THE ABILITY OF THE STUDENTS IN ANALYZING COMPOUND SENTENCES IN REPORT TEXT
(At Grade XI SMA Negeri 8 Padangsidimpuan)

A THESIS

Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan As a Partial Fulfillment of Requerement
For Degree of Islamic Educational Scholar (S.Pd.I)
in English Program

Written By:

LENGGANA DORI BULAN SITORUS
Reg. NO. 08 340 0060

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013

Hal : Skripsi
A.n Lenggana Dori Bulan Sitorus

Padangsidimpuan, Juni 2013
Kepada Yth:
Bapak Ketua STAIN Padangsidimpuan
Di-
Padangsidimpuan

Assalamu 'alaikum Wr.Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Lenggana Dori Bulan Sitorus yang berjudul *"The Ability of The Students In Analyzing Compound Sentences in Report Text (at grade XI SMA Negeri 8 Padangsidimpuan)"*, maka kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah STAIN Padangsidimpuan.

Untuk itu, dalam waktu tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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DECLERATION OF SELF THESIS COMPLETION

In the name of Allah, Most Gracious, Most Merciful. I myself stated that:

Name	: LENGGANA DORI BULAN SITORUS
Number of Registration	: 08 340 0060
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Thesis' Title	: THE ABILITY OF THE STUDENTS IN ANALYZING COMPOUND SENTENCES IN REPORT TEXT (At Grade XI SMA Negeri 8 Padangsidimpuan)

Declare with the truly that I submit this thesis was really a result of my own work, except in the form of quotations from the books of reading materials and interviews.

Along with this, if later proven or can be proven that this thesis was plagiarized or completely written on the other hand, the State College for Islamic Studies (STAIN) Padangsidimpuan can pull the Degree and Diploma that I had received.

Padangsidimpuan, 20 June 2013
Researcher,

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Reg. No: 08 340 0060

PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah Yang Maha Pengasih lagi Maha Penyayang, Saya yang bertandatangan di bawahini:

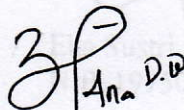Nama : **LENGGANA DORI BULAN SITORUS**
NIM : 08 340 0060
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JudulSkripsi : **THE ABILITY OF THE STUDENTS IN ANALYZING COMPOUND SENTENCES IN REPORT TEXT (At Grade XI SMA Negeri 8 Padangsidimpuan)**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar–benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidimpuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

Padangsidimpuan, 20 Juni 2013

Pembuat Pernyataan,

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Place   : STAIN Padangsidimpuan
Date   : June, 20st2013
Time   : 14.00 A.M until finish
Result/Mark : 70,12(B)
Predicate   : Very Good

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PENGESAHAN

Judul Skripsi	:	**THE ABILITY OF THE STUDENTS IN ANALYZING COMPOUND SENTENCES IN REPORT TEXT (AT GRADE XI SMA NEGERI 8 PADANGSIDMPUAN)**
Ditulis Oleh	:	**LENGGANA DORI BULAN SITORUS**
NIM	:	**08 340 0060**

Telah dapat diterima untuk memenuhi salah satu tugas

Dan syarat-syarat dalam memperoleh gelar

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Dear Allah the Almighty God as always, I thank so much for blessing me in reaching my dream. I have finished writing this thesis entitled "The Ability of the students in Analyzing Compound sentences in Report Text (at Grade XI SMA Negeri 8 Padangsidimpuan)". It is intended to fulfill one of the requirements for the award of sarjana degree in State Collage for Islamic Studies Padangsidimpuan.

I will not able to finish this thesis without supports, guidance and valuable advises from his consultants and other people. Therefore, in thesis, I would like to express his sincere gratitude to:
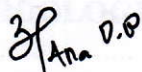
1. DR. H. Ibrahim Siregar, MCL, as a chief of State for Islamic Studies Padangsidimpuan.

2. Hj. Zulhimma, S.Ag, M.Pd, as a chief of Department of Tarbiyah STAIN Padangsidimpuan.

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ABSTRACT

Name/ Reg.No   : Lenggana Dori Bulan Sitorus/08 340 0060
Department/ Study Program :Tarbiyah/ TBI-2
The Title   :The Ability of the Students in Analyzing Compound
            Sentences in Report Text (At Grade XI SMA Negeri
            8 Padangsidimpuan)
 Year   :2012/2013

   This research is about the students' ability in analyzing compound sentences in report text. The kind of this research is qualitative research by using descriptive method. The instruments of collecting data are test and interview. The source of data is the grade XI students, the English teacher, and Headmaster of SMA Negeri 8 Padangsidimpuan.

