



**AN ANALYSIS STUDENTS' ABILITY TO IDENTIFY
COMPLEX SENTENCES IN DESCRIPTIVE TEXT AT
MADRASAH ALIYAH NEGERI NAGASARIBU**

A THESIS

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

Written by:

**NELPI SIMAMORA
Reg. No: 09 340 0084**

ENGLISH EDUCATIONAL DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

2014

Things : Thesis
a.n. **Nelpi Simamora**
Appendix: 6 (six) Exemplar

Padangsidempuan, 12 June 2014
To :

The Dean of Tarbiyah and Pedagogy Faculty
in _
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Nelpi Simamora** entitle "*An Analysis on Students' Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope she could be to defend her thesis in Munaqasah. That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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EXAMINERS

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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

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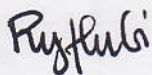


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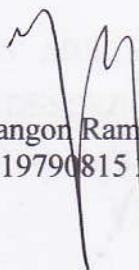
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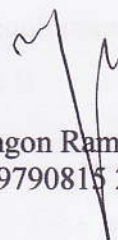


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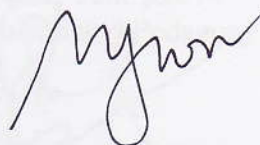
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Time : 08.00 until finish
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LEGALIZATION

The theses with title : AN ANALYSIS ON STUDENTS' ABILITY TO IDENTIFY
COMPLEX SENTENCES IN DESCRIPTIVE TEXT AT
MADRASAH ALIYAH NEGERI NAGASARIBU

Written by : NELPI SIMAMORA

Reg. No. : 09 340 0084

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational scholar (S.Pd.I)

Padangsidempuan, June 30th 2014

Dean of Tarbiyah and Pedagogy Faculty



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the nama of Allah, the beneficent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title "An Analysis on Students' Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu". Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, the writer has found various difficulties. Fortunately , many people help me to finish my thesis. My be without supported, help, pray this thesis would not be as it is now.

I would like to express my especially thanks to Drs. H. Syahid Muammar Pulungan, SH, as the first advisor and Yusni Sinaga,S.Pd., M.Hum, as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

I would like to express his thanks to:

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2. Headmaster, English teacher and also students of Madrasah Aliyah Nagasarbu Especially to the XI grade who helped me to completed my research.

3. My beloved parents, Dahler Simamora and Anna Sari Siregar, my young brother Muklis Effendi Simamora, Irsan Danil Simamora. And the last my loved young sister Fitry Handayani Simamora, for their pray, love and support.

4. My beloved friends, Eli mahrani, Khotimatul Mar'ah, Rahmi Juliani, Sandra putri perdana, Efy Mundari, Nurslimah, Roudhotul Husna, and especially to my friends in dormitory. and All of my friends that I can't mention one by one, for their support, and suggestion .

I realize this thesis is imperfect. Therefore, critics and suggestion are really

needed to make this thesis becomes better in the future.

Padangsidempuan, 21 May 2014

The Researcher,



NELPI SIMAMORA
Reg. No. 09. 340 0084

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ABSTRACT

The problems were talking about the students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu, the students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu, the English teacher effort in overcoming students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu, and media in English teacher in teaching identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.

The kind of this research was qualitative research by using descriptive method. The sources of the research were 36 students at Madrasah Aliyah Negeri Nagasaribu. The instruments of collecting data were observation, interview, and test. The researcher analyzed the result of the test with mean score the students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu can be categorized into good category (61,25%). After the research was done, it could be known the students' difficulties to identify complex sentences in descriptive text were the students were still low to comprehend the basic of English subject, some of them did not know to put the relative pronoun in the sentences, the students' had poor vocabularies, the students' felt difficult to identify the dependent clause and independent clause in a sentences.

The effort was done by the English teacher to overcoming the students' difficulties were: the English teachers should give the lesson and more examples in the study, the difficulties of students about vocabularies, the teacher instructed them to make vocabularies from one of alphabet and the students tried to memorize it, then the English teachers instructed to them to drill identify complex sentences by themselves at home. Media the English teacher in teaching identify complex sentences was Mediatama, as students' book in learning English at Madrasah Aliyah Nagasaribu.

Appendix 1

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. Lokasi Madrasah Aliyah Negeri Nagasaribu.
(The location of Madrasah Aliyah Negeri Nagasaribu)
2. Proses pembelajaran Bahasa Inggris di Madarasa Aliyah Negeri Nagasaribu.
(The process of teaching English in Madrasah Aliyah Negeri Nagasaribu)
3. Sarana dan prasarana yang digunakan sebagai penunjang proses kegiatan belajar mengajar.
(Media or tools that used to help or make the teaching activity effectively)
4. Kemampuan siswa dalam menerima pelajaran dari guru yng bersangkutan.
(The ability of students in receiving the subject from their teacher).

Appendix II

PEDOMAN WAWANCARA (INTERVIEW GUIDENING)

A. Interview to the English Teacher

1. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajar complex sentences?

(What is the primer book that used by the teacher in teaching complex sentences?)

2. Bagaimana hasil belajar siswa dalam pembelajaran mengidentifikasi complex sentences ke dalam descriptive text?

(How about the students result in learning identify complex sentences in descriptive text?)

3. Kesulitan- kesulitan apa yang dihadapi siswa ketika belajar mengidentifikasi complex sentences ke dalam descriptive text?

(What are the students difficulties in learning identify complex sentences in descriptive text?)

4. Bagaimana Bapak/Ibu guru memecahkan masalah tersebut?

(How do the English teacher solve the problems?)

5. Apa media Bapak/Ibu ketika mengajar complex sentences ke dalam descriptive text?

(What are the mediums of the teacher in teaching complex sentences in descriptive text?)

6. Apa indikator yang digunakan Bapak/Ibu untuk menentukan kemampuan siswa dalam menguasai complex sentences?

(What is the indicator that used by the teacher to determine the students ability in complex sentences?)

B. Interview to the Headmaster

1. Apa yang melatar belakanginya berdirinya Madrasah Aliyah Negeri Nagasaribu?

(What is the background of Madrasah Aliyah Negeri Nagasaribu?)

2. Sudah berapa lama Madrasah Aliyah Negeri Nagasaribu berdiri?

(How is the Madrasah Aliyah Negeri Nagasaribu ols)

3. Berapa jumlah guru Bahasa Inggris di Madrasah Aliyah Negeri Nagasaribu?

(How many teacher are there in Madrasah Aliyah Nagasaribu?)

4. Berapa jumlah siswa di Madrasah Aliyah Negeri Nagasaribu?

(How many students are there in Madrasah Aliyah Negeri Nagasaribu?)

5. Prestasi apa saja yang pernah diraih siswa dan guru yang berkaitan dengan Bahasa Inggris?

(What are the students and teacher achievement related done at with English?)

C. Interview to the Students

1. Apakah adik menyukai bahasa Inggris khususnya mengidentifikasi complex sentences kedalam descriptive text?

(Do you like English study, especially identify complex sentences in descriptive text?)

2. Apa saja yang dilakukan guru dalam mengajar mengidentifikasi complex sentences kedalam descriptive text?

(What are the teacher do in teach identify complex sentences in descriptive text?)

3. Apakah adik mengalami kesulitan dalam belajar mengidentifikasi complex sentences kedalam descriptive text?

(Are you having difficulties to learn identify complex sentences in descriptive text?)

4. Kesulitan-kesulitan apa saja yang adik temukan untuk mengidentifikasi complex sentences ke dalam descriptive text?

(What are your difficulties to identify complex sentences in descriptive text?)

5. Apa solusi yang guru dan adik jika menemui kesulitan dalam mempelajari complex sentences kedalam descriptive text?

(What are solutions to solve the difficulties of teacher and students to identify complex sentences in descriptive text?)

Appendix III

THE INSTRUMENT

1. Petunjuk

- a. Bacah text ini dan identifikasi dengan seksama!
- b. Sesuaikanlah jawaban anda dengan text dibawah ini!
- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
- d. Waktu yang tersedia 60 menit.

2. Soal

TES KEMAMPUAN SISWA DALAM PELAJARAN BAHASA INGGRIS KHUSUSNYA IDENTIFY SENTENCES IN DESCRIPTIVE TEXT

Read the text carefully, please identify in complex sentences!!

My Mother

(1) As I love her, I will tell you something about my mother. (2) My mother's very beauty where is name Eti Sutati. (3) She is only sixteen years old, so she is a world-famous violinist (4) My mother's cleaver such was ability in Mathemtics that all were amazed at it. (5) Though she is cleaver, she is not proud. (6) So that, she is a tender woman. (7) For example, when my sister and I are sleeping, she comes into our room, we always kisses by us. (8) What she said was true? Yes! My mother is perfect.

(9) My mother helps people wherever they need her (10) However, when she gets angry, she really does.

1.Clause
2.Clause
3.Clause
4.Clause
5.Clause
6.Clause
7.Clause
8. Clause
9.Clause
10.Clause

Ciko, My Little Rabbit

(1) Ciko is my little rabbit that is very cleaver. (2) It's a gift from my sister when I reached the age of ten years old. (3)Therefore, I'm very like the rabbit because cute. (4) Although this Ciko carrot eaters, white feathers, and four-legged. (5) So, among all the characteristic of Ciko, I'm very like the feathers. (6) Especially when I kiss it, I fell very happy (7) Because it, the feathers is very soft and clean. (8) Wherever we always play together? I always play with it in my garden. (9) Ciko is an animal that very loveliest. (10) As I love it, I can do anything for it.

1.Clause
2.Clause
3.Clause
4.Clause
5.Clause
6.Clause
7.Clause
8. Clause
9.Clause
10.Clause

CURRICULUM VITAE

A. Identity

Name : NELPI SIMAMORA
NIM : 09 340 0084
Place and Birthday : NAGASARIBU, 08 August 1990
Sex : Female
Religion : Moslem
Address : Nagasaribu, Kec. Padang Bolak, Kab. Padang
Lawas Utara (PALUTA)

B. Parent

1. Father's name : Dahler Simamora
2. Mother's name : Anna Sari Siregar

C. Education Background

1. Graduated from Elementary School in SD N 144472 Nagasaribu from 1998-2003.
2. Graduated from Junior High School in Madrasah Tsanawiyah Utama Nagasaribu from 2003-2006.
3. Graduated from Senior High School in Madrasah Aliyah Negeri Nagasaribu from 2006-2009.
4. Be University Student in IAIN Padangsidempuan.

