching process of English and motivate the students' to improve their ability in learning sentences.
- 3) To the students, to study hard in English especially in learning sentences and always practice and organize the ideas in sentences.

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## APPENDIX 1

NAME :

CLASS :

### A. Pengantar

1. Instrument ini untuk menjaring data siswa / i tentang kemampuan mereka di dalam identifikasi compound dan complex sentences. Oleh sebab itu silahkan jawab sesuai kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
3. Jawaban anda akan dijaga kerahasiaannya.

### B. Petunjuk

1. Bacalah pertanyaan dengan seksama.
2. Jawablah pertanyaan dari nomor 1-50 pada lembar yang tersedia dengan benar.
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
4. Waktu yang tersedia 90 menit.

**In each of the following sentences, state which of the following sentences are compound and which are complex?**

Example:

Compound Ummu can speak English, but She can't speak Japanese.

1. \_\_\_\_\_ This is SMA Negeri 1 Angkola Selatan that I told you about.
2. \_\_\_\_\_ Juni always keeps the lights on, for he is afraid of sleeping in the dark.
3. \_\_\_\_\_ Muhammad Hatta is as smart as he is tall.
4. \_\_\_\_\_ Neither my sister nor my brothers are in Padangsidempuan.

5. \_\_\_\_\_ I have a dream to go New Zealand, so I have to study English more.
6. \_\_\_\_\_ In a world where there is so much to be done, I felt strongly impressed that there must be something to do.
7. \_\_\_\_\_ Hadi went to the Napa Waterfall, and Hatta went to the Sidakkal.
8. \_\_\_\_\_ I had misplaced my keys, but fortunately I had another set hidden beside the door.
9. \_\_\_\_\_ Wherever you go, you always can find beauty.
10. \_\_\_\_\_ Karim worked hard on his homework, yet he didn't finish it.
11. \_\_\_\_\_ Are you going to the mosque with us, or will you stay home?
12. \_\_\_\_\_ He said that he was so disappointed that he would not try again.
13. \_\_\_\_\_ I'm going to bed early because I'm tired.
14. \_\_\_\_\_ The sky is clear; the stars are twinkling.
15. \_\_\_\_\_ Although my cousin invited me, I chose not to go to the reunion.
16. \_\_\_\_\_ Nur Aisyah is the girl whom I met at the Nurul Iman mosque last night.
17. \_\_\_\_\_ Rosin and Borkat didn't do their homework, so Mr. Hotma Tua punished them.

18. \_\_\_\_\_ Hatta dislikes sitting on the beach; he always gets a nasty sunburn.
19. \_\_\_\_\_ My father wants me to be a teacher in elementary school, but I don't know how to teach English for children.
20. \_\_\_\_\_ After listening to the Maher Zain cd, I have new respect for his music
21. \_\_\_\_\_ I don't like vegetables, yet I eat vegetables anyway.
22. \_\_\_\_\_ She wanted to go on vacation, so she saved up her money.
23. \_\_\_\_\_ When Muhammad and Dedek moved to Padangsidempuan, they opened their own business in their father's name.
24. \_\_\_\_\_ Elly and Ummu come to my house, but I'm not at home.
25. \_\_\_\_\_ Isma and Ulfa are reading Al- Quran before praying.
26. \_\_\_\_\_ Those people who do not respect the rights of others are selfish.
27. \_\_\_\_\_ My brother wants to go to Padang, and he wants me come with him.
28. \_\_\_\_\_ The hummingbird is the only bird that can fly backward.
29. \_\_\_\_\_ Mora doesn't enjoy learning English, nor does he enjoy football.
30. \_\_\_\_\_ After he got home, my father read us a story.
31. \_\_\_\_\_ All that glitters is not gold.

32. \_\_\_\_\_ Silima-lima waterfall has closed for the day; it will open tomorrow morning.
33. \_\_\_\_\_ Rosin Sunaryo went to class even though she was sick.
34. \_\_\_\_\_ When Muhammad and Dedek moved to Padangsidempuan, they opened their own business in their father's name.
35. \_\_\_\_\_ Although his grandmother is sixty years old and has white hair all over his head, he is still very healthy.
36. \_\_\_\_\_ Next month I will go to my hometown, or I may just stay in Pekanbaru.
37. \_\_\_\_\_ The mosque was very interesting, as I expected.
38. \_\_\_\_\_ Elly and Isma go to the Sidap-dap, for they fell bored at home.
39. \_\_\_\_\_ Because he has a college degree, he was given a great job.
40. \_\_\_\_\_ You don't like dragon fruit, nor like watermelon.
41. \_\_\_\_\_ This is the shop where I bought the hadist book yesterday.
42. \_\_\_\_\_ Mrs. Rayen teaches us writing, and Umi Yusni teaches us structure.
43. \_\_\_\_\_ My sister who lives in Huta Tunggal is a nurse.
44. \_\_\_\_\_ We have never visited Garonggang nor have visited Sibio-bio.
45. \_\_\_\_\_ Our neighbors are going to Jakarta on their vacation, but we will take our vacation at home.
46. \_\_\_\_\_ Abdul Muiz is going to go back to his country after finished his study.

47. \_\_\_\_\_ Abdul Karim enjoys playing football, yet he doesn't enjoy learning English.
48. \_\_\_\_\_ As soon as you trust yourself, you will know how to live.
49. \_\_\_\_\_ Bukittinggi is my favorite city; in fact, I plan to spend two weeks there next.
50. \_\_\_\_\_ A loud voice cannot compete with a clear voice, even if it's a whisper.

## APPENDIX 1

NAME :

CLASS :

### C. Pengantar

4. Instrument ini untuk menjaring data siswa / i tentang kemampuan mereka di dalam membedakan compound dan complex sentences. Oleh sebab itu silahkan jawab sesuai kemampuan anda.
5. Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
6. Jawaban anda akan dijaga kerahasiaannya.

### D. Petunjuk

5. Bacalah pertanyaan dengan seksama.
6. Jawablah pertanyaan dari nomor 1-50 pada lembar yang tersedia dengan benar.
7. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
8. Waktu yang tersedia 90 menit.