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

   After the research was done, it could be known the students' ability inanalyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidimpuancategory into enough (59%). But the students is still have problem to analyzing compound sentences in report texs about dependent clause and independent clause,the students lack of the knowledge to determine between dependent clause and independent clause did not change, students had poor about compound sentences and sentence structure.The efforts done by English teacher to decrease the students' difficulties in analyzing compound sentences were the English teacher often repeat the lesson and always give motivation to the students, the English teacher gave the students drill and practice more and more about the sentence structure, element sentence pronoun and adverb that happened in compound sentence and report text.

APPENDIX I

INTERVIEW GUIDANCES

A. Interview To Head Master

1. What is the background of SMA Negeri 8 Padangsidimpuan?

2. How many English teachers are there in SMA Negeri 8 Padangsidimpuan?

3. How many students are there in each class in SMA Negeri 8 Padangsidimpuan?

4. How percentage of attendance of English teacher in SMA Negeri 8 Padangsidimpuan?

5. What is the background of education of the English teacher in SMA Negeri 8 Padangsidimpuan?

6. What has been done by the headmaster to increase the students' ability in learning English?

B. Interview to English Teacher

1. What is the primer books that used by the teacher in teaching Compound sentences?

2. What media used by the teacher in teaching Compound sentences?

3. How do you teach English especially about Compound sentences at grade XI?

4. What is the strategy used by the teacher in teaching Compound sentences?

5. What are the difficulties faced by student in learning Compound sentences?

6. What is the effort to overcome that problem?

C. Interview to Students

1. Do you enjoy in learning English especially about Compound sentences?

2. What do you know about Compound sentences?

3. Have you felt able to identify Compound sentences?

4. What is the problem faced by students when learning Compound sentences?

5. What is the effort to overcome that problem?

<div align="center">

APPENDIX II
The research Instrument of Analyzing Compound Sentences In Report Text

</div>

1. AnalyzeCompound Sentences from the text report below!
   (Analislah compound sentence (kalimatmajemuk) dari report text di bawahini!
2. Identify the dependent and independent clauses from Report text below!

(Tentukanlahindukkalimatdananakkalimatdari Report text di bawahini !)

<div align="center">

WHAT IS THUNDER AND LIGHTNING

</div>

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of $34,000°$ Centigrade that the air around it suddenly expands with a loud blast, This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snow fakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

ANSWER

Ex:<u>What is thunderand lightening</u>

   Dependent clause   Independent clause

1) Lightning is a sudden, violent flash of electricity between a cloud and the ground,
or
From cloud to cloud.

2) A lightning flash, or bolt, can be several miles long.

3) It is so hot, with an average temperature of 34,000° Centigrade that the air around it suddenly expands with a loud blast, This is the thunder we hear.

4) Lightning occurs in hot, wet storms.

5) Moist air is driven up to a great height.

6) It forms a type of cloud called cumulonimbus.

7) When the cloud rises high enough, the moisture freezes and ice crystals and snow fakes are formed.

8) These begin to fall, turning to rain on the way down.

9) This rain meets more moist air rising, and it is the friction between them which produces static electricity.

10) When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

APPENDIX III
THE RESULT OF THE TEST

NO	1	2	3	4	5	6	7	8	9	10	TOTAL
1	×	√	×	√	×	×	√	√	×	√	50
2	√	×	×	×	√	√	×	√	√	√	60
3	×	×	√	×	√	√	√	×	×	×	40
4	√	√	×	×	√	√	×	×	×	×	40
5	×	×	√	×	√	×	√	×	√	×	40
6	×	√	×	√	√	√	×	√	×	√	60
7	√	√	√	×	√	×	×	√	×	√	60
8	√	√	×	√	×	√	×	×	√	√	60
9	×	√	×	√	×	√	×	√	×	√	50
10	×	×	√	√	√	×	×	√	×	×	40
11	√	×	√	×	√	×	√	×	√	×	50
12	√	×	√	×	√	×	×	×	×	√	40
13	√	√	×	×	×	√	×	√	×	×	40
14	×	√	×	√	×	√	×	√	×	√	50
15	×	×	√	√	×	√	×	√	×	√	50
16	√	√	√	×	√	√	×	×	√	√	70
17	√	√	√	×	×	×	√	√	×	×	50
18	√	√	×	√	×	√	×	√	×	×	50
19	√	√	√	×	×	√	×	×	√	×	50
20	√	×	√	×	×	√	√	×	×	√	50
21	√	×	√	×	√	×	√	√	×	√	60
22	√	×	√	×	√	×	√	×	√	√	60
Total	140	120	130	80	120	130	90	110	80	130	1300