**Appendix
IV**

No	Respondent Name	RESPONDENT ANSWER OF EACH ITEM NUMBER																				SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	HLM	0	5	5	0	0	5	5	5	0	0	5	0	5	0	0	5	0	5	0	0	45
2	ANG	5	0	0	5	0	0	0	0	5	5	0	0	0	5	0	0	5	0	5	0	35
3	PLN	5	0	0	5	5	5	0	0	0	0	0	0	5	0	0	5	0	5	5	5	40
4	ASN	5	0	5	0	5	5	0	5	5	0	0	0	5	5	5	5	5	0	5	5	60
5	DIN	5	0	5	5	0	5	0	0	5	0	0	0	5	0	0	5	0	5	0	0	40
6	ERN	5	5	5	0	5	5	0	5	0	5	0	0	0	0	5	5	5	5	5	5	60
7	FAH	5	0	0	5	0	5	0	0	5	0	0	0	5	5	0	5	0	5	5	5	45
8	HEN	5	0	5	5	5	0	5	0	5	5	0	0	5	0	0	5	5	0	0	0	50
9	LIS	0	5	0	5	0	5	0	0	5	0	0	0	0	5	5	0	0	5	0	0	35
10	LIN	5	0	5	0	5	5	5	0	5	0	0	0	5	5	5	5	0	5	0	0	55
11	NIS	5	0	0	5	0	0	0	5	0	5	0	0	0	5	0	5	0	0	0	0	30
12	NUR	5	5	5	5	5	0	5	0	5	0	0	0	5	5	0	5	5	5	5	5	70
13	PUT	5	5	5	0	5	5	0	5	0	5	0	5	0	0	5	5	5	0	5	5	65
14	RAH	5	0	0	5	0	5	0	0	5	0	0	0	0	5	5	0	5	5	0	0	40
15	RAN	5	5	5	5	5	5	0	5	5	0	0	0	5	0	5	5	5	5	5	5	70
16	RIS	5	0	5	5	5	5	5	5	0	5	5	0	5	0	5	5	5	5	5	5	80
17	SAB	5	0	5	0	5	5	0	5	5	0	5	5	5	0	5	0	5	0	5	5	65
18	RMS	5	5	5	5	5	5	0	5	5	0	0	5	0	5	5	5	5	0	5	0	70
19	RNA	5	0	5	5	5	5	5	5	0	5	0	5	5	5	0	5	5	5	5	0	75
20	SRI	5	5	0	0	5	5	5	0	0	5	5	0	0	5	5	5	5	5	5	5	65
21	YAK	5	5	5	5	5	0	0	5	0	0	0	0	5	5	5	5	5	5	5	5	65
22	HTM	5	5	5	5	5	5	5	0	5	0	0	0	5	0	5	5	5	0	5	5	70
23	NIK	5	5	5	5	5	5	5	0	5	0	0	0	5	5	5	5	5	5	5	0	70
24	MRI	5	0	5	5	5	5	0	5	0	5	0	5	0	0	5	5	5	5	5	5	70

25	MHD	5	5	5	5	5	5	0	5	5	0	0	0	0	0	0	5	5	5	5	5	65
26	HLI	5	5	5	0	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	5	70
27	ILH	5	5	5	5	0	5	0	5	0	5	0	5	0	0	5	5	0	5	0	5	60
28	PEB	5	0	0	5	5	5	5	5	0	0	5	0	5	5	5	5	5	0	5	5	70
29	EPI	5	5	5	5	5	5	5	0	5	0	5	0	5	5	0	5	5	5	5	0	75
30	PAN	5	5	5	5	5	5	0	5	5	0	0	0	0	5	5	0	5	5	5	5	70
31	DES	0	5	5	0	0	5	0	5	5	0	0	0	0	5	5	5	5	0	5	5	55
32	EST	0	5	0	5	5	5	0	5	5	0	5	0	5	5	5	0	5	5	0	5	65
33	DEV	5	5	5	5	5	5	0	0	5	5	0	5	0	5	5	5	5	5	5	5	80
34	AST	5	5	5	0	5	5	5	5	5	0	0	0	0	5	5	5	5	5	5	5	75
35	ASM	5	0	5	5	5	5	0	5	5	5	5	5	0	5	0	5	5	0	5	0	70
36	ADE	5	5	5	5	5	5	5	0	5	0	0	0	0	5	5	5	5	5	5	5	75
TOTAL																					2205	

The sum result score of collecting data

The researcher calculated the score by using the formula:

$$\begin{aligned}
 M &= \frac{\sum \text{Score}}{\sum \text{Responden} \times \sum \text{Item} \times \text{Nilai Item tertinggi}} \times 100\% \\
 &= \frac{2205}{36 \times 20 \times 5} \times 100\% \\
 &= \mathbf{61.25\%}
 \end{aligned}$$

CHAPTER I

INTRODUCTION

A. Background of the Problem

Human is born into this world as well as bringing the ability to speak. Including newborns it also will bring the language. Babies have different languages. In the first year it appears that the more rapid development of the child and the children could speak if he is alive and thriving in the midst of human society.

Humans interact with each other through communication in the form of languages. The communication occurs both verbally and non-verbally that with writing, reading and sign or symbol. Humans communicate through language requires a process that develops in stages age. How humans can use language as a way to communicate has always been an interesting question for discussion that led to many theories of language acquisition. Child language used in communicating and adapting to the environment are carried out to exchange ideas, thoughts and emotions. Language can be expressed through speech that refers to the verbal symbols. From this it can be concluded how important language is to human life.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Meaning : 1).Read! in the name of your lord who has created (all the exists). 2). He has created man from a clot (a piece of thick coagulated blood). 3). Read! And your lord the most generous. 4). Who has taught (the writing) by the pen. 5). He has taught man that which he knew not. ¹

English is one of the international language which is used by most people as a tool of communication in the world. It is used not only as a national language for western countries which English is a native language but also in some countries which English is not a native language use English as a second national language. They use English for business, international relation, science and technology.

In the Al-qur'an also explained people who have knowledge or science will get the privilege in Allah and in our life, as explained in Al- Mujadilah verse 11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ^ط وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ ^ج دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran, Beirut* (Al- Alami,2001) p. 278.

The meaning:

O ye who believe! When ye are told makes room in the assemblies, spread out and makes room: Ample room will Allah provide for you. And when ye are told to rise up, rise up. To Whom It May Concern: suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah are well acquainted with all ye do (11).²

In Indonesia, English is acknowledge as a foreign language. It becomes an obligated subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn the language skills, such as listening, speaking, writing and reading, which the four aspects are included vocabulary and structure. And talking about sentence is the main aspect that must be studied in English structure.

Students' have to master enough vocabulary in using communication, and there was basic skill that must be mastered. They was listening, speaking, reading, and writing. Vocabulary was one of basic studies to understand foreign language. Without mastering vocabulary, it was impossible for students' to be able to understand how to arrange word by word to build a good sentence.

Sentence is a group of words that make a complete sense, sentence is also a complex independent unit of thought and consist of two main part a subject and predicate. If see in grammatical structure there are four kinds of sentences, they are: Simple sentence, compound sentence, complex sentence and compound complex sentences.

² *Ibid.*, p. 924.

From these skills, researcher focuses about writing skill especially in writing complex sentences. Writing is thinking process that is done by people for expressing their feeling or ideas, perception, and foin of view in a writing process writing. The same case with construction, there are some rules when the people want to build a complex sentences where as writing just expressing their feeling or idea through writing without the formula or rules. So, researcher wants to know an analysis on students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.

Studying complex sentences, the students in Madrasah Aliyah Negeri Nagasaribu seems like they find difficulties in identifying complex sentence, especially complex sentence in descriptive text. However, the students' ability are low in the field. It can be found when the researcher asked the English teacher of Madrasah Aliyah Negeri Nagasaribu that there are many students do not understand about complex sentences.³

Complex sentences is a sentences that consist of one main clausa (independent clause) and one subordinate clausa (dependent clause). Complex sentences were transperring of meaning from something said or through the written to get the information. Complex sentences has a necessary skill to be mastered. It is caused by many mediums of communications using the complex

³Maria Ulfha, The English teacher in Madrasah Aliyah Negeri Nagasaribu, *Personal interview*, 29 November 2013.

sentences for delivering the message to other people. Something like from magazines, novel, newspaper, television, radio, etc.

But, there were many students' at Senior High School and University students got confused of clause. Mastering clause was a basic study to understand it. They felt difficult to identify the independent and dependent clause in the sentence and moreover to make statement, it was adjective clause, noun clause, or adverb clause in a sentence.

So, from this reason, the researchers interested to know about "**An Analysis on Students' Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu**".

B. Focus of the Problem

There are many difficulties happened in learning structure and grammar one of them is learning complex sentences. Based on the English curriculum, one of the topics of structure and grammar that must be learned by students is complex sentences in descriptive text. So, in this researcher only focused on the problem about an analysis on student's ability to identify complex sentence in descriptive text in madrasah aliyah negeri nagasaribu.

C. Formulation of the Problem

The formulation of the problem of this research are:

1. How was the students' Ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu?

2. What were the students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu?
3. What were the English teachers efforts in overcoming students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu?
4. What was the method the English teacher in teaching identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu?

D. Aims of the Research

The aims of the research are:

1. To describe the students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.
2. To describe students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.
3. To know English teachers efforts in overcoming students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.
4. To know the method the English teacher in teaching to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.

E. Significances of the Research

Here, the researcher hope fully stated that the research would be significant for:

1. As information for the teachers about the extend of identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu.
2. As information to principle to give motivation the teachers in English teaching especially about identify complex sentences in descriptive text.
3. As information for the readers especially the English learners, this research is expected to be able to improve their knowledge in research and also to improve their knowledge to identify complex sentences in descriptive text.