**In each of the following sentences, state which of the following sentences are compound and which are complex?**

Example:

Compound Ummu can speak English, but She can't speak Japanese.

51. \_\_\_\_\_ This is the SMA N 1 Angkola Selatan that I told you about.

52. \_\_\_\_\_ Juni always keeps the lights on, for he is afraid of sleeping in the dark.

53. \_\_\_\_\_ Muhammad Hatta is as smart as he is tall.

54. \_\_\_\_\_ Neither my sister nor my brothers are in Padangsidempuan.

55. \_\_\_\_\_ I have a dream to go New Zealand, so I have to study English more.
56. \_\_\_\_\_ Hadi went to the Napa Waterfall, and Hatta went to the Sidakkal.
57. \_\_\_\_\_ I had misplaced my keys, but fortunately I had another set hidden beside the door.
58. \_\_\_\_\_ I cannot be angry with him, even if I try.
59. \_\_\_\_\_ Karim worked hard on his homework, yet he didn't finish it.
60. \_\_\_\_\_ Are you going to the mosque with us, or will you stay home?
61. \_\_\_\_\_ He said that he was so disappointed that he would not try again.
62. \_\_\_\_\_ I'm going to bed early because I'm tired.
63. \_\_\_\_\_ In a world where there is so much to be done, I felt strongly impressed that there must be something to do.
64. \_\_\_\_\_ The sky is clear; the stars are twinkling.
65. \_\_\_\_\_ I try to think positively though I'm annoyed.
66. \_\_\_\_\_ Although my cousin invited me, I chose not to go to the reunion.
67. \_\_\_\_\_ Nur Aisyah is the girl whom I met at the Nurul Iman mosque last night.
68. \_\_\_\_\_ Rosin and Borkat didn't do their homework, so Mr. Hotma Tua punished them.

69. \_\_\_\_\_ Exercising is really good for you body however don't overdo it.
70. \_\_\_\_\_ The painting is so beautiful, therefore it price is expensive.
71. \_\_\_\_\_ Hatta dislikes sitting on the beach; he always gets a nasty sunburn.
72. \_\_\_\_\_ My father wants me to be a teacher in elementary school, but I don't know how to teach English for children.
73. \_\_\_\_\_ I don't like vegetables, yet I eat vegetables anyway.
74. \_\_\_\_\_ She wanted to go on vacation, so she saved up her money.
75. \_\_\_\_\_ When Muhammad and Dedek moved to Padangsidempuan, they opened their own business in their father's name.
76. \_\_\_\_\_ Elly and Ummu come to my house, but I'm not at home.
77. \_\_\_\_\_ Isma and Ulfa are reading Al- Quran before praying.
78. \_\_\_\_\_ Those people who do not respect the rights of others are selfish.
79. \_\_\_\_\_ My brother wants to go to Padang, and he wants me come with him.
80. \_\_\_\_\_
81. \_\_\_\_\_ The hummingbird is the only bird that can fly backward.
82. \_\_\_\_\_ After listening to the Maher Zain cd, I have new respect for his music
83. \_\_\_\_\_ If Suci does not get this job, she will start a business.



84. \_\_\_\_\_ All that glitters is not gold.
85. \_\_\_\_\_ Silima-lima waterfall has closed for the day; it will open tomorrow morning.
86. \_\_\_\_\_ Mora doesn't enjoy learning English, nor does he enjoy football.
87. \_\_\_\_\_ Rosin Sunaryo went to class even though she was sick.
88. \_\_\_\_\_ When Muhammad and Dedek moved to Padangsidempuan, they opened their own business in their father's name.
89. \_\_\_\_\_ The dress is pretty; it's colour so captivating.
90. \_\_\_\_\_ Although his grandmother is sixty years old and has white hair all over his head, he is still very healthy.
91. \_\_\_\_\_ Next month I will go to my hometown, or I may just stay in Pekanbaru.
92. \_\_\_\_\_ The mosque was very interesting, as I expected.
93. \_\_\_\_\_ Elly and Isma go to the Sidap-dap, for they fell bored at home.
94. \_\_\_\_\_ Because he has a college degree, he was given a great job.
95. \_\_\_\_\_ You don't like dragon fruit, nor like watermelon.
96. \_\_\_\_\_ This is the shop where I bought the hadist book yesterday.
97. \_\_\_\_\_ Mrs. Rayen teaches us writing, and Umi Yusni teaches us structure.
98. \_\_\_\_\_ My sister who lives in Huta Tunggal is a nurse.
99. \_\_\_\_\_ We have never visited Garonggang nor have visited Sibio-bio.

100. \_\_\_\_\_ Our neighbors are going to Jakarta on their vacation, but we will take our vacation at home.
101. \_\_\_\_\_ Abdul Muiz is going to go back to his country after finished his study.
102. \_\_\_\_\_ Abdul Karim enjoys playing football, yet he doesn't enjoy learning English.
103. \_\_\_\_\_ As soon as you trust yourself, you will know how to live.
104. \_\_\_\_\_ Bukittinggi is my favorite city; in fact, I plan to spend two weeks there next.
105. \_\_\_\_\_ A loud voice cannot compete with a clear voice, even if it's a whisper.