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

Correct value x 100% = 1300 x 100% = 59%
  22 x 10 x 10   2200

PEDOMAN OBSERVASI

1. Lokasi SMA Negeri 8 Padangsidimpuan.

2. Proses pembelajaran Bahasa inggris di SMA Negeri 8 Padangsidimpuan.

3. Keadaan dan Situasi siswa pada saat proses pembelajaran bahasa inggris.

4. Keadaan dan situasi guru pada saat proses pembelajaran bahasa inggris.

5. Keadaan sarana dan prasarana sebagai penunjang proses pembelajaran.

6. Mengobservasi metode mengajar guru.

7. Mengobservasi kemampuan siswa pada saat proses pembelajaran.

PEDOMAN WAWANCARA

A. Wawancara dengan guru bahasa inggris

1. Metode apa saja yang digunakan Bapak/Ibu dalam mengajarkan report text di SMA Negeri 8 Padangsidimpuan?

2. Apa buku pokok yang digunakan Bapak/Ibu dalam mengajarkan report text?

3. Apa media yang digunakan Bapak/Ibu dalam mengajarkan report text?

4. Bagaimana hasil belajar siswa dalam pembelajaran report text?

5. Apa kesulitan-kesulitan yang dihadapi siswa dalam belajar report text?

6. Bagaimana cara bapak/ibu memecahkan masalah itu?

7. Apa usaha Bapak/Ibu untuk membuat proses pembelajaran yang aktif?

8. Bagaimana cara Bapak/Ibu untuk memotivasi siswa agar sukses dalam menguasai report text?

9. Apa indicator yang digunakan Bapak/Ibu guru untuk menentukan kemampuan siswa dalam menguasai report text?

B. Wawancara dengan Kepala Sekolah

7. Apa yang melatar belakangi berdirinya SMA Negeri 8 Padangsidimpuan?

8. Bagaimana letak geografis SMA Negeri 8 Padangsidimpuan?

9. Berapa jumlah guru bahasa inggris SMA Negeri 8 Padangsidimpuan?

10. Berapa jumlah siswa di SMA Negeri 8 Padangsidimpuan?

C. Wawancara dengan Siswa Kelas XI SMA Negeri 8 Padangsidimpuan

1. Apakah adik menyenangi bahasa inggris?
2. Apakah sebelumnya adik pernah kursus bahasa inggris?
3. Apakah adik suka menonton film berbahasa inggris?
4. Apakah adik menyukai pelajaran bahasa inggris, khususnya report text?
5. Bagaimana cara mengajarkan reported speech di sekolah adik, dan apakah menurut adik cara itu cukup bagus?
6. Apakah cara mengajarkan report text di sekolah ini sudah sesuai dengan keinginan adik?
7. Strategi apa yang adik gunakan dalam mempelajari report text?
8. Media apa yang digunakan guru adik ketika mengajarkan report text?
9. Apakah menurut adik penggunaan media itu berhasil?
10. Apakah adik mengalami kesulitan dalam belajar report text?
11. Kesulitan apa saja biasanya yang adik hadapi dalam mempelajari report text?
12. Apa solusi yang diberikan guru kepada adik jika menemui kesulitan dalam mempelajari report text?

CURRICULUM VITAE

Name	: Lenggana Dori Bulan Sitorus.
Registration Number	: 08 340 0060.
Sex	: Female.
Address	: Manunggang Jae.
Religion	: Moslem.
Place/Date of Birth	: Manunggang Jae, December 02nd1989.
Father's Names	: Sahril Sitorus.
Mother's Names	: Nirwana Harahap.

Education Background

1. Elementary school at SD Negeri 142477 Manunggang Jae 1996-2002.

2. Junior high school at MTs S Darul Ikhlas 2002-2005

3. Senior high school at MAS Darul Ikhlas 2005-2008

4. Student of English Section at State College for Islamic Studies (STAIN) Padangsidimpuan 2008-2013

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is very necessary for human beings .It necessary to do in human social activities. The language functioned as message to somebody. There are many language exist in the world, so that, miss communication is possible made by everyone. To prevent this matter, human decides to make world unitary language, such as in Indonesia, the unitary language is Indonesian. There are many world unitary languages or international language, for example Arabian, France, Germany and others. English is one language which often used in the world. It has been thought as compulsory subject, it means that very subject, it means that very student has the duty English in their school.

The students learn English for communication purposes. Good communication will created good relation. Allah said in Holy Qur'an (Al-qur'an surah As-Syuaraa: 84).

وَٱجْعَل لِّى لِسَانَ صِدْقٍ فِى ٱلْءَاخِرِينَ ۝

Its meaning: *Grant me honourable mention on the tongue of truth among the latest (generations)*[1]

Based on the verse of Al-Qur'an above canbeseen the important of study of language to make us good speaker as tool of communication to people.