F. Definition of Key Term

To avoid vagueness and misunderstanding between the writer and there the researcher states terminologies as follows:

1. Analysis

Analysis is an inspection concerning meaning and essence something. According to the Oxford learner's Dictionary defines analysis as the detail study or examination in order to understand more about the result of the study.⁴ Analysis as: (1) Series of things that are done in order achieve something, (2) Method of doing or making something, especially one used in industry.⁵

So, based on those definition above, the writer concludes that analysis is the research to detail study to know about the result of the actually situation in the study.

⁴A.S. Hornby, *Oxford learner's Dictionary*, (New York :Oxford University Press, 2003), p.

41.

⁵ *Ibid.*, p. 48.

2. Student

According to Hornby “The student is a person is studying at school or college”.⁶ Based of those definitions above, the writer concludes that the students is a person on grade of elementary junior and senior high school not only on the formal educational institution but also on the informal educational.

3. Ability

According to A.S Hornby that the ability is:

- a. (Possible) capacity of power (to do something physical or mental)
- b. Cleaverness, intelligence.
- c. Mental power talent.⁷

In Indonesian large dictionary state that ability is power or a mental have some one to do something, a property that people.⁸ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sats his mind to.)⁹ Based on definition above, the research concludes that ability is a power or mental having someone to do something by hard.

⁶ A. S. Hornby, *Oxford Advanced Learner's Dictionary, sixth edition* (New York: Oxford University Press, 1995), p. 1187.

⁷A. S. Hornby, *Op. Cit.*, p. 2.

⁸ Tim Prima Pena. *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt) p. 511.

⁹A Merriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

4. Identify

According to Jhon M.Echols that identify is “Mengenal”¹⁰. And according A.S. Hornby : “Identify is to find or discover”.¹¹ So, identify is recognizing or introducing the object, matter, or other type.

5. Complex Sentence

Complex sentence is a sentence that consist of one main clause and one sub-ordinate clause (dependent clause). The complex sentences could not be separated simple sentences, because they were formed based on the simple sentences, automatically it also deals with simple sentences that consist of single clause. According to Jayanthi Daksina Murthy complex sentences is “The sentences which consist of one main clause and one more subordinate clause”.¹²

6. Descriptive Text

Descriptive text is kind of text in genre that gives descriptive about thing or non-thing in this text, the object can be a concrete or abstract object can be a person, or an animal, or a there, or a house, or a camping.¹³

So, an analysis on students ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu means study or

¹⁰John M. Echols, *Kamus Inggris Indonesia* (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 309.

¹¹A. S. Hornby, *Op. Cit.*, p. 672.

¹²Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Bit's 'N' Bytes, 2003), p.238.

¹³A. S. Hornby, *Op. Cit.*, p. 67.

examined the ability or the potential of the students writing complex sentences in descriptive text.

G. Outline of the Research

The researcher gives the outline of the script that will be done in script paper, to help readers understand the research, as follows:

In the chapter one, it consisted of the background of the problem, focus of the research, formulation of the problem, aims of the research, significances of the research, defenition of key term.

In the chapter two, it consisted of the theoretical description, review of related finding.

In chapter three, it consisted of the research methodology. And in the research methodology consisted of reseaech design, place and schedule of research, population and sample, sources of data, the instrument of collection data, checking of trustworthiness, the techniques of data analysis.

In chapter four, it consisted of the result of the research, the result of the research consists of the description data, discussion, and treat of the research.

And the finally, in chapter five consisted of conclusion and suggestions.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Complex Sentences

a. Definition of Complex Sentence

Complex sentence is a sentence consist of one main clause and one or more subordinate clauses. According Wren and Martin, complex sentence is a sentence that consists of one main clause and sub-ordinate clause (dependent clause).¹ Such sentences also have two or more full predicate. One of these is an independent clause (or main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or subordinate clauses).

Complex sentences was one of still that must be mastered by students. It has some of rules to arrange it. As Murni Djamal states “The complex sentences is a sentences that consist of two (or more) sentences, which are called “clauses”. One sentence was called the main sentence or the main idea clause and the other was subordinate sentences or subordinate clause.”²

Based on above quotation, it could be known that single clause in simple sentence could be said independent clause. The combination or the joining

¹Wren and Martin, *High School English Grammar and Composition, latest edition* (TT: N.D.V PrasadaRao, 1990), p. 1.

²Murni Djamal, Team of Five, *Improving Reading Skill in English* (Jakarta: Kencana Prenada Media Group, 2009), p.77.

two simple could from either compound or complex sentences. Since compound sentences did not deal with this study, the researcher didn't talk much it. It often found a complex sentence in speaking and also writing which has at least two clauses, one of them was a main clause and the other one was the subordinate clause.

As Wren and Martin states "A complex sentence consists of one main clause and one or more subordinate clauses".³ Then, according to Marcella Frank "Complex sentence has two or more full predicates. A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause)".⁴

Furthermore, as it is stated by Marcella Frank "A complex sentences is like a simple sentence, that is consist of only one clause, but unlike a simple sentence, it has one or more subordinate or dependent clause functioning as an element of the sentences".⁵ According to Alice Oshima and Ann Hoque "A complex sentence is the combination of an independent clause and a dependent clause. The two clauses maybe in either order".⁶

³Wren and Martin, *English Grammar and Composition* (NP: N.D.V. Prasada Rao, 1990), p. 201.

⁴ Marcella Frank, *Modern English* (New York : Prentice – Hall, 1972), p. 223.

⁵*Ibid.*, p. 224-226.

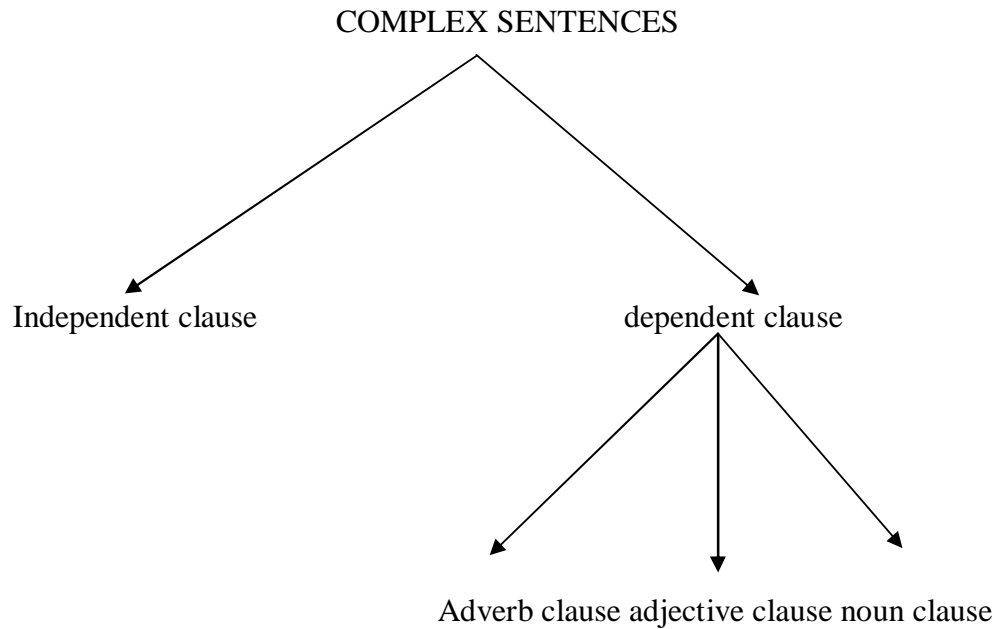
⁶ Alice Oshima and Ann Hogue. *Writing Acadmic English: A Writing and Sentence Structure Work book for International Students*, (Addision-Wesley Publishung Company: USA, 1983), p. 123.

Based on the quotations the researcher concluded that the dependent clause was given additional information to the independent clause. The independent clause and dependent clause were not the same level.

Furthermore, Wren and Martin states “Dependent clause could be divided to three kinds.

Let’s saw the following diagram:

DIAGRAM 1: COMPLEX SENTENCES AND THE ELEMENTS”⁷



Based on the above diagram, complex sentences consist of independent clause and dependent clause. Then, dependent clause are divided to three kinds of clauses, namely: Adverb clause, Adjective clause, and noun clause. There were many students got confuse to identify it, in the complex sentences.

⁷ Wren and Martin, *Op. Cit.*, p. 203.

The addition information was given by dependent clause and supposed to be modifiers could be seen in the use of adverb clause, adjective clause, and noun clause as well.

According to Henry Guntur “kalimat bertingkat adalah kalimat yang terdiri dari beberapa klausa bebas.”⁸ (Complex sentence is the sentences that consist of one or more subordinate clauses).

b. Kinds of Complex Sentences

Based on above statements, the researcher concluded that complex sentence has at least two clauses, one of the clause must be in main or independent clause, usually depends. The other one was dependent clause, that is could not stand alone. The dependent clause could be adverb, adjective, or noun clause.

1. Adverb Clause

Adverb was a dependent clause and used as an adverb, therefore it could be modify verb, adjective, or adverb. As Wren and Martin states in their book that “An adverb clause is a subordinate clause which does the work of adverb”.⁹

Since adverb clause was a dependent clause, it could not stand alone. It must be combined with an independent clause to form complex sentences. The adverb clause could come either before or after the

⁸ Henry Guntur, *Pengajaran Sintaksis* (Bandung: Angkasa, 1993), p. 8.

⁹ *Ibid.*, p.192.

independent clause. If it came at the beginning of the sentences, a comma after it.¹⁰

It may therefore modify some verb, adjective, or adverb, in the main clause.¹¹ Let see the examples below:

1. Adverb clause modifiers verb:

Examples: a). Strike the iron *while it is hot*.

b). Don't talk *while she is singing*.

c). *When you have finished your work*, you may go home.

2. Adverb clause modifies adjective:

Examples: a). You are taller *than I thought*.

b). She is very kind *than you thought*.

c). Rina is cleverer *than we thought*.

3. Adverb clause modifies adverb:

Examples: a). He ran so quickly *that he soon overtook me*.

b). He work hard to earn the money *in order that he might make his wife happy*.

c). She started early *lest she should avoid delay*.

Adverb clause were of many kinds and might be classified as adverb clause of;

¹⁰ Alice Oshima and Ann Hogue, *Op. Cit.*, p. 155.