## APPENDIX 2

### KEY ANSWER

- |              |              |
|--------------|--------------|
| 1. Complex   | 26. Complex  |
| 2. Compound  | 27. Compound |
| 3. Complex   | 28. Complex  |
| 4. Compound  | 29. Compound |
| 5. Compound  | 30. Complex  |
| 6. Complex   | 31. Complex  |
| 7. Compound  | 32. Compound |
| 8. Compound  | 33. Complex  |
| 9. Complex   | 34. Complex  |
| 10. Compound | 35. Complex  |
| 11. Compound | 36. Compound |
| 12. Complex  | 37. Complex  |
| 13. Complex  | 38. Compound |
| 14. Compound | 39. Complex  |
| 15. Complex  | 40. Compound |
| 16. Complex  | 41. Complex  |
| 17. Compound | 42. Compound |
| 18. Compound | 43. Complex  |
| 19. Compound | 44. Compound |
| 20. Complex  | 45. Compound |
| 21. Compound | 46. Complex  |
| 22. Compound | 47. Compound |
| 23. Complex  | 48. Complex  |
| 24. Compound | 49. Compound |
| 25. Complex  | 50. Complex  |

## Appendix 5

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

### A. Calculation of Test

1. Mean score from score total ( $M_t$ )

$$M_t = \frac{X_t}{N}$$

$$M_t = \frac{952}{25} = 38.08$$

2. Standard Deviation ( $SD_t$ )

$$SD_t = \sqrt{\frac{X_t^2}{N} - \frac{X_t^2}{N^2}}$$

$$SD_t = \sqrt{\frac{37396}{25} - \frac{952^2}{25}}$$

$$SD_t = \sqrt{1495.8 - 38.08^2}$$

$$SD_t = \sqrt{1495.8 - 1450.08}$$

$$SD_t = \sqrt{45.72} = 6.76$$

3. Mean Score ( $M_p$ )

#### Item 1

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{\text{pl}} = \frac{36+43+44+38+42+42+41+40+44+43+41+44+38+37+40+42+44+41+32}{19}$$

$$M_{\text{pl}} = \frac{772}{19} = 40.63$$

#### Item 2

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n_2}$$

$$M_{\text{pl}} = \frac{43+42+42+26+41+44+28+40+43+41+44+40+44+42}{14}$$

$$M_{\text{pl}} = \frac{560}{14} = 40$$

#### Item 3

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n_3}$$

$$M_{\text{pl}} = \frac{43+42+26+41+40+44+40+44+44+42}{10}$$

$$M_{\text{pl}} = \frac{406}{10} = 40.6$$

**Item 4**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{43+44+42+26+41+40+44+28+40+43+41+44+40+44+41+42}{16}$$

$$M_{pl} = \frac{643}{16} = 40.18$$

**Item 5**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{43+26+41+40+44+40+43+44+40+44+41+42+41}{12}$$

$$M_{pl} = \frac{488}{12} = 40.66$$

**Item 6**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{43+44+38+42+42+40+43+41+44+38+37+40+42+44+42+32}{16}$$

$$M_{pl} = \frac{709}{16} = 44.31$$

**Item 7**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{43+38+42+42+40+44+40+27+41+44+38+37+40+42+44+41}{16}$$

$$M_{pl} = \frac{643}{16} = 40.18$$

**Item 8**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+40+43+27+41+44+38+37+40+42+44+41+42+32}{22}$$

$$M_{pl} = \frac{880}{22} = 40$$

**Item 9**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{33+43+38+42+40+40+43+27+41+44+38+37+40+42+44+41+42}{17}$$

$$M_{pl} = \frac{678}{17} = 39.88$$

### Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{10}}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+40+43+44+38+17+40+42+44+41+42}{19}$$

$$M_{pl} = \frac{761}{19} = 40.05$$

### Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{43+44+38+42+26+41+40+44+28+40+43+27+41+44+40+44+41+42}{18}$$

$$M_{pl} = \frac{720}{18} = 40$$

### Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{36+43+44+38+42+42+42+26+41+40+44+28+40+43+41+44+38+37+42+44+41}{22}$$

$$M_{pl} = \frac{910}{22} = 41.36$$

### Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{43+44+38+42+42+42+26+41+44+28+40+43+41+44+38+40+42+42+32}{18}$$

$$M_{pl} = \frac{752}{18} = 41.77$$

### Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+40+43+27+41+38+37+40+42+44+41+42+32}{21}$$

$$M_{pl} = \frac{838}{21} = 39.90$$

**Item 15**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n15}$$

$$M_{pl} = \frac{36+43+38+42+42+41+40+40+27+44+38+40+42+32}{14}$$

$$M_{pl} = \frac{545}{14} = 38.92$$

**Item 16**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{43+44+42+42+26+41+40+44+28+43+41+44+38+37+42+44}{16}$$

$$M_{pl} = \frac{639}{16} = 39.93$$

**Item 17**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{36+43+44+38+42+42+26+41+40+44+28+43+41+44+38+37+40+42+44+41+42+32}{22}$$

$$M_{pl} = \frac{868}{22} = 39.45$$

**Item 18**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+44+28+43+27+41+44+37+40+42+44+41+42+32}{20}$$

$$M_{pl} = \frac{791}{20} = 39.55$$

**Item 19**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{38+42+26+40+44+28+43+27+41+37+17+40+42+44+41+42+32}{17}$$

$$M_{pl} = \frac{624}{17} = 36.70$$

**Item 20**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{36+43+44+42+42+41+44+40+37+17+20+42+41+42}{14}$$

$$M_{pl} = \frac{531}{14} = 37.92$$

### Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{36+43+44+38+42+42+26+41+40+44+40+41+38+37+42+44+41+42+32}{19}$$

$$M_{pl} = \frac{753}{18} = 39.63$$

### Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n22}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+28+43+27+41+44+38+37+40+42+44+41+42+32}{22}$$

$$M_{pl} = \frac{869}{22} = 39.5$$

### Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{43+44+38+42+26+41+40+44+40+43+27+41+44+38+37+44+41+42+32}{19}$$

$$M_{pl} = \frac{789}{19} = 41.52$$

### Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{36+44+38+42+42+44+27+41+38+37+40+42+42}{13}$$

$$M_{pl} = \frac{513}{13} = 39.46$$

### Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{43+44+38+42+41+40+28+40+43+27+41+44+38+37+40+42+44+41}{18}$$

$$M_{pl} = \frac{713}{18} = 39.61$$



**Item 26**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n26}$$

$$M_{pl} = \frac{36+43+38+42+42+40+44+40+43+27+41+44+40+42+41+42+32}{17}$$

$$M_{pl} = \frac{677}{17} = 39.82$$

**Item 27**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n27}$$

$$M_{pl} = \frac{36+44+42+26+40+44+28+40+43+27+41+44+38+37+17+40+42+41+42}{19}$$

$$M_{pl} = \frac{755}{19} = 39.73$$

**Item 28**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n28}$$

$$M_{pl} = \frac{36+43+44+38+42+41+40+43+27+41+44+38+37+17+40}{16}$$

$$M_{pl} = \frac{640}{16} = 40$$

**Item 29**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n29}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+43+44+40+42+44+41+42+32}{17}$$