---

[1]R.H.A. Soenarjo, *Al Qur'an Dan Terjemahan* (Semarang: CV. Toha Putra, 1989), p. 371

Students must have four basic English skills, they are: speaking, listening, reading and writing. They are integrated skills and they cannot be separated one to others. Actually, there are many students have difficulties to master the skill till they can not to use English completely. The difficulties of the students can be known from their unable to communicate or to give information to a reader or group of readers in written language of the reality of a subject of discussion.

When Researcher practice teaching (PPL) in SMA Negeri 8 Padangsidimpuan 45 % of students are still unable to write report text, and 55% are able to write report text by understanding those factors have been mentioned above especially in compound sentences, they are all the correct grammatical aspects of the languages, the types of the transfer information, and the rhetoric that conduct in a communicative event.55% students able to write report text are they always review their lesson in their home.

Text is the main printed part of a book or magazine not to the notes, pictures, etc in order to paraphrase, translate, and revise or condensate. It used as media to express ones ideas in the form of printed material. In the writer opinion, people can do the activity of writing such as retelling the story after reading a text by their own words (paraphrases), translate it to another language (translation), repairing to make it better (revision), and make it to be simple one (condensation). Those activities writing a text can be used in every kind of text.

Report text is one of kinds of text. Report text is the student's ability to present information about something, to reporting information. The report text is

very important genre in the society. Report text enables us to reporting something. There are several factors that influence the students writing report text ability such as compound sentence, vocabulary, sentence structure and so forth.

Furthermore, the report text contains elements, such us as social function, generic structure, and lexicogrammatical features. The elements must exist in report text. The element is used as an indicator to indicate whether the students' text correct or not. The good report text writing makes the students easier to presents information about something.

When the researcher asked of students of SMA Negeri 8 Padangsidimpuan about report text Parts of students able to write report text, but parts of them are still unable to write report text by understanding those factors have been mentioned above especially in analyzing compound sentence.[2] If they do not understand report text well, they will be unable to answer the problem appear when learning report text. If it still continues, it will damage the students score in English and furthermore they will be fail to face the national examination and cannot continue their study. Hopefully, with mastering compound sentence in report text can improve the ability of the students in writing the text.

---

[2] Rena Resma,Sstudent of SMA Negeri 8 Padangsidimpuan.*PrivateInterview*, in SMA Negeri 8 Padangsidimpuan. 4 Mei 2013

In this case, the researcher will discuss about Compound sentence to know its analysis to Report text of the XI grade students of SMA Negeri 8 Padangsidimpuan. Based on the explanation above, the writer conduct a research about **"THE ABILITY OF THE STUDENTS IN ANALYZING COMPOUND SENTENCES IN REPORT TEXT (AT GRADE XI SMA NEGERI 8 PADANGSIDIMPUAN)".**

B. The Focus of the problem

Based on the identification of the problem above, there are many problems includes in grammar. But because of the limitation of the time, fund and knowledge, so the researcher has to focus the problem of this research onthe ability of the students in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidimpuan.

C. The Definition of Key Terms

To be clearly the writer wants to introduce the key term, they are:

1. The ability of the students

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of ability such as, "Ability are: 1). Capacity or power to do something physical and mental. 2). Cleverness, intelligence. 3). Special natural power to do something well that talent".[3]

---

[3]AS. Hornby, *Oxford Advenced Learner's Dictionary*(New York: Oxford University Press, 1995), p. 38

The word student in this topic of discussion means a person who is studying at a school, college, University, etc. A.S. Hornby states: "Student means: anyone who studies or who is devoted to the acquisition of knowledge".[4]

Based on description before, the ability ofthe students means the quality of who is studying at school being able to do something well.

2. Analyzing Compound Sentences

According to Hornby, "The analysis is the study of something by examining its parts and their relationship".[5]While in Indonesian Dictionarystated that "Analisisadalahpenyelidikanterhadapsuatuperistiwauntukmengetahuikead aan yang sebenarnya".[6] (Analysis is the investigation of an event to find out the real situation).

Compound sentence is a sentence which consists of two or more co-ordinate clauses.[7] It is sentence that contains of two or more independent clauses combining with conjunction.

---

[4]*Ibid*, p. 429.
[5]*Ibid*, p. 13.

[6]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa,*Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

[7]JayanthiDakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace,2003), p.238

From the definitions above, it can be concluded that analyzing compound sentences is the study about compound sentences to find out the dependent and independent clause.

3. Report Text is a one of genres, report text which presents information about something. It is as a result of systematic observation and analysis.

Based on the above the meaning, the researcher simplifies that the meaning of the title: The Ability of the students in Analyzing Compound Sentences in Report Text (at grade XI SMA Negeri 8 Padangsidimpuan) is about the students' ability in knowing, analyzing, and identifying compound sentences and report text.