¹¹ Wren and Martin, *Op. Cit.*, p. 208.

- a. Adverb Clause of Place
- b. Adverb Clause of Time
- c. Adverb Clause of Purpose
- d. Adverb Clause of Cause
- e. Adverb Clause of Condition
- f. Adverb Clause of Result
- g. Adverb Clause of Supposition or Concession
- h. Adverb Clause of Comparison.¹²

Let see those explanations:

a). Adverb Clauses of Place

A clause which was used to indicate place was used to indicate place was called a adverb clause of place. A clause of place was introduced by where or wherever.

Examples: a). *Where there is a will, there is a way.*

b). *Wherever you go, I will continue to find you.*

c). I visited the place *where she built a school for children.*

b). Adverb Clause of Time

A clause which was used to indicate time was called an Adverb clause of time. They were introduced by the subordinate conjunction when, before, after, since, once, now that, etc.

Examples: a). I felt very happy *when I saw Rino.*

b). I haven't seen Tina *since she was married.*

c). I lost happiness in life *after Padli had died.*

¹²Jayanthi Daksina Murthy, *Op. Cit.*, p. 230.

c). Adverb Clause of Purpose

A clause which was used to indicate purpose was called an Adverb clause of purpose. They were introduced by the subordinate conjunction that, in order that, so that, lest, etc.

Examples: a). We read *that may understand the world*.

b). He came to Indonesia *so that he might marry an Indonesia girl*.

c). He filled the petrol tank *so that he might avoid any trouble in his journey*.

d). Adverb of Cause

A clause which was used to indicate purpose was called an Adverb clause of cause or reason. They were introduced by the subordinate conjunction because, since, in as much as and that.

Examples: a). *As I love you*, I can do anything for you.

b). We were sad *that he has lost his son*.

c). I stopped worked *because I was tired*.

e). Adverb of Condition

A clause which was used to indicate condition was called an Adverb clause of condition. They were introduced by the subordinate conjunction if, unless, whether, provided that, so long as.

Examples: a). *If you help me*, I shall be happy.

b). *So long as you work hard*, you have no problem with me.

c). *Unless you tell her about your love*, she won't know it.

f). Adverb of Result

A clause which was used to indicate result was called an Adverb clause of result. They were introduced by the subordinate conjunction so that and such that.

Examples: a). Mustika was *so beautiful that I loved her at first sight*.

b). I spoke to her *in such a way that she wanted to see me again*.

c). *Such* was his ability in Mathematics *that all were amazed at it*.

g). Adverb of Supposition or Concession

A clause which was used to indicate supposition or concession was called an Adverb clause of supposition or concession. They were introduced by the subordinate conjunction though, although, even though, even if, while, whereas, etc.

Examples: a). *Though she is clever*, she is not proud.

b). *Even though you are my brother*, I cannot allow you to do a cruel act.

c). *Whereas Madhavi is friendly*, her brother is impolite.

h). Adverb of Comparison

A clause which was used to indicate comparison was called an Adverb clause of comparison. They were introduced by the subordinate conjunction *as*, *as-as*, *so-as*, and *than*.

Examples: a). Putri is *as beautiful* as Lina.

b). India is not *so rich* as America.

c). We are not *so foolish* as they think.

The Complex Sentence has two or more predicate, one of these is an independent clause which is same formation with a simple sentences, and one or more of these are dependent clauses. The complex sentence is formed to explain more of the main sentences.

2. Adjective Clause

The complex sentences has one independent clause and one or more dependent clauses. The dependent clauses in this case was adjective clause. According to Wren ad Martin “An adjective clause in a complex sentences is a subordinate clause which does the work of an adjective and also qualifies some or pronoun in the main clause”.¹³

Furthermore let see the following quotations:

A relative clause is used to from one sentences from two separate sentences. The relative pronoun replaces one of the identical noun phrase and relates the clauses to each other. The relative pronouns

¹³ Wren and Martin, *Op. Cit.*, p. 194.

and their uses are: that (for people, thing), which (for thing), who (for people), whose (for people).¹⁴

Then, according to Hilman Fariz Mukti, relative pronoun used for:

a. Meunjuk kepada kata atau bagian kalimat yang mendahului kata pengganti.

b. Untuk menggabungkan dua kalimat menjadi satu kalimat.¹⁵

(Antecedent and relating two sentences become one sentences).

To make it more clearer, let see the following discussion:

a. Adjective clause modifies subject:

1) **Who** modifies the subject (for human)

Examples: a). I spoke to the teacher *who thought us English so happy.*

b). The man *who wears a black hat is Risma's father.*

c). The man *who gets highest grade will receive an award.*

2) **Which** modifies the subject (for things or animals)

Examples: a). The cake is on the table *which is sold expensive.*

b). Karim beats the dog *which is barking at him.*

c). I found the book *which belonged to me.*

3) **That** modifies the subject (for human)

Examples: a). Karim *that will go to Jakarta is studying at SMA.*

¹⁴ Michael A. Pyle, *Toefl Preparation Guide* (New Delhi: Prining Press, 2005), p.174.

¹⁵ Hilman Fariz Mukti, *Complete English Grammar* (Yogyakarta: Absolut , 2008), p. 150.

b). I shall teach Hartono *that you sent yesterday*.

c). They meet Harry *that will buy the book and the pencil*.

b. Adjective Clause modifies an object:

1). **Whom** modifies the object (for human)

Examples: a). That is the man *whom we met yesterday*.

b). That is the boy *whom the police is looking for*.

c). The person *whom you saw yesterday was pick pocket*.

2). **Which** modifies the object (for things or animals)

Examples: a). You give the magazine to me *which I looked for*.

b). She found the umbrella *which I had lost it yesterday*.

c). The pen *which you gave to me was lost*.

3). **That** modifies the object (for things or animals)

Examples: a). My father is reading the letter *that is very important*.

b). I bought the book *that is very cheap*.

c). He beats the dog *that is barking at him*.

c. Adjective Clause modifies complement as a possession (for human or things)

Examples: 1). I saw the lady *whose bag was left on the seat*.

2). This is the tree *whose leaves have fallen of*.

3). This is long house *whose roof had once been blown of*.

3. Noun Clauses

Noun clause was a dependent clause used as a noun. According to Wren and Martin “Noun clause is a subordinate clause which does the work of a noun in a complex sentences”.¹⁶ Because a noun clause was dependent clause, it must be connected to an independent clause to form a complex sentences.

Noun clause could modifies:

1. The subject of a Verb.

Example: a). *That you should say so* surprises me.

b). *What he said* was true.

c). *When I shall return* is uncertain.

2. The object of Transitive Verb.

Example: a). He says *that he won't go*.

b). I cannot tell *what has become of him*.

c). I don't know *when I shall return*.

3. The object Preposition.

Example: a). Pay careful attention to *what I am going to say*.

b). There is no meaning in *what you say*.

c). There were no complaints except *that the day was too hot*.

¹⁶ Wren and Martin, *Op. Cit.*, p. 197.

4. In Apposition to a Noun or Pronoun.¹⁷

Example: a). Your statement *that you found the money in the street* will not be believed.

b). You must never forget this, *that honesty is the best policy*.

c). It was unfortunate *that you were absent*.

2. Descriptive Text

A. Definition of Descriptive Text

Descriptive text is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic.

According to Sanggam Siahaan, descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.¹⁸

Meanwhile, Hornby says, “descriptive text is saying what somebody or something is like”.¹⁹

According to Sri Dewi Astuti “descriptive text is that describes the characteristics of a particular thing, a place, or a person”.²⁰ A descriptive text

¹⁷ *Ibid.*, p. 203.

¹⁸ Sanggam Siahaan, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2007), p. 89.

¹⁹ A.S Hornby, *Op. Cit.*, p.357.

²⁰ Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Text* (Bekashi: Aldhi Aksara Abadi Indonesia), p.1.

usually started by a clear topic sentence which identifies a thing place, or a person. It is about whom, what and where.

A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic or non linguistics context is outside a text.²¹

B. Components of Descriptive Text

Description is text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics: of the parts of the object the function of description is to describe a particular person, place, or thing.²²

Text can be divided into descriptive text, procedure text, narrative text, recount text, and report text. However descriptive text means to describe things, people, place specifically.

C. Generic Structure of Descriptive Text

The generic structure descriptive text is identification and description. Identification intended of the topic which is wanted to describe, and description intended of writing that tries to put a picture in the reader's

²¹Http :// Understanding text, *blogspot*. Com.

²²Sanggam Siahaan, *Op. Cit.*,p. 89.

mind.²³ Description tells how something look or sounds or taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) The function of descriptive text is to describe a particular person, place ot thing.
- 2) Text structure
 - a) Identification : Identifies phenomenon to be described.
 - b) Description : Describes part, qualities, characteristics.
- 3) Dominant grammatical aspects
 - a) Focus on specific participants.
 - b) Use of attributive and identifying processes.
 - c) Frequent use of epithets and classifiers in nominal groups.
 - d) Use of simple present tense.²⁴

According to Pardiyono Descriptive text is a type of written text, which has the specific function to give description about an object (human or no human).²⁵To write the descriptive text, some consideration should becare :

- 3) Text element
 - a) Identification

²³ Lewis and Clark [http// www.campusschool.edullofti/](http://www.campusschool.edullofti/) Primary. Accessed on 28 July 2013,09:00 o'clock.

²⁴ Sanggam Siahaan Dkk, *Op. Cit.*, p. 89-92.

²⁵ Pardiyono, *Teaching Genre-Based Writing* (Yogyajarta : Andi OFFSET, 2007), p. 34.

About statement with imagine about object will be described. The statement must interest, can influence the reader so they interest to read descriptive completely.

b) Using objective or comparative degree.

For example : “*RefflesiaArnoldi* is one of the rare plants in Indonesia” is one the most familiar.

c) Description

(1) Given the view about the condition of object which can see from some sides: Location, means of transport, people, weather, size.

(2) Grammatical features

(a) Present Tense, Present Perfect Tense

(b) Verb : be (is, are), have, linking verbs, (seem, look, sounds, like)

(c) Using of objective which functions is to describe or illustration condition of object.

d. Types of descriptive Text

Three are types of descriptive writing namely:²⁶

1. Descriptive of Place

²⁶ *Ibid.*, p. 36.