$$M_{pl} = \frac{698}{17} = 41.05$$

**Item 30**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n30}$$

$$M_{pl} = \frac{36+44+38+42+42+26+40+44+40+43+41+44+38+37+40+42+44+42+32}{19}$$

$$M_{pl} = \frac{755}{19} = 39.73$$

**Item 31**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n31}$$

$$M_{pl} = \frac{36+42+28+40+43+44+38+37+17+40+44+41}{12}$$

$$M_{pl} = \frac{485}{12} = 40.41$$

### Item 32

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n32}$$

$$M_{pl} = \frac{36+43+44+38+42+42+26+40+28+40+43+27+44+38+37+17+40+42+44+41}{20}$$

$$M_{pl} = \frac{792}{20} = 39.6$$

### Item 33

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n33}$$

$$M_{pl} = \frac{36+43+44+42+42+41+40+44+28+27+41+44+37+17+42+44+42+32}{18}$$

$$M_{pl} = \frac{725}{18} = 40.27$$

### Item 34

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n34}$$

$$M_{pl} = \frac{36+43+44+38+42+42+40+44+40+43+41+44+38+37+42+44+41+32}{18}$$

$$M_{pl} = \frac{719}{18} = 39.94$$

### Item 35

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n35}$$

$$M_{pl} = \frac{36+44+42+42+26+41+40+28+43+27+41+44+38+40+44+41+42+43}{18}$$

$$M_{pl} = \frac{721}{18} = 40.05$$

### Item 36

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n36}$$

$$M_{pl} = \frac{36+43+44+38+42+42+26+41+40+44+28+40+43+41+44+38+40+42+41+32}{20}$$

$$M_{pl} = \frac{793}{20} = 39.65$$

**Item 37**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n37}$$

$$M_{pl} = \frac{44+38+26+41+40+44+40+43+27+41+44+38+37+44+41+42+43}{17}$$

$$M_{pl} = \frac{675}{17} = 39.70$$

**Item 38**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n38}$$

$$M_{pl} = \frac{36+44+38+42+42+41+40+44+28+40+43+41+44+38+17+40+42+44+41+42}{20}$$

$$M_{pl} = \frac{793}{20} = 39.65$$

**Item 39**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n39}$$

$$M_{pl} = \frac{36+43+44+42+41+44+40+17+40+42+41+42}{12}$$

$$M_{pl} = \frac{468}{12} = 39$$

**Item 40**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n40}$$

$$M_{pl} = \frac{36+43+44+42+42+26+41+44+28+40+43+27+41+38+37+17+40+42+44+41+42}{21}$$

$$M_{pl} = \frac{834}{21} = 39.71$$

**Item 41**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n41}$$

$$M_{pl} = \frac{43+44+38+26+41+40+44+40+43+27+41+44+38+37+44+42+32}{17}$$

$$M_{pl} = \frac{672}{17} = 39.52$$

**Item 42**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n42}$$

$$M_{pl} = \frac{36+44+38+42+42+41+40+44+28+40+43+41+44+37+40+42+44+41+32}{19}$$

$$M_{pl} = \frac{755}{19} = 39.73$$

### Item 43

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n44}$$

$$M_{pl} = \frac{36+43+44+38+42+42+40+44+28+40+43+38+17+42+44+41+42}{17}$$

$$M_{pl} = \frac{674}{17} = 39.64$$

### Item 44

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n43}$$

$$M_{pl} = \frac{43+44+38+42+26+41+40+44+43+27+41+44+38+37+44+41+42+32}{18}$$

$$M_{pl} = \frac{767}{18} = 42.61$$

### Item 45

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n45}$$

$$M_{pl} = \frac{36+43+44+42+42+41+44+40+43+27+41+38+37+17+40+42+44+41+42}{19}$$

$$M_{pl} = \frac{772}{19} = 40.63$$

### Item 46

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n46}$$

$$M_{pl} = \frac{43+38+42+41+40+44+28+40+27+41+44+38+40+42+44+42+32}{17}$$

$$M_{pl} = \frac{687}{17} = 40.41$$

### Item 47

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n47}$$

$$M_{pl} = \frac{43+44+38+42+42+26+41+44+28+40+41+44+38+37+40+42+44+41+42+32}{21}$$

$$M_{pl} = \frac{820}{21} = 39.84$$

**Item 48**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n48}$$

$$M_{pl} = \frac{36+43+44+38+42+42+41+40+44+28+40+43+44+38+17+42+44+42}{18}$$

$$M_{pl} = \frac{720}{18} = 40$$

**Item 49**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n49}$$

$$M_{pl} = \frac{36+44+42+26+41+28+40+43+27+44+38+37+17+42+44+42+32}{17}$$

$$M_{pl} = \frac{675}{17} = 39.70$$

**Item 50**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n50}$$

$$M_{pl} = \frac{38+42+42+26+41+40+40+43+41+37+17+42+41+42+43}{15}$$

$$M_{pl} = \frac{598}{15} = 39.86$$

**Item 51**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n51}$$

$$M_{pl} = \frac{36+43+44+42+41+44+28+40+44+17+40+42+44+42}{14}$$

$$M_{pl} = \frac{586}{14} = 41.85$$

**Item 52**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n52}$$

$$M_{pl} = \frac{36+44+38+26+41+28+43+41+44+37+42+44+41+32}{14}$$

$$M_{pl} = \frac{576}{14} = 41.35$$

**Item 53**

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n53}$$

$$M_{pl} = \frac{43+44+42+42+26+44+40+27+44+37+40+41+42+32}{14}$$

$$M_{pl} = \frac{567}{14} = 40.5$$

### Item 54

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n54}$$

$$M_{pl} = \frac{36+43+44+40+44+27+41+38+37+40+42+44+41+42+32}{15}$$

$$M_{pl} = \frac{597}{15} = 39.8$$

### Item 55

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n55}$$

$$M_{pl} = \frac{36+43+44+38+42+41+44+28+40+43+41+44+38+37+40+42+44+41+32}{19}$$

$$M_{pl} = \frac{758}{19} = 39.89$$

4. Calculation of the formulation  $r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$

### Item 1

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.63 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{2.55}{6.76} \cdot 4$$

$$r_{pbi} = 0.377 \times 2 = 0.754$$

### Item 2

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{1.92}{6.76} \cdot 1.50$$

$$r_{pbi} = 0.384 \times 2 = 0.568$$

### Item 3

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.6 - 38.08}{6.76} \frac{0.4}{0.6}$$

$$r_{pbi} = \frac{2.52}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.372 \times 2 = 0.744$$