D. The Formulation of The Problem

Based on limitation of the problem mentioned above, the problem of the research can be formulated as follows:

1) What are the students ability in analyzing compound sentences in report text at grade XI SMA Negeri 8Padangsidimpuan?

2) What are students'difficulties in analyzing compound sentences in report text at grade XI SMA Negeri8Padangsidimpuan??

3) What were the efforts done by English teacher to overcome the problems in analyzing compound sentences in report text at grade XI SMA Negeri 8Padangsidimpuan?

E. The Objective of the Problem

The purpose of this research are as follows:

1. To know the ability of students in analyzing compound sentences in report text at grade XI SMA Negeri8Padangsidimpuan??

2. To know the difficulties that usually faced by students in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidimpuan?

3. To know the efforts done to overcome the problems in analyzing compound sentences in report text at grade XI SMA Negeri 8Padangsidimpuan?

F. The Significance of the Research

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

1. Theoretically

   a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidimpuan.

   b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning compound sentences in report text.

2. Practically

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

   b. As an input for the English teacher in teaching and learning process especially in learning compound sentences mastery in report text.

c. As an input to the students to increase their analysis compound sentences in report text.

CHAPTER II

THEORETICAL REVIEW

A. Related Literature

1. Compound sentences

a) The Description of sentences

Orthographically, the sentence begins with capital letter and is terminated by a full stop. A sentence is a group of words which makes complete sense.[1] According to Alice Oshima and Ann Hogue, sentence is also a group of words that used to communicate ideas in writing or in speech.[2]Sentence is a complete, independent unit of thought and consists of two main parts: a subject and a predicate. The subject is the word or words that names the person, thing, or place that sentence is about. The subject is usually a noun or pronoun .The predicate makes a statement about the subject. [3]It consists of a verb and its modifiers or complements. Complement is a word or words that used to complete meaning of the verb. The verb is the most important part of the predicate. It expresses action or state of being.

Ex: Birds fly.

They walk.

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[1]JayanthiDakshina Murthy .*Contemporary English Grammar (*Delhi: Book Palace,2003), p. 235.

[2] Alice Oshima and Ann Hogue, *writing Academic English: A Writing and Sentence structure Workbook for International Student (Addison – Wesley Publishing Company: USA, 1983)*, P. 121.

[3]*Ibid.*

My mother is cooking.

Nana writes a letter for her uncle.

1. Sentence structure.

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

Ex:

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

2. Sentence Class

The format classification of sentences is traditionally in grammatical studies undertaken to the number and class (main or subordinate) of clauses they contain.

a. Simple Sentence :

Where a sentence consist of a main clause only.[4]

Ex : I'm off town now

b. Compound sentence

A sentence which consist of two or more co-ordinate clauses.[5]

Ex : I went to Agra and visited the TajMahal.

c. Complex Sentence

A sentence which consist of one main clause and one or more subordinates clauses.[6]

Ex: When I went there, I found that padmaja was cooking

d. Compound- Complex Sentence.

A sentence which consist of two or more main clauses and at least one subordinate clause.[7]

Ex : My friend believes that he can do anything if he has a lot of money, but I cannot agree with him.

b) Compound Sentence

According to Wren Martin state that Compound Sentence is a sentence that is made up of two or more principal or main clauses.[8] It is

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[4] G. David Morley, *Syntax In Functional Grammar An Introduction to Lexicogrammar in System Linguistic* (*London*& New York: Continuum 2000), p. 69.

[5]JayanthiDakshina Murthy, *Op. Cit*., p. 238.

[6]*Ibid*.

[7]*Ibid*.

[8]Wren and Martin, *High school English Grammar and Composition* (S. Chand & Company LTD: Ram Nagar, 1991), p. 166.

sentence that contains of two or more independent clauses combining with conjunction.

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

He studied hard but he still failed in his exams.

Father reads magazine, mother cooks, and I study.

Conjunction is a word joins together sentences or words and clauses.[9]

Ex:I like mango _and_ banana.

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

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

According to JayanthiDaksinastated, conjunction aredivided into four kinds namely:

1) Correlative conjunction

Conjunction which are used in pairs are known as correlative conjunctions

Ex: either- or   such - that

Neither – nor   as - as

Both –and   as - so

Though – yet   so- that

Whether –or   hardly - when

Not only –but also   no sooner - than

2) Compound conjunction

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[9]JayanthiDakhsinaMurty, _Op.Cit_., p. 212.