When describing a place, the writer often goes beyond physical appearances of it si place that reveals its character as well. There are certain important places from our childhood and from our current lives perhaps a particular room.

2. Description of People

The writer describes human being because he is fascinated by their personalities, values nad motivations as well as by their looks and the sounds of their voices. When describing the physical characteristic of their subjects. You can start off by explaining something about your subject physical appearance, the clothes they wear, the sound of their voice, the language they use, or simply the way they walk. Such description might also help you introduce your subject personalities to your readers, for someone's physical appearances can reveal a great deal about what he or she is like inside.

3. Description of thing

In describing a thing, it is also started by presenting thye physical appearance of its character well. There are

important points that you can describe such as its shape, size, color and the cost.

D. Example of Descriptive Text

Al-Qurān

Qurān is holy Qurān of Moslem that descend to our last Prophet is Muhammad Saw, the Qurān descend with to leason to our Prophet Muhammad Saw.

Qurān consist of 30 part of the Qurān, divided to 114 letter, to enclose 6.666 verse. Part of the Qurān, descend in Mecca and Medina as long as 22 years 2 month and 22 days.

The first letter that descend is al- Alaq verse 1-5 on 17 Ramadhan. So, until now the date 17 Ramadhan to remind by Moslem as Nuzul Qurān day, that mean the descend Qurān day.²⁷

Based on example above, the structure descriptive text are:

1. Identification : Qurān
2. Description : The Qurān descend with to leason Qurān

consist of 30 part of the Qurān, 114 letter, 6.666 verse.

B. Review of Related Findings

The researcher found some of relating findings from another students, that still has relation with this title:

1. Nur Etoqah, which the title about “The Correlation between Mastering Complex Sentences and The Students’ Ability in Writing Paragraph at English

²⁷Djamaluddin Darwis, *English For Islamic Studies* (Jakarta : IAIN Walisongo Press, 2010), p.39.

- Department of Tarbiyah Faculty IAIN-SU Medan”.²⁸ She found that the students’ were still low to comprehending the basic of English subject, and the students’ difficulties to identify the dependent clause and independent clause in sentences can be category enough, it found the total mean score was 56.41.
2. Ida Marlina, which the title about “The correlation between paragraph mastery and writing descriptive text mastery to the eleventh grade students of SMA Negeri 6 Padangsidempuan”.²⁹ She found that the students’ ability in identifying paragraph mastery and writing descriptive text were categorized in to good category, it found the total mean score was 67. 86.
 3. Saima Putri did the research in descriptive qualitative method to describe and interpret the data on the ability of students’ Madrasah Aliyah Negeri 1 Padangsidempuan. The title is “The Students’ Ability of the Grade XI to

²⁸ Nur Etoqah, *The Correlation between Mastering Complex Sentences and The Students’ Ability in Writing Paragraph at English Department of Tarbiyah Faculty IAIN-SU Medan*, (Unpublished Script), (Medan : IAIN-SU), 2000. p. 52.

²⁹ Ida Marlina, *the correlation between paragraph mastery and writing descriptive text mastery to the eleventh grade students of SMA Negeri 6 Padangsidempuan* , (Unpublished Script), (Padangsidempuan: SMA Negeri 6), 2011, p. 45.

Identify Sentences in Descriptive Text at Madrasah Aliyah Negeri 1 Padangsidempuan”.³⁰ The result of her script were: The students had poor vocabulary mastery. So, they felt difficult when they have been identifying sentences. Some students cannot different between complex sentence and compound sentence. The students did not know to put subject or object in complex sentence can be category good (74.66).

From the above explanations, the research use two variables in order they know about how far the student’s ability in identify complex sentences. The researcher thinks, it is high subject that must be understood by students. This is one of basic reason why researcher chooses the title “An Analysis on Students’ Ability to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu”, with two variables. Researcher thinks, if the students want to write something, they must understand from the basic like they have to be able to identify complex sentences well, especially identify complex sentences in descriptive text.

³⁰ Saima Putri, *The Students’ Ability of the Grade XI to Identify Sentences in Descriptive Text at Madrasah Aliyah Negeri 1 Padangsidempuan*, (Unpublished Script), (Padangsidempuan: Madrasah Aliyah Negeri 1), 2011, p. 32.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Place and Schedule of Research

1. Place

This research is conducted at Madrasah Aliyah Negeri Nagasaribu. It is located at Nagasaribu Kec. Padang Bolak, Kab. Paluta. The subject of research is grade XI IPA students of Madrasah Aliyah Negeri Nagasaribu in 2013/2014 academic year.

2. Schedule

This research was done started from August 2013 until May 2014.

(See Appendix V).

B. Method of the Research

Based on the analysis of data, the research used qualitative approach. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.¹

This method used in this research is descriptive method. According to Winarno Surakhman in this book *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* stated "(Descriptive Method is a survey that determine and allocate it

¹Lexy J. Moleong. *Penelitian Kualitative* (Bandung: Remaja Rosdakarya, 2009) p. 126.

with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational)".²

According L.R Gay that, "descriptive research is a descriptive study determines and describes the way things are. It may also compare how subgroups such as male and females or experienced and in experienced teacher view issues and topic".³

Based on the aim of research this research is explorative research, it is done to give expression the phenomena as. That is according Lexy J. Moleong.

So, it can be concluded that descriptive research meant to analyze or made a sense perception (description) about situation or events. It was used describe how an analysis on the student's ability to identify complex sentences in descriptive text in Madrasah Aliyah Negeri Nagasaribu, and the efforts of the English teachers at Madrasah Aliyah Negeri Nagasaribu.

C. Population and Sample

1. Population

According to Gay and Airasian, "population is the group of interest to the researcher, the group to which she or he would like the results of the study to

²Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982) p. 2.

³L.R Gay & Peter Airasian. *Education Research Competencis For Analysis and Aplication* (USA: Prentice Hall, 2000) p. 275.

be generalizable”.⁴ So, the population of the research in Madrasah Aliyah Negeri Nagasaribu they are eight classes total of student is 220 students.

Table 1
The Population of Students Madrasah Aliyah Negeri Nagasaribu
in 2013-2014 Academic Year

No	Class	Total
1.	X ¹	34
2.	X ²	36
3.	XI IPA	36
4.	XI IPS	30
5.	XII IPA ¹	22
6.	XII IPA ²	22
7.	XII IPS ¹	22
8.	XII IPS ²	18
	Total	220

2. Sample

For the efficiency of this research, Sogiyono stated “that sample is part of quality and characteristic of population sample is taken by using purposive sampling technique”. It is a technique used when the population has not the opportunities to choose as sample of research, and it’s also include in non

⁴L. R. Gay and Peter Airasian, *Education Research* (New York : Merrill, 2000) p.122.

probability sampling.⁵ So, the sampel of the research took one class of them, they are: XI IPA.

D. Sources of Data

The sources of data in this research were divided in two parts, they are:

1. Primary sources of data, which is the students at Madrasah Aliyah Negeri Nagasaribu, they are 220 students. They are divided into eight classes, X¹ and X², one class XI IPA and one IPS, also two class XII IPA and two IPS. The researcher took only one class of them, they are XI IPA.
2. Secondary sources of data, which is information from the headmaster of Madrasah Aliyah Negeri Nagasaribu and English Teacher. The English teacher of Madrasah Aliyah Negeri Nagasaribu 3 teacher. The researcher took one of them, she is Mrs. Maria Ulfha, S.Pd, as English Teachers and Mr. Drs. H. Jamil Harahap as the headmaster of Madrasah Aliyah Negeri Nagasaribu.

E. Instrument of Collecting Data

The instruments of collecting data are:

1. Observation

According Abdurrahman Fathoni, “Observation is a technique of collecting data which is done through an observation and take a note about the condition or the aim of the object behavior”.⁶

⁵ Sugiyono. *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 118.

Observations are about all aspects in Madrasah Aliyah Negeri Nagasaribu which has relationship to the process of increasing students' ability to identify complex sentences in descriptive text include places, facilities, subject or research, event, time and experience.

The observation can be divided four, they are:⁷

- a). Complete Participant: Researcher conceals role.
- b). Participant Observer: Role of role of researcher is known
- c). Participant as Observer: Observation role secondary to participant role.
- d). Observer: Researcher observer without participating (non participant).

Considering the reason above, the researcher interested to chosen participant observer : role of role of researcher is known, who engages fully in the activities being studied butis known to the participant as a research. So, this observation will be to know how students analysis on student ability to identify complex sentences in descriptive text.

2. Interview

Interview is a conversation with the aims.⁸ In this research, the researcher used structural interview. In structural interview the researcher

⁶Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

⁷John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, USA: Sage Publication, 2002 p. 186.

prepared the question an alternative of the answer that is given to the interviewer.⁹ As stated by Gay and Peter Airasian that” interview is a purposeful interaction between two people, focused on one person to get information from the other person.¹⁰ Interview has done to obtain further instructional information about the students’ ability and difficulty in complex sentences. Interviews permit the researcher to obtain important data that cannot be obtained from test.

In this research, the researcher did interview directly with the Headmaster to know about condition of school, asked English teacher to know about the students’ difficulties complex sentences in descriptive text and the researcher also did interview to the students to ask them about their difficulties complex sentences in descriptive text.

Kinds of interview in this research are:

- a). Open – ended
- b). Spontaneons
- c). Closed
- d). Ended

⁸ Lexy J. Meleong, *Op. Cit.*, p.135.

⁹ Amirul Hadi and Haryono, *Metodologi Penelitian*, (Bandung: Pustaka Setia,1998), p.136.

¹⁰ Gay and Peter Airasian, *Op. Cit.*, p. 219.

Generally , qualitative interview are free flowing and open- ended, with the interviewer probing to clarify and extend the participan's comments.¹¹

3. Test

Suharsimi Arikunto said test is some of questions or views and other tools which were used to measure skill, knowledge, and intelligence ability.¹²

Test is sequence of question or practice that will be used for surveying the skill, intelligence, knowledge, ability to trail that is owned be used for surveying by individual or group.

The indicators of the test can be seen in table below:

¹¹*Ibid.*, p. 233.

¹²Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005), p. 156.