#### Item 4

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.18 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{2.1}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.310 \times 2 = 0.620$$

#### Item 5

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.66 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{2.58}{6.76} \overline{2.33}$$

$$r_{pbi} = 0.381 \times 1.52 = 0.579$$

#### Item 6

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{44.31 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{6.23}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.921 \times 2 = 1.842$$

#### Item 7

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.18 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{2.1}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.310 \times 2 = 0.620$$

### Item 8

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{pbi} = \frac{1.92}{6.76} \overline{4}$$

$$r_{pbi} = 0.284 \times 2 = 0.568$$

### Item 9

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.88 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{1.8}{6.76} \overline{2.33}$$

$$r_{pbi} = 2.666 \times 1.52 = 0.404$$

### Item 10

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.05 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.97}{6.76} \overline{4}$$

$$r_{pbi} = 0.291 \times 2 = 0.582$$

### Item 11

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40 - 38.08}{6.76} \frac{0.7}{0.3}$$



$$r_{pbi} = \frac{1.92}{6.76} \overline{2.33}$$

$$r_{pbi} = 0.284 \times 1.52 = 0.431$$

### Item 12

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.36 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{pbi} = \frac{2.75}{4.09} \overline{4}$$

$$r_{pbi} = 0.485 \times 2 = 0.970$$

### Item 13

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.77 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{3.69}{6.76} \overline{2.33}$$

$$r_{pbi} = 0.545 \times 1.52 = 0.828$$

### Item 14

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.90 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.82}{6.76} \overline{4}$$

$$r_{pbi} = 0.269 \times 2 = 0.538$$

### Item 15

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{38.92 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{0.84}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.124 \times 2 = 0.248$$

### Item 16

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.93 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{\text{pbi}} = \frac{1.85}{6.76} \overline{1.50}$$

$$r_{\text{pbi}} = 0.273 \times 2 = 0.546$$

### Item 17

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.456 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{\text{pbi}} = \frac{1.37}{6.76} \overline{4}$$

$$r_{\text{pbi}} = 0.202 \times 2 = 0.404$$

### Item 18

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.55 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.47}{6.76} \overline{4}$$

$$r_{\text{pbi}} = 0.217 \times 2 = 0.434$$

### Item 19

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{36.70 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{\text{pbi}} = \frac{-1.38}{6.76} \overline{2.33}$$

$$r_{\text{pbi}} = -0.204 \times 1.52 = -0.310$$

### Item 20

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{37.92 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{-0.16}{6.76} \sqrt{2.33}$$

$$r_{pbi} = -0.23 \times 1.52 = -0.349$$

### Item 21

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.63 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.52}{6.76} \frac{4}{1}$$

$$r_{pbi} = 0.229 \times 2 = 0.458$$

### Item 22

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.5 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{pbi} = \frac{1.42}{6.76} \frac{4}{1}$$

$$r_{pbi} = 0.210 \times 2 = 0.420$$

### Item 23

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.52 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{3.44}{6.76} \frac{4}{1}$$

$$r_{pbi} = 0.508 \times 2 = 1.016$$

### Item 24

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.46 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.38}{6.76} \frac{4}{1}$$

$$r_{pbi} = 0.204 \times 2 = 0.408$$

### Item 25

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.61 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.53}{6.76} \frac{\bar{p}}{q}$$

$$r_{pbi} = 0.226 \times 2 = 0.452$$

### Item 26

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.82 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.74}{6.76} \frac{\bar{p}}{q}$$

$$r_{pbi} = 0.257 \times 2 = 0.514$$

### Item 27

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.73 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.65}{6.76} \frac{\bar{p}}{q}$$

$$r_{pbi} = 0.244 \times 2 = 0.488$$

### Item 28

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{1.92}{6.76} \frac{2.33}{1}$$

$$r_{pbi} = 0.284 \times 1.52 = 0.431$$

### Item 29

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.05 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{\text{pbi}} = \frac{2.97}{6.76} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.439 \times 1.52 = 0.667$$

### Item 30

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{37.73 - 35.12}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{-0.35}{6.76} \frac{4}{4}$$

$$r_{\text{pbi}} = -0.051 \times 2 = -0.102$$

### Item 31

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{40.41 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{\text{pbi}} = \frac{2.33}{6.76} \frac{4}{4}$$

$$r_{\text{pbi}} = 0.344 \times 2 = 0.688$$

### Item 32

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.6 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.52}{6.76} \frac{4}{4}$$

$$r_{\text{pbi}} = 0.224 \times 2 = 0.448$$

### Item 33

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{40.27 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{\text{pbi}} = \frac{2.19}{6.76} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.323 \times 1.52 = 0.490$$