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

Ex : In order that   as though

      On condition that   in asmuch as

      Even if   as well as

      So that   as soon as

      Provide that   as if

3) Co-ordinating Conjunction

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

ex :   and   or

      but   also

      for   either - or

      nor   neither - nor

4) Sub-ordinating Conjunction

Conjunction which are used to join clauses of unequal rank are known as subordinating conjunction.[10]

ex :   after   although   when

      because   till   where

      if   before   while

      that   unless   than

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[10]*Ibid* ., p.212- 217

though   as

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

1. Coordinating conjunctions ∕ coordinators have a purely logical connective function and principal ones are (both…) and, but, (either…) or, (neither…) nor

2. Subordinating conjunctions ∕ subordinators are much numerous and include, example: after, although, as, because, before, since, until, unless, whether, while, when, who that, so that, in order that, etc.[11]

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

2. Report Text

A text is a meaningful linguistic unit in a context.[12] A text of a language is unique. Some languages may have some similarities in a text. They also have some differences. Someone of the kinds of text is Report Text.

Report text is a kind of genre which has the aim to inform the reader. Basically, Report text is a kind of text that gives general information about something. Before going to discuss Report text deeply, it would be better to discuss the definition of Report text according to some expert.

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[11]G.David Morley, Op-Cit.., p.43-44

[12]SanggamSiahaan and KisnoShinoda, *Generic Text Structure* (Yogyakarta: GrahaIlmu, 2008), p. 1.

According to OtongSetiawanDjuhari says that Report text is a kind of pare result of perception, research, observation, or study about object, animal, people or place.[13] To be able to analysis report text, the students should understand about the generic structure firstly. The generic structure of Report text is: general classification and description.

Linda Gerot and Peter Wignelladds Report text consist of their rules that must be paid attention, they are: 1) Social function, 2) Generic structure, 3) Significant Lexicogrammatical features.[14]

a. Social function

Social function is tell what the aim of the text. The social function is near the same with the communicative purpose which refers to aim of the text which wants to be expressed by the writer to the read.[15]. Stefen Peter said "The social function is near the same with the communicative purpose which refers to the aim of the text which want to be expressed by the writer to the reader". [16] Michael Swan says, "Social function is a vaquency specified a social event and social function used as noun is very rare.[17]

Linda Gerot and Peter Wignellsay, "Social function to describe the way things are, with reference to a range of natural, manmade and social

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[13]OtongSetiawanDjuharie, *Genre* (Bandung: YramaWidya, 2007), p. 26.

[14]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerdstabler, 1994), p. 196.

[15]*Ibid.,*

[16]Stefen Peter, *Living English Structure* (New York: Prentice Hall,2002), p. 78.

[17] Michael Swan, *A Communicative Grammar of English* (Sydney: GerdStabler, 2001), p. 127.

phenomena in our environment".[18]Furthermore OtongSetiawanDjuhariesays Social function gives the reader about the topic of the text itself and brought the reader to know what are talking about in the text self.[19]Pardiyono says, Social function is telling what the aim of the text.[20]

Then the social function or communicative purpose aims to tell events for the purpose of informing or entertaining. The social function gives the reader about topic of the text itself and brought the reader to know what are talking about.

By doing so, the researcher concludes that social function is aimed to socialized, in order to attend the readers to know what the text is and what the aim to be written by the writer.

b. Generic Structure

Generic structure is the stages that must be followed in arranging the text. Generic Structure is something important of text construction. OtongSetiawanDjuhariesays, Generic structure mengacupadaalur yang tersajidalamteksatautahapan- tahapanpemetaangagasan/ informasiteks.[21]It means generic structure is the structure of the text contains idea or information of the text. According to SanggamSiahaan and KisnoShinoda says, "The text structure is the culture of the native speakers of a language to

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[18]Linda Gerot and Peter Wignell, *Op.Cit.*, p.196
[19]OtongSetiawanDjuharie, *Op.Cit.,* p. 27.
[20]Pardiyono, *Theaching Genre Based Speaking* (Yogyakarta: Andi Offset, 2008), p. 25.
[21]OtongSetiawanDjuharie, *Op. Cit*., p. 26.

select and use the linguistic units of their language in the production and interpretation a text as the tool of an effective and efficient communication".[22]

Then, OtongSetiawanDjuharie adds, "Teks Report umumnyamemilikistruktur: 1) General Classification, 2) Description."[23]It means that the generic structures of the Report Text are: 1) General Classification, 2) Description.

1. General Classification

General classification Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general. Linda Gerot and Peter Wignellsays, General Classification tells what the phenomenon under discussion.[24]

2. Description

Description is describing the thing which will be discussed in detail part per part, customs or deed for living creature and usage for materials. According to Linda Gerot and Peter Wignell says, Description tell what the phenomenon under discussion is like in terms of:

- Parts (and their function)

- Qualities

-Habits or behaviors if living; if non- natural[25]

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[22]SanggamSiahaan and KisnoShinoda, *Op. Cit*., p. 2.