Table 2
INDICATORS OF THE TEST

No	Indicator	Sub indicator	Item	Number item	Score
1	Adjective Clause	-That	4	4,6,11,19	20
2	Noun Clause	-What	1	8	5
		-When	4	7,10,12,16	20
3	Adverb Clause	-Because	2	13,17	10
		-Where	1	2	5
		-Wherever	2	9,18	10
		-As	2	1,20	10
		-So that	2	3,15	10
		-Although	2	5,14	10
	Total		20	20	100

Kinds of test in this research are:

a. Essay Test (description)

Essay test are test that arranged in the form of structured questions and students prepare, organize own answer each question with the language itself. The essay test is very useful to develop the ability to explain or express an opinion in his own language.

b. Objective Test

Objective test is a test that is structured in such a way and have provided an alternative answer. This test is composed from a variety of different forms among others: Test true false, test multiple choice, test matching, and test relationship analysis.¹³

The type of the test this research is essay test, the test was consisting of 20 questions. Every item that had correct answer was given 5 values, while the incorrect answers were not given a value. So, if all questions could be answered correctly then the value was 100.

F. Checking of Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of 'trustworthiness' for validating the accuracy findings. In checking the trustworthiness of the data, the researcher proposed triangulation technique.

Triangulation was supposed to support finding by showing that independent measured of it agree with or, at least, do not contradict it. It is supported by Creswell who stated "Triangulate is done by examining evidence from the sources and using it to build a coherent justification for themes".¹⁴ It

¹³*Ibid.*, p. 157.

¹⁴John W. Creswell, *Op. Cit.*, p. 196.

means that in triangulation the researcher should compare the resources or measure or the result that do not contradict each other.

The data that were compare must be related and supported each other. It was done by the researcher by comparing the different data sources; they confirm one another. The data about students' difficulties that the researcher got from the students', teaching strategies that researcher gets from direct observation; test and interviewing the teachers are compared. After researcher did the triangulation, researcher founds the real data that researcher needed.

G. Technique of Data Analysis

After collecting the data, the researcher make the technique analysis data for this research. The data will be analyze by the following procedure :

1. Checking data whether the data are true or false.
2. Counting sum of the true from the students' answer and then classified them based on their score.
3. Calculating their result (mark) by using mean score. In this research used the formula mean score.

The formula is:

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

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result¹⁵

4. After calculating and scoring students' answer sheets then, their score are consulted into the classification quality on the table below:

Table 3

The Classification Quality of the Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ¹⁶

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

- a. If the value of mean score is 81% - 100%, it can be categorized into very well.
- b. If the value of mean score is 61% - 80%, it can be categorized into good.
- c. If the mean score 41% - 60%, it can be categorized enough.
- d. If the mean score 21% - 40%, it can be categorized weak.
- e. If the mean score 0% - 20%, it can be categorized very weak.

¹⁵Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

¹⁶Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfa beta, 2005), p. 89.

5. Take conclusion, it is done to conclude the discussion briefly and clearly

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

As a general result of this thesis, research described the location and the setting of research. Madrasah Aliyah Negeri Nagasaribu is one of the senior high school in Nagasaribu.

Table 4
Headmasters Profile at
Madrasah Aliyah Negeri Nagasaribu

No	Name	Period
1.	Dra. Ali Musa Siregar	1996-1999
2.	Jawari Sitohang	1999-2001
3.	Istikhoiri	2001-2003
4.	Baharuddin Hasibuan	2003-2007
5.	Drs. H. Jamil Harahap M.Pd	2007-2014

The location is not too far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place with flower garden in front of the classroom. Almost class has a flower garden in front of their class. It has trees that make the process of teaching and learning gratified.

These are the description of Madrasah Aliyah Negeri Nagasaribu that research can pretend as a general result about location and setting of research.

Madrasah Aliyah Negeri Nagasaribu is also has good infrastructures; those are many infrastructures that can be found in Madrasah Aliyah Negeri Nagasaribu.¹

Table 5
Facilities of the School at
Madrasah Aliyah Negeri Nagasaribu

No.	Items of Infrastructure	Total	Condition
1.	Class room	8 Room	Good
2.	Library room	3 Room	Good
3.	Biological Laboratory	1 Room	Good
4.	Physics Laboratory	1 Room	Good
5.	Computer Laboratory	1 Room	Good
6.	Language Laboratory	1 Room	Good
7.	Headmaster room	1 Room	Good
8.	Teacher room	1 Room	Good
9.	Mushollah	1 Room	Good
10.	Canteen	1 Room	Good
11.	TIK Machine	1 Room	Good
12.	OSIS room	1 Room	Good
13.	Bathroom headmaster	1 Room	Good
14.	Bathroom teacher	2 Room	Good
15.	Bathroom female	1 Room	Good
16.	Bathroom male	1 Room	Good

From those above infrastructures, physically, Madrasah Aliyah Nagasaribu has a sufficiency building, where even classes or offices are built permanently. Madrasah Aliyah Negeri Nagasaribu already has 8 classes to conduct the process of teaching and learning.

¹Drs.Jamil Harahap, Headmaster of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 20 February 2014.

These are total students of Madrasah Aliyah Negeri Nagasaribu based on 2 departments:

Table 6
The Population of the Students
in Madrasah Aliyah Negeri Nagasaribu

No	Grade	Class total	Female	Male	Total
1.	Grade X	2	42	28	70
2.	Grade XI IPA	1	24	12	36
3.	Grade XI IPS	1	21	9	30
4.	Grade XII IPA	2	26	18	44
5.	Grade XII IPS	2	24	16	40
	Total	8	134	79	220

Madrasah Aliyah Negeri Nagasaribu has 8 classes, class X is divided into 2 classes total 70 students, class XI is divided into 2 classes and divided into 1 class IPA and 1 class IPS 66 students, and class XII is divided into 4 classes and divided into 2 IPA and 2 class IPS total 84 students, so the total all students are 220 person.²

There are 3 English teachers in Madrasah Aliyah Negeri Nagasaribu as follows:³

Table 7
English Teachers in Madrasah Aliyah Negeri
Nagasaribu

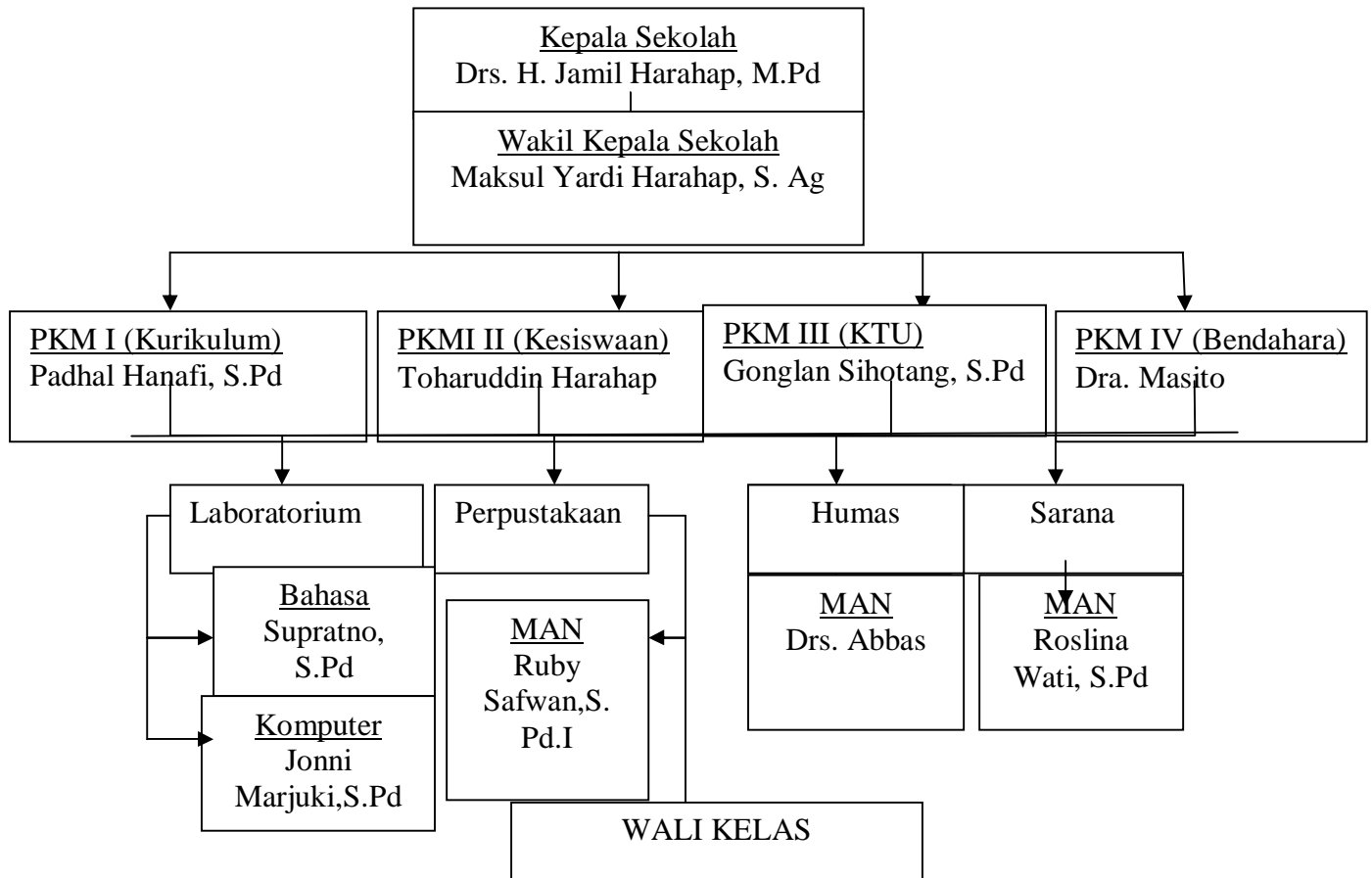
No	Name
1.	Maria Ulfa, S.Pd
2.	Julianti, S.Pd
3.	Syahrudin Harahap, S.Pd I

²Data was taken from Data Personil Guru Madrasah Aliyah Negeri Nagasaribu.

³Data was taken from Data Personil Guru Madrasah Aliyah Negeri Nagasaribu.