### Item 34

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.94 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{1.86}{6.76} \overline{2.33}$$

$$r_{pbi} = 0.275 \times 1.52 = 0.418$$

### Item 35

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.08 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{1.97}{6.76} \overline{2.33}$$

$$r_{pbi} = 0.291 \times 1.52 = 0.442$$

### Item 36

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.65 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.57}{6.76} \overline{4}$$

$$r_{pbi} = 0.232 \times 2 = 0.464$$

### Item 37

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.70 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.62}{6.76} \overline{4}$$

$$r_{pbi} = 0.239 \times 2 = 0.478$$

### Item 38

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.65 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.57}{6.76} \bar{4}$$

$$r_{\text{pbi}} = 0.232 \times 2 = 0.464$$

### Item 39

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39 - 38.08}{6.76} \frac{0.5}{0.5}$$

$$r_{\text{pbi}} = \frac{0.92}{6.76} \bar{1}$$

$$r_{\text{pbi}} = 0.136 \times 1 = 0.136$$

### Item 40

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.71 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.63}{6.76} \bar{4}$$

$$r_{\text{pbi}} = 0.241 \times 2 = 0.482$$

### Item 41

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.52 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.44}{6.76} \bar{4}$$

$$r_{\text{pbi}} = 0.213 \times 2 = 0.426$$

### Item 42

$$r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{\text{pbi}} = \frac{39.73 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{\text{pbi}} = \frac{1.65}{6.76} \bar{4}$$

$$r_{\text{pbi}} = 0.244 \times 2 = 0.488$$

### Item 43

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.64 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.56}{6.76} \frac{\bar{p}}{q}$$

$$r_{pbi} = 0.230 \times 2 = 0.460$$

#### Item 44

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{42.61 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{4.53}{6.76} \frac{2.33}{2.33}$$

$$r_{pbi} = 0.670 \times 1.52 = 1.022$$

#### Item 45

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.63 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{2.55}{6.76} \frac{\bar{p}}{q}$$

$$r_{pbi} = 0.377 \times 2 = 0.754$$

#### Item 46

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.41 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{2.33}{6.76} \frac{2.33}{2.33}$$

$$r_{pbi} = 0.344 \times 1.52 = 0.522$$

#### Item 47

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.52 - 38.08}{6.76} \frac{0.8}{0.2}$$



$$r_{pbi} = \frac{1.44}{6.76} \sqrt{4}$$

$$r_{pbi} = 0.213 \times 2 = 0.426$$

### Item 48

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40 - 38.08}{6.76} \frac{0.7}{0.3}$$

$$r_{pbi} = \frac{1.92}{6.76} \sqrt{2.33}$$

$$r_{pbi} = 0.284 \times 1.52 = 0.431$$

### Item 49

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.70 - 38.08}{6.76} \frac{0.9}{0.1}$$

$$r_{pbi} = \frac{1.86}{6.76} \sqrt{9}$$

$$r_{pbi} = 0.239 \times 3 = 0.717$$

### Item 50

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.86 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{1.78}{6.76} \sqrt{1.50}$$

$$r_{pbi} = 0.263 \times 2 = 0.526$$

### Item 51

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.85 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{3.77}{6.76} \sqrt{1.50}$$

$$r_{pbi} = 0.557 \times 2 = 1.114$$

### Item 52

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{41.35 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{3.27}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.483 \times 2 = 0.966$$

### Item 53

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{40.5 - 38.08}{6.76} \frac{0.6}{0.4}$$

$$r_{pbi} = \frac{2.42}{6.76} \overline{1.50}$$

$$r_{pbi} = 0.357 \times 2 = 0.714$$

### Item 54

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.8 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.72}{6.76} \overline{4}$$

$$r_{pbi} = 0.357 \times 2 = 0.714$$

### Item 55

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

$$r_{pbi} = \frac{39.89 - 38.08}{6.76} \frac{0.8}{0.2}$$

$$r_{pbi} = \frac{1.81}{6.76} \overline{4}$$

$$r_{pbi} = 0.276 \times 2 = 0.534$$

## Appendix 6

### Table Validity of Test

No	M <sub>p</sub>	M <sub>t</sub>	SD <sub>t</sub>	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$	r <sub>t</sub> on 5% significant	Interpretation
1.	40.63	38.08	6.76	0.8	0.2	0.754	0.396	valid
2.	40	38.08	6.76	0.6	0.4	0.568	0.396	valid
3.	40.6	38.08	6.76	0.4	0.6	0.744	0.396	valid
4.	40.18	38.08	6.76	0.6	0.4	0.620	0.396	valid
5.	40.66	38.08	6.76	0.7	0.3	0.578	0.396	valid
6.	44.31	38.08	6.76	0.6	0.4	1.842	0.396	valid
7.	40.18	38.08	6.76	0.6	0.4	0.620	0.396	valid
8.	40	38.08	6.76	0.9	0.1	0.568	0.396	valid
9.	39.88	38.08	6.76	0.7	0.3	0.404	0.396	valid
10.	40.05	38.08	6.76	0.8	0.2	0.582	0.396	valid
11.	40	38.08	6.76	0.7	0.3	0.431	0.396	valid
12.	41.36	38.08	6.76	0.9	0.1	0.970	0.396	valid
13.	41.77	38.08	6.76	0.7	0.3	0.828	0.396	valid
14.	39.90	38.08	6.76	0.8	0.2	0.538	0.396	valid
15.	38.92	38.08	6.76	0.6	0.4	0.248	0.396	invalid
16.	39.93	38.08	6.76	0.6	0.4	0.546	0.396	valid
17.	39.45	38.08	6.76	0.9	0.1	0.404	0.396	valid
18.	39.55	38.08	6.76	0.8	0.2	0.434	0.396	valid
19.	36.70	38.08	6.76	0.7	0.3	-0.310	0.396	invalid
20.	37.92	38.08	6.76	0.7	0.3	-0.349	0.396	invalid
21.	39.63	38.08	6.76	0.8	0.2	0.458	0.396	valid
22.	39.5	38.08	6.76	0.9	0.1	0.420	0.396	valid
23.	41.52	38.08	6.76	0.8	0.2	1.016	0.396	valid
24.	39.46	38.08	6.76	0.8	0.2	0.408	0.396	valid
25.	39.61	38.08	6.76	0.8	0.2	0.452	0.396	valid
26.	39.82	38.08	6.76	0.8	0.2	0.514	0.396	valid
27.	39.73	38.08	6.76	0.8	0.2	0.488	0.396	valid
28.	40	38.08	6.76	0.7	0.3	0.431	0.396	valid
29.	41.05	38.08	6.76	0.7	0.3	0.667	0.396	valid
30.	37.73	38.08	6.76	0.8	0.2	0.22	0.396	invalid
31.	40.41	38.08	6.76	0.9	0.1	0.688	0.396	valid
32.	39.6	38.08	6.76	0.8	0.2	0.448	0.396	valid
33.	40.27	38.08	6.76	0.7	0.3	0.490	0.396	valid
34.	39.94	38.08	6.76	0.7	0.3	0.418	0.396	valid
35.	40.08	38.08	6.76	0.7	0.3	0.442	0.396	valid
36.	39.65	38.08	6.76	0.8	0.2	0.464	0.396	valid
37.	39.70	38.08	6.76	0.8	0.2	0.478	0.396	valid
38.	39.65	38.08	6.76	0.8	0.2	0.464	0.396	valid
39.	39	38.08	6.76	0.5	0.5	0.136	0.396	invalid
40.	39.71	38.08	6.76	0.8	0.2	0.482	0.396	valid