[23]OtongSetiawanDjuharie, *Op. Cit*.,

[24]Linda Gerot and Peter Wignell.*Loc. Cit*.

[25]*Ibid.*

3. Lexicogrammatical Features

A lexicogrammatical features is the rule in arranging a text. It is the domain language feature that is used in the text such as focus on general noun, use of relational process, and use simple present tense.

Accordingto   OtongSetiawanDjuharie said,"Lexicogrammmaticalidentikdengansyntax (dalamtatabahasatradisional).Lexicogrammaticalmengacupadastrukturtertentu yang digunakanuntukmengungkapkanmaknatertentu".[26] It means that lexicogrammatical is identic syntax in traditional grammar and refers to certain structure which is used to express certain meaning.

AGhaniJohanalsoregues,"Lexicogrammaticadalahtataaturanpenulisans uatuwacanaberdasarkantatabahasaInggris yang baik".[27] In the Report Text, it has some lexicogrammatical features such as first, general noun, second, use relational process and third, use simple present tense.

1. General Noun

Noun is the name of person, place or thing.[28]HotbenLingga D says, Kata bendaadalah kata yang digunakanuntukmenamaiseseorang, tempat, benda,sifat, ide, atauperbuatan. Kata bendaadalah kata yang

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[26]OtongSetiawanDjuharie, *Op. Cit.,*

[27] A GhaniJohan,*Reading and Translation* (Yogyakarta: PustakaPelajar, 2006), p. 5.

[28] Joyce Amstrong Carrel, *Writing and Grammar* (Texas: Prentice Hall, 2001), p. 368.

digunakansebagainama orang,binatang,bendaatautempat.[29]It maeans that noun is the word that is used to accompany someone place, thing, attitude, idea or action. Noun is the word that used as the name of someone, animal, thing or place.

2. Use Relational Process

    Relational process involves state of being (including having). They can be classified according to whether they are being used to identify something.[30]

3. Use Simple present Tense

    Simple Present Tense is used to talk habitual action.Michael A payle and Mary Ellen says,this tense is usuallynot used to indicate present time.[31] The present tense is tense for description, definition, and statements of general truth.

    In Oxford Advanced Learner's Dictionary by Hornby states that simple present tense is used to describe the present tense of in active verb that is formed without an auxiliary verb.[32]

    Another like Jayanthi opinion who stated that simple present tense is when a tense is used to show the present tense.Further, Jhon

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[29]LinggaHotbenD,*Intisari Tata BahasaInggrisKontemporary* (Jakarta: Kesaint Blanc, 2003), p. 7.

[30] Linda Gerot and Peter Wignell, *Op.Cit*., p. 67.

[31] Michael A Payle and Marry Ellen, *TOEFL* (India: Willey Dreamlech, 2002), p. 57.

[32] As. Hornby, Op.Cit., p.1187.

action took places at present in simple form or a habitual action was not relate with time.[33]

So, it can be concluded that simple present tense was used to show that an action took places at present, general truth or an action was not relate with time. As known that the simple present tense is when a verb is used for event situations in present time.

Adverb of frequency is common time markers in the present tense. They tell how often an action is repeated: always, usually, often, sometimes, occasionally, seldom, rarely, hardly ever, etc.

Ex: She writes her homework.

He comes to the party

I always go to market

a) Example.

Indonesian text:

Kanguru

Kanguruadalahbinatang yang hanyaditemukan di Australia, Meskipundiamemilikikelompok yang lebihkecil yang disebut Wallaby, yang hidup di pulau Tasmania Australia danjuga di New Gunea.

Kangurumakanrumputdantanaman.Merekamemilikiduakaki depan yang pendek, tetapimemiliki kaki belakang yang

[33]JhonS.Hartantoet.eL Accurate, Brief and clear English Grammar (Surabaya: Indah Surabaya, 2003), p. 277.

sangatpanjakdankuatdanjugamemilikiekor.

Semuaitudigunakanuntukdudukdanuntukmelompat.Kangurutelahdikenals

ukamembuatlompatankedepanlebihdaridelapan meter,

danmelompatipagarlebihdaritiga meter.

Merekajugabisaberlaripadakecepatanlebihdari 45 kilometer per jam.

English text:

Kangaroo

A kangaroo is an animal found only in Australia, although it has smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. they have short front legs, but very long and very strong back legs and a tail. These they use for sitting and jumping. kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at of over 45 kilometers per hour.

b) Analysis.