Table 8
Structure Organization Madrasah Aliyah Negeri
Nagasaribu

Figure: Structure of Organization⁴



⁴ The data were Taken From Administration Data of Madrasah Aliyah Nagasaribu, 20 February 2014.

B. Specific Findings

1. Description of Analysis on Student's Ability to Identify Complex Sentences in Descriptive Text in Madrasah Aliyah Negeri Nagasaribu

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability to identify complex sentences. The description of the students' ability to identify complex sentences in descriptive text. Can be seen based on the results test of the results, observation, and the interviewed of students, English teacher and headmaster.

Based on the result, it was found that students score are diverse. There data description of students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu can be seen the following table:

a. Test complex sentences in descriptive text:

TABLE 9

**Question Number 1: As I love her, I will tell that you
Something about my mother . . .**

No.	The Alternative Answer	F	%
1.	Adjective Clause	6	16.67%
2.	Noun Clause	10	27.78 %
3.	Adverb Clause	20	55.55%
	Total	36	100 %

Based on the above the data, it could be known that students choose "Adjective" it sentence were 6 students (16.67%). Where as the less, there were 10 student (27.78%) choose " Noun", and 20 students (55.55%) choose "Adverb". So, the correct answer is "Adverb" .

TABLE 10

Question Number 2: My mother *where* is name Eti Sutati . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	6	16.67%
2.	Noun Clause	4	11.11%
3.	Adverb Clause	26	72.22%
	Total	36	100 %

From the above data, it could be known that students determine the "Adjective" of a sentence were 6 students (16.67%). Where as less, there were 4 students (11.11%) choose "Noun", and 26 students (72.22%) choose "Adverb". So, the correct answer is "Adverb".

TABLE 11

Question Number 3: *so* she is a world-famous violinist. . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	6	16.67%
2.	Noun Clause	-	-
3.	Adverb Clause	30	83.33%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 6 students (16.67%). Where as less, not student choose “Noun”, were as less 30 students choose “Adverb”. Actually the answer is “Adveb”.

TABLE 12

**Question Number 4: My mother’s cleaver such was ability
in Mathematics *that* all were amazed at it. . .**

No.	The Alternative Answer	F	%
1.	Adjective Clause	5	13.89%
2.	Noun Clause	20	55.55%
3.	Adverb Clause	11	30.56%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 5 students (13.89%). Where as less, there were 20 students (55.55%) choose “Noun”, and 11 students (30.56%) choose “Adverb”. So, the correct answer is “Noun”.

TABLE 13

Question Number 5: *Though* she is cleaver, she is not proud. . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	8	22.22%
2.	Noun Clause	4	11.11%
3.	Adverb Clause	24	66.67%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 8 students (22.22%). Where as less, there were 4 students (11.11%) choose “Noun”, and 24 students (66.67%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 14

Question Number 6: *So that, she is a tender woman. . .*

No.	The Alternative Answer	F	%
1.	Adjective Clause	1	2.78%
2.	Noun Clause	16	44.44%
3.	Adverb Clause	19	52.78%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 1 student (2.78%). Where as less, there were 16 students (44.44%) choose “Noun”, and 19 students (52.78%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 15

Question Number 7: For example, *when my sister and I are sleeping, she comes into our room, we always kisses by us.*

...

No.	The Alternative Answer	F	%
1.	Adjective Clause	3	8.33%
2.	Noun Clause	1	2.78%

3.	Adverb Clause	32	88.89%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 3 students (8.33%). Where as less, there were 1 student (2.78%) choose “Noun”, and 32 students (88.89%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 16

**Question Number 8: *What she said was true?*
*Yes! My mother is perfect. . .***

No.	The Alternative Answer	F	%
1.	Adjective Clause	25	69.44%
2.	Noun Clause	6	16.67%
3.	Adverb Clause	5	13.89%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 25 students (69.44%). Where as less, there were 6 students (16.67%) choose “Noun”, and 5 students (13.89%) choose “Adverb”. So, the correct answer is “Adjective”.

TABLE 17

**Question Number 9: *My mother helps people*
*wherever they need her. . .***

No.	The Alternative Answer	F	%
1.	Adjective Clause	7	19.44%

2.	Noun Clause	-	-
3.	Adverb Clause	29	80.56%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 7 students (19.44%). Where as less, not students choose “Noun”, and 29 students (80.56%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 18

Question Number 10: However, *when she gets angry, she really does. . .*

No.	The Alternative Answer	F	%
1.	Adjective Clause	10	27.78%
2.	Noun Clause	4	11.11%
3.	Adverb Clause	22	61.11%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 10 students (27.78%). Where as less, there were 4 students (11.11%) choose “Noun”, and 22 students (61.11%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 19

Question Number 11: Ciko is my little rabbit *that*

is very cleaver . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	16	44.44%

2.	Noun Clause	15	41.67%
3.	Adverb Clause	5	13.89%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentence were 16 students (44.44%). Where as less, there were 15 students (41.67%) choose “Noun”, and 5 students (13.89%) choose “Adverb”. So, the correct answer is “Adjective”.

TABLE 20

Question Number 12: It’s a gift from my sister *when*

I reached the age of ten years old . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	-	-
2.	Noun Clause	17	47.22%
3.	Adverb Clause	19	52.78%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” not student choose. Where as less, there were 17 students (47.22%) choose “Noun”, and 19 students (52.78%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 21

Question Number 13: Therefore, I'm very like the rabbit

because cute . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	2	5.56%
2.	Noun Clause	8	22.22%
3.	Adverb Clause	26	72.22%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 2 student (5.56%). Where as less, there were 8 students (22.22%) choose “Noun”, and 26 students (72.22%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 22

Question Number 14: *Though* this Ciko carrot eaters,

white features and legged . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	13	36.11%
2.	Noun Clause	6	16.67%
3.	Adverb Clause	17	47.22%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 13 students (36.11%). Where as less, there

were 6 students (16.67%) choose “Noun”, and 17 students (47.22%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 23

Question Number 15: *So*, among all the characteristic of Ciko,

I’m very like the features . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	21	58.33%
2.	Noun Clause	-	-
3.	Adverb Clause	15	41.67%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 21 students (58.33%). Where as less, not students choose “Noun”, and 15 students (41.67%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 24

Question Number 16: Especially *when* kiss it . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	13	36.11%
2.	Noun Clause	-	-
3.	Adverb Clause	23	63.89%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 13 students (36.11%). Where as less, not

students choose “Noun”, and 23 students (63.89%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 25

**Question Number 17: *Because, the features is very soft*
and clean . . .**

No.	The Alternative Answer	F	%
1.	Adjective Clause	10	27.78%
2.	Noun Clause	19	52.78%
3.	Adverb Clause	7	19.44%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 10 students (27.78%). Where as less, there were 19 students (52.78%) choose “Noun”, and 7 students (19.44%) choose “Adverb”. So, the correct answer is “Noun”.

TABLE 26

**Question Number 18: *Wherever we always play together,*
play in my garden . . .**

No.	The Alternative Answer	F	%
1.	Adjective Clause	7	19.44%
2.	Noun Clause	14	38.89%
3.	Adverb Clause	15	41.67%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 7 students (19.44%). Where as less, there were 14 students (38.89%) choose “Noun”, and 15 students (41.67%) choose “Adverb”. So, the correct answer is “Adverb”.

TABLE 27

Question Number 19: Ciko is an animal *that* very loveliest . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	18	50.00%
2.	Noun Clause	18	50.00%
3.	Adverb Clause	-	-
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 18 students (50.00%). Where as less, there were 18 students (50.00%) choose “Noun”, and not students choose “Adverb”. So, the correct answer is “Adjective”.

TABLE 28

Question Number 20: As I love it, I can do anything for it . . .

No.	The Alternative Answer	F	%
1.	Adjective Clause	5	13.89%
2.	Noun Clause	5	13.89%
3.	Adverb Clause	26	72.22%
	Total	36	100 %

From the above data, it could be known that students determine the “Adjective” of a sentences were 5 students (13.89%). Where as less, there were 5 students (13.89%) choose “Noun”, and 5 students (13.89%) choose “Adverb”. So, the correct answer is “Adverb”.

To get the presentation of identify complex sentences in descriptive text, researcher made formula such as:

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

$$\frac{\text{Correct value}}{36 \times 20 \times 5} \times 100\% = \frac{2205}{3600} \times 100\% = 61.25\%$$

After analyzing the data that has been collected from the sources of the research, the researcher got the average scores of students at Madrasah Aliyah Negeri Nagasaibu by using mean score (M). An analysis on students’ ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu were 61.25 and it can be categorized to good categories.

Based on criteria of score interpretation, the result can be seen in the following table:

Table 29**The Classification Quality of Students' Score**

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good ⁵

Based on the result of the test, the classification of the students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu as followed:

Table 30

The Classification of An analysis on students' ability to identify complex sentences to descriptive text

Classification	Criteria	Total of students	Percentage
0% - 20%	Very low	0	0%
21% - 40%	Low	6	16.67%
41% - 60%	Enough	8	22.22%
61% - 80%	High	22	61.11%
81% - 100%	Very high	0	0%
Total		36	100%

⁵Riduwan, *Op. Cit.*, p. 63.

According to the classification of the data, it can be concluded that:

1. No one of students that can be categorized into very low category.
 2. There are 6 students that can be categorized into low category. It means that there are 16.67% of students can be classified into the low category
 3. There are 8 students that can be categorized into enough category. It means that there are 22.22% of students can be classified into the enough category.
 4. There are 22 students that can be categorized into good category. It means that there are 61.11% of students can be classified to the good category.
 5. No one of students that can be categorized in to very good category.
- 2. Students' Difficulties to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu**

Before researcher asked the students diffiulties to identify complex sentences, researcher asked about: Definition of sentences, complex sentences, and kind of sentences. When the researcher asked about it, there were no problems, but they could not understand if researcher instructed them to explain it in English.

Moreover researcher used English when the process of learning goes on, the student would get confuse to comprehend it.

- a. Halima said "We could understand if you asked us about definition sentences, complex sentences, and kinds of sentences.