41.	39.52	38.08	6.76	0.8	0.2	0.426	0.396	valid
42.	39.73	38.08	6.76	0.8	0.2	0.488	0.396	valid
43.	39.64	38.08	6.76	0.8	0.2	0.460	0.396	valid
44.	42.61	38.08	6.76	0.7	0.3	1.022	0.396	valid
45.	40.63	38.08	6.76	0.8	0.2	0.754	0.396	valid
46.	40.41	38.08	6.76	0.7	0.3	0.522	0.396	valid
47.	39.52	38.08	6.76	0.8	0.2	0.426	0.396	valid
48.	40	38.08	6.76	0.7	0.3	0.431	0.396	valid
49.	39.70	38.08	6.76	0.9	0.1	0.717	0.396	valid
50.	39.86	38.08	6.76	0.6	0.4	0.526	0.396	valid
51.	41.85	38.08	6.76	0.6	0.4	1.114	0.396	valid
52.	41.35	38.08	6.76	0.6	0.4	0.966	0.396	valid
53.	40.5	38.08	6.76	0.6	0.4	0.714	0.396	valid
54.	39.8	38.08	6.76	0.8	0.2	0.508	0.396	valid
55.	39.89	38.08	6.76	0.8	0.2	0.534	0.396	valid

## Appendix 7

### Reliability Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$N = 25$$

$$\sum X_t = 952$$

$$\sum X_t^2 = 37396$$

$$\sum pq = 11.069$$

$$\begin{aligned} S_t^2 &= \sum X_t^2 - \frac{\sum X_t^2}{N} \\ &= 37396 - \frac{952^2}{25} = 37396 - 38.08^2 = 37396 - 14500864 = 14463450 \end{aligned}$$

$$S_t^2 = \frac{\sum X_t^2}{N} = \frac{14463450}{25}$$

$$S_t^2 = 578538$$

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$R_{11} = \frac{25}{25-1} \frac{578538-11.069}{578538} = \frac{25}{24} \frac{567469}{578538}$$

$$= (1.04) (0.98)$$

$$= 1.019 (r_{11} > 0.70 = \text{reliable})$$

Test is reliable if  $r_{\text{count}} > r_{\text{tabel}}$ . Based on calculation above, the test have very high reliable.

## Appendix 8

**Table of Value r Product Moment Taraf Significant 5% and 1%**

N	Tarafsignifikan		N	Taraf Signifikan		N	TarafSignifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
<b>25</b>	<b>0,396</b>	<b>0,505</b>	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

## Appendix 10

### The Score of Students' Ability in Differentiating Compound and Complex Sentences

NO	Students Initial Name	Compound	Complex
1	RNS	36	44
2	RFI	76	80
3	TSH	56	64
4	RLS	72	76
5	RNH	68	48
6	MSL	36	56
7	SWL	76	68
8	SNK	84	44
9	NRA	20	48
10	NSH	56	92
11	JHR	32	48
12	MHL	52	60
13	MDI	56	48
14	ERN	56	60
15	BWO	40	60
16	HWA	56	80
17	HRO	44	60
18	APL	44	44
19	AYN	52	64
20	HRT	44	36
21	OTN	36	60
22	UKN	68	52
23	RCA	52	60
24	STI	56	64
25	NLS	48	60
26	RSO	36	48
27	ADN	44	68
28	ROR	44	52
29	BRT	44	56
30	MNI	56	76
<b>Total</b>		1540	1776

## APPENDIX 11

### The Calculation of Mean, Median and Modus in Compound Sentences

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

20	32	36	36	36	36
40	44	44	44	44	44
44	48	52	52	52	56
56	56	56	56	56	56
68	68	72	76	76	84

2. High Score = 84
3. Low Score = 20
4. Range = High Score – Low Score  
= 84 – 20  
= 64
5. The Total of classes (BK) =  $1 + 3,3 \log (N)$   
=  $1 + 3,3 \log (30)$   
=  $1 + 3,3 (1,4771)$   
=  $1 + 4,8744$   
=  $5,8744 = 6$
6. Interval (i) =  $\frac{R}{BK} = \frac{64}{6} = 10$



7. Mean Score

Interval	<i>F</i>	<i>X</i>	<i>FX</i>
80 – 89	1	84	84
70 – 79	3	74	222
60 – 69	2	64	128
50 – 59	10	54	540
40 – 49	8	44	352
30 – 39	5	34	170
20 – 29	1	24	24
<i>i</i> = 10	<i>N</i> = 30	378	<i>FX</i> = 1540

$$MX = \frac{FX}{N} = \frac{1540}{30} = 51.33$$

8. Median

Interval	<i>F</i>	<i>Fkb</i>	<i>Fka</i>
80 – 89	1	30 = <i>N</i>	1
70 – 79	3	29	4
60 – 69	2	26	6
50 – 59	10	24	16
40 – 49	8	14	24



9. Modus

$$\begin{aligned}
 & l + \frac{fa}{fa + fb} i \\
 &= 54.5 + \frac{6}{6+14} 10 \\
 &= 54.5 + \frac{6}{20} 10 \\
 &= 54.5 + 3 \\
 &= 57.5
 \end{aligned}$$