Because we have studied about it in Indonesian language, but don't you asked us to explain it in English.⁶

- b. Saidatul said "We were difficult to comprehend the complex sentences

Because we don't understand yet the basic of English subject".⁷

- c. Palaon Harahap said "The sentences was so difficult to put the relative pronoun.

Because we must understand the sentences as a adjective clause, noun clause, or adverb clause".⁸

- d. Rika Yanti Siregar said "We still translate the sentences literally and it would influence to conduct complex sentences".⁹

We were so difficult to make it, because we were very low in speaking English.

- e. Mahmud Nazif said "I was difficult to identify the dependent and independent clause.

⁶Halimah, Student of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 15 February 2014
pkl: 10.00

⁷Saidatul, Student of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 15 February 2014,
pkl:10.00.

⁸Palaon Harahap, Studen of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 15February
2014, pkl: 10.00.

⁹Rika Yanti, Student of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 15 February 2014,
pkl:10.00.

Moreover if the teacher gave us question used rewrite the following words in order questions”.¹⁰

The next, based on the result of interview to English and the students Madrasah Aliyah Negeri Nagasaribu, there were some difficulties that usually faced by students in identify complex sentences especially in descriptive text; they were: *The first*, the students were low in comprehending the basic of English subject. The basic of English subject was important one that must be understood by students. One of them about part of speech.

Students of Madrasah Aliyah Negeri Nagasaribu were commonly still low in comprehending it. *The second*, some of them did not know how to put the relative pronoun in the sentences.

The third, the students had poor vocabulary mastery. So, they felt difficult when they have been constructed complex sentences.

The forth, students' difficulties to identify the dependent clause and independent clause in a sentences. Most of students at Senior High School and University students got confuse about clause. It was important one to know the dependent and independent clause in a sentences.

¹⁰Mahmud Nazif, Student of Madrasah Aliyah Negeri Nagasaribu, *Interview*, 23 February 2014, pkl: 11.00.

3. Efforts of the English Teacher in Overcoming Students' Difficulties to Identify Complex Sentences in Descriptive Text at Madrasah Aliyah Negeri Nagasaribu.

To decrease the difficulties of the students to identify complex sentences the English teacher uses next effort. Based on the interview to Mrs. Maria Ulfha, S.Pd who was the English teacher in Madrasah Aliyah Negeri Nagasaribu, she said that, she anticipated the difficulties of the students in constructing complex sentences were:

- a. The teacher asked the students to pay attention about identify complex sentences while the teacher gave the explanation many time about it, so the the students understood truly.
- b. The English teaher motivated the students to improve students' sprite in learning identify complex sentences.
- c. The English teachers should give the lesson and more examples in the study.
- d. The English teacher gave task for students.

To overcome the difficulties of students about vocabularies, the teacher asked the students to choose the one of the alphabets that had been made by the teacher and then they searched the vocabularies and then teacher asked them to stand and said what vocabularies they wrote, but sometimes the teacher said the vocabularies and the student stands up.

While to overcome the difficulty of identify complex sentences, the students could drill by themselves at home. If they found difficulties, they could ask English teacher. At the last, students could follow the subject in the course place.

Mrs. Maria Ulfha said we were as a teacher could not say that our students were very difficult to comprehend our materials. There were many factors that could be caused the students could not understand certainly the subject, especially English subject. Time was very important for the teacher when the learning process goes on.

Sometimes, we still have many materials that would be given to student, but the time was very short to explain. So, we were to follow the curriculum only and just to fulfil the syllabus. But, if students wants to know more digest of English language. They could do the courses with me, she said. Accidentally, Mrs. Maria Ulfha has a course place to teach the students whoever want to srudy.¹¹

4. Method that used by English Teacher in Identify Complex Sentences in Descriptive Text

Method of English teacher in teaching identifying complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu were explaining the lesson and then gave some examples to make them understood. Mrs Maria

¹¹Maria Ulfha S.Pd, English teacher in Madrasah Aliyah Negeri Nagasaribu, *Interview*, 18 February 2014, pkl: 09.45.

Ulfha said she was usually using CIRC method to teach them writing skill. CIRC means Cooperative Integrated Reading Composition.

Although it was about reading and researchers title about writing, she said when she wants to teach whatever that still has relation to English subject, she must instruct her students to read the paragraph because study English language nowadays could not be separated from Genre. So, after she instructed the students to read the paragraph, she made some of group in the class. Then, instructed the students' to find out complex sentences in descriptive text from paragraph. After it, she instructed them to make complex sentences exception from the text.

C. Discussion

The result of this research which the title "An analysis on students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu" can be categorized in to good category (61.25). Based on the result of this research, there were some difficulties students in complex sentences, they were: in constructing complex sentences in using adjective clauses, constructing complex sentences in using noun clauses, and constructing complex sentences in adverb clauses.

After doing the research and getting interview to English teacher, researcher found that students' Madrasah Aliyah Negeri Nagasaribu had a problems with the basic of English subject, to put the relative pronoun in the

sentences, had poor vocabularies and to identify the dependent and independent clause in a sentences.

However, the researcher before had been researched this by Nur Etoqah, which the title about The Correlation between Mastering Complex Sentences and The Students' Ability in Writing Paragraph at English Department of Tarbiyah Faculty IAIN-SU Medan in 1990-2000 academic year.¹² That the result of her research can be categorized in to enough category. Beside, according to research done by Ida Marlina which the title about the correlation between paragraph mastery and writing descriptive text mastery to the eleventh grade students of SMA Negeri 6 Padangsidempuan in 2010-2011 academic year.¹³ That the result of her research can be categorized in to good category. In addition, according to research done by Saima Putri "The Students' Ability of the Grade XI to Identify Sentences in Descriptive Text at Madrasah Aliyah Negeri 1 Padangsidempuan".¹⁴ That the result of his result can be categorized in to good category.

To anticipate the learning difficulties, the English teacher did some efforts like; repeated the lesson especially in determining subject of sentences,

¹² Nur Etoqah, *The Correlation between Mastering Complex Sentences and The Students' Ability in Writing Paragraph at English Department of Tarbiyah Faculty IAIN-SU Medan*, (Unpublished Script), (Medan : IAIN-SU), 2000, p. 52..

¹³ Ida Marlina, *the correlation between paragraph mastery and writing descriptive text mastery to the eleventh grade students of SMA Negeri 6 Padangsidempuan* , (Unpublished Script), (Padangsidempuan: SMA Negeri 6), 2011, p. 45.

¹⁴ Saima Putri, *The Students' Ability of the Grade XI to Identify Sentences in Descriptive Text at Madrasah Aliyah Negeri 1 Padangsidempuan*, (Unpublished Script), (Padangsidempuan: Madrasah Aliyah Negeri 1), 2011, p. 32.

adjective of sentences, noun and adverb, the difficulties of students about vocabularies, the research asked the students to choose the one of the alphabets that had been made by the teacher and then they searched the vocabularies they wrote, but sometimes the teacher said the vocabularies and the students up.

Then, English teacher instructed them to drill identify complex sentences by themselves in their home. The other, the English teacher always motivated the students in learning process. “It is done by teacher to guide the slow learner”.¹⁵ In addition, according to Yatim Riyanto “To overcome learning difficulties can be done through remedial”.¹⁶

D. Threats of the Research

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

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough and also the students did not do the test seriously. So, the researcher took the sets answers directly without care about it.

The researcher was aware the entire thing would want to be searched but to get the excellence result from the research were more difficult because there

¹⁵ Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2008), p. 121.

¹⁶ Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pradana Media Group, 2009), p.

were the threats the writer. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, headmaster and English teachers.

CHAPTER V

THE CONCLUSION AND SUGGESTIONS

A. The Conclusions

After treating the collecting data, the next step is giving the conclusion of this research. It is important, because it can describe the final the researcher itself. It can be used as the input to the readers and as references to other researcher to the same topic of this research.

In this case, the researcher would like to write the conclusions of this research as the following:

1. The result of this research which the title "An analysis on students' ability to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu academic year 2013/2014, they can be categorized into good categories. It can be seen from the value of the Mean Score (M) got by students, that is 61,25%.
2. The students difficulties to identify complex sentences in descriptive text were:
 - a. The students were still low comprehend the basic of English subject
 - b. Some students did not know to put the relative pronoun in complex sentence.
 - c. The students had poor vocabularies. So, they felt difficult when they had been conducted the complex sentences.

- d. The students' difficulties to identify the dependent clause and independent clause in a sentences.
3. The efforts of the English Teacher in overcoming students' difficulties to identify complex sentences in descriptive text at Madrasah Aliyah Negeri Nagasaribu, were:
 - a. The English teacher should give the lesson and more examples about identify complex sentences in the study.
 - b. The teacher hopes that efforts can overcome students' difficulties in learning sentence.
 - c. The difficulties of students about vocabularies, the teacher asked the students choose the one of the alphabets that had been made by the teacher and then they look for the vocabularies and then the teacher ask them to stand and say what vocabularies that they wrote, but sometimes the teacher says the vocabularies and the student stand up.
 - d. The English teacher instructed to drill identify complex sentences by themselves at home. If they found difficulties, they could ask English teacher.
 4. The Media of the English Teachers in the Teaching Complex Sentences in Descriptive Text.

The English teacher uses *Meditama*, as students book in learning English in Madrasah Aliyah Negeri Nagasaribu, but it was depend on

themselves to use the other books in learning English. For example, *High school English Grammar, Genre* and etc.

B. The Suggestions

After formulating the conclusion, the researcher wants give the suggestions concern with the result of this research. It can be seen as below:

1. It is suggested to the headmaster to motivate his teachers to increase their ability in study English, especially about complex sentences in descriptive text.
2. It was suggested to the English teachers to:
 - a. Suggested to the students to study well the kind of sentences.
 - b. Asked students to know and master the function of adjective, noun, adverb in a sentences before studying identify complex sentences. (The basic of English language).
 - c. Applied the suitable strategies, methods, ways in the teaching.
 - d. Instructed students to bring dictionary when the process of learning goes on.
3. English teacher should always give some home work and examine.
4. For the parents are suggested to control their children.
5. Suggested to the students to study well of sentences.
6. It was important to other researchers to make deepest research with the topic of this research, because it is still far from the perfect one due to the limitation of the researcher material, knowledge and experience.

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