10. Standar Deviasi (SD)

Interval	<i>F</i>	<i>X</i>	<i>FX</i>	<i>X</i> <sup>2</sup>	<i>FX</i> <sup>2</sup>
80 – 89	1	84	84	7056	7056
70 – 79	3	74	222	5476	49284
60 – 69	2	64	128	4096	16384
50 – 59	10	54	540	2916	291600
40 – 49	8	44	352	1936	123904
30 – 39	5	34	170	1156	28900
20 – 29	1	24	24	576	576
<i>i</i> = 10	<i>N</i> = 30	378	<i>FX</i> = 1540		<i>FX</i> <sup>2</sup> = 517704

$$SD = \sqrt{\frac{FX^2}{N} - \frac{FX}{N}^2}$$

$$= \sqrt{\frac{517704}{30} - \frac{1540}{30}^2}$$

$$= \sqrt{172568 - 51.33^2}$$

$$= \sqrt{172568 - 102.66}$$

$$= \sqrt{172465.34}$$

$$= 415.29$$

## APPENDIX 13

Z-Test

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}} \\ &= \frac{\frac{4}{30} - 0.86}{\frac{0.86(1-0.86)}{30}} \\ &= \frac{0.1333333333 - 0.86}{\frac{0.86(1-0.86)}{30}} \\ &= \frac{0.1333333333 - 0.86}{\frac{(0.1204)}{30}} \\ &= \frac{-0.7266666667}{0.0040133333} \\ &= \frac{-0.726666667}{0.0633508745} \\ &= -0.0871801025 \\ &= -0.087 \end{aligned}$$

## APPENDIX 12

### The Calculation of Mean, Median and Modus in Complex Sentences

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

36	44	44	44	48	48
48	48	48	52	52	56
56	60	60	60	60	60
60	60	64	64	64	68
68	76	76	80	80	92

12. High Score = 92

13. Low Score = 36

14. Range = High Score – Low Score  
= 92 – 36  
= 56

15. The Total of classes (BK) =  $1 + 3,3 \log (N)$   
=  $1 + 3,3 \log (30)$   
=  $1 + 3,3 (1,4771)$   
=  $1 + 4,8744$   
=  $5,8744 = 6$

16. Interval (i) =  $\frac{R}{BK} = \frac{56}{6} = 9$

17. Mean Score

Interval	<i>F</i>	<i>X</i>	<i>FX</i>
90 – 98	1	94	94
81 – 89	0	85	0
72 – 80	4	76	304
63 – 71	5	67	335
54 – 62	9	58	522
45 – 53	7	49	343
36 – 44	4	40	160
<i>i</i> = 9	<i>N</i> = 30	469	<i>FX</i> = 1776

$$MX = \frac{FX}{N} = \frac{1776}{30} = 59.2$$

18. Median

Interval	<i>F</i>	<i>Fkb</i>	<i>Fka</i>
90 – 98	1	30 = <i>N</i>	1
81 – 80	0	29	1
72 – 80	4	29	5
63 – 71	5	25	10
54 – 62	9	20	19

45 – 53	7	11	26
36 – 44	4	4	30= N
i = 10	N = 30	-	-

Explanation :  $N = 30$   $Fkb = 20$

$$\frac{1}{2} N = 15 \quad Fka = 5$$

$$l = 55 - 0.5 \quad fi = 5$$

$$= 54.5 \quad i = 9$$

$$Mdn = l + \frac{\frac{1}{2}N - Fkb}{Fi} i$$

$$= 54.5 + \frac{15 - 20}{5} 9$$

$$= 54.5 + \frac{5}{5} 9$$

$$= 54.5 + 9$$

$$= 63.5$$



19. Modus

$$\begin{aligned}
 & l + \frac{fa}{fa + fb} i \\
 &= 54.5 + \frac{5}{5+20} \cdot 9 \\
 &= 54.5 + \frac{5}{25} \cdot 9 \\
 &= 54.5 + 1.8 \\
 &= 56.3
 \end{aligned}$$

20. Standar Deviasi (SD)

Interval	<i>F</i>	<i>X</i>	<i>FX</i>	<i>X</i> <sup>2</sup>	<i>FX</i> <sup>2</sup>
90 – 98	1	94	94	8836	8836
81 – 89	0	85	0	7225	0
72 – 80	4	76	304	5776	92416
63 – 71	5	67	335	4489	112225
54 – 62	9	58	522	3364	272484
45 – 53	7	49	343	2401	117649
36 – 44	4	40	160	1600	25600
<i>i</i> = 9	<i>N</i> = 30	469	<i>FX</i> = 1776		<i>FX</i> <sup>2</sup> = 629210

$$SD = \sqrt{\frac{FX^2}{N} - \frac{FX}{N}^2}$$

$$= \sqrt{\frac{629210}{30} - \frac{1776}{30}^2}$$

$$= \sqrt{20973.66 - 59.2^2}$$

$$= \sqrt{20973.66 - 118.4}$$

$$= \sqrt{20855.26}$$

$$= 144.41$$

## APPENDIX 14

Z-Test

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\frac{p(1-p)}{n}} \\ &= \frac{\frac{4}{30} - 0.86}{\frac{0.86(1-0.86)}{30}} \\ &= \frac{0.1333333333 - 0.86}{\frac{0.86(1-0.86)}{30}} \\ &= \frac{0.1333333333 - 0.86}{\frac{(0.1204)}{30}} \\ &= \frac{-0.7266666667}{0.0040133333} \\ &= \frac{-0.726666667}{0.0633508745} \\ &= -0.0871801025 \\ &= -0.087 \end{aligned}$$

## **CURRICULUM VITAE**

### **A. Identity**

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### **B. Parents**

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Mother : IDA SARI RAMBE

### **C. Background of Education**

1. Elementary School at SD Negeri 1 Padangsidimpuan No. 200101, 2006
2. SMP N 2 Padangsidimpuan, 2009
3. SMA N 6 Padangsidimpuan, 2012
4. Student of English Section at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2012-2017.