1. ∥A kangaroo is an animal found only in Australia, although it has smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.∥

2. ∥Kangaroos eat grass and plants∥

3. ∥They have short front legs, but very long, and very strong back legs and a tail.∥

4. //Kangaroos have been known to make forward jumps of over eight

meters, and leap across fences more than three meters high.//

5. //They can also run at of over 45 kilometers per hour.//

c) Sentence division.

1) <u>Akangarooisananimalfoundonlyin Australia,</u>   <u>although</u>

     S   N   V   Adv Place   Conjunction

<u>it has Smaller</u>   <u>relativ</u>e, <u>calledawallaby,</u> <u>whichliveson the</u>

Adj   V   N   V   Adv (place)   N

<u>AustralianislandofTasmaniaandalsoinNew Guinea</u>.

   N   p   N   Conj   p   N

2) <u>Kangaroos</u>   <u>eat</u>   <u>grass</u> <u>and</u>   <u>plants</u>.

    S   V   O Conj   O

3) <u>Theyhaveshortfrontlegs,</u> <u>butverylong,andverystrong</u>

  S   tobeAdj   N   conjAdvAdjconjAdvAdj

<u>backlegsand</u> a <u>tail</u>.

AdjNConj   N

4) <u>Kangarooshavebeenknown</u> to <u>makeforwardjumpsofovereight</u>

    S   tobe   V   V   N   V   conj   N

<u>meters,andleapacrossfencesmorethanthreemetershigh</u>.

    AdjadvV   N   advadj

5) <u>Theycanalsorun</u> at <u>ofover 45 kilometers per hour</u>.

    S   conj   V   p   Adv

From the example above, it can be seen the rules of the text as follows:

    a. Social Function : To inform us about Kangaroo

    b. Generic Structure:

General Classification	A kangaroo is an animal found only in Australia, although it has smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.
Description	Kangaroos eat grass and plants.
	they have short front legs, but very long and very strong back legs and a tail. These they use for sitting and jumping.
	kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high.
	They can also run at of over 45 kilometers per hour.
Lexicogrammatical features	1. General Noun : Kangaroo 2. Use Relation Process : have been

	3. Use Simple Present Tense: Found, lives, eat, use, make, jumps, leap, run.

B. Related Findings

Related to this research, some research had been done as below : First, MuzakkirErlangga"An Analysis of Compound Sentence in J.K Rowling's Harry Potter and the Soecerers Stone ". He analyze compound sentences in Novel for Three Chapters (5,6 and 16) for 17 chapters The concluding of his research, 53 compound sentences Co-ordinating conjunction "and"was dominant find in novel (73,91%) from 69 total of compound sentences.

Next, Ruth Handayani"The Analysis Of Compound Sentence Used In Tennessee Williams' play: A Street Car Named Desire". The concluding of her researchcompound sentences wich co-ordinating and sub-ordinatingconjunctions"and, that" was dominant find. In compound sentences use coordinate comma (,) only one, and conjunction dominant find to join clauses is "than".

From the above explanations, the researcher thought, co-ordinating and sub-ordinating conjunction it was high subject that must be understood by students. This was one of the reasons why researcher chose the title "The Ability of the students in Analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidimpuan". Researcher thought, if the students want to

analyzecompound sentences, they must understand from the basic like they have to be able toanalyze compound sentences.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

1. Place of the Research

   The research conducted at Grade XI IA-1 SMA Negeri 8 Padangsidimpuan in academic in 2012/2013 Academic Year, which the complete address is on Desa Perkebunan PulauBaukkecamatan PadangsidimpuanTenggara,Pemerintahan Kota Padangsidimpuan.

   This school is chosen by the writer as the place because of some reasons, 1) the data which is needed for the research is available in the school, 2) it is one of the national schools in Padangsidimpuan and 3) the title has never been research in this school.

2. Time of the Research

   The researcher has done from February 2013 to April 2013, and the data have taken after the research letter comes up from the Academic Office of STAIN Padangsidimpuan.

B. The Design of Research

Based on analysis of data, this research would conduct with qualitative approach. "Pendekatankualitatifadalahpenelitian yang bermaksuduntukmemahamifenomenatentangapa yang dialamiolehsubjekpenelitiandenganmemanfaatkanmetodeilmiah".[1] (Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method).

While according to Abdul Azis that copied by BurhanBungin in *Analisis Data PenelitianKualitatif*, "PendekatanKualitatifadalahsalahsatupendekatanutama yang padadasarnyaadalahsebuah label ataunama yang bersifatumumsajadarisebuahrumpunbesarmetodologipenelitian".[2] (Qualitative research is one of the main approaches that basically is a label or the name of generally from a research methodology).

Based on the method, this research used descriptive method."Metodedeskriptifadalahpenelitianyang menggambarkanobjeksesuaiapaadanya".[3] (Descriptive method is a research want to describe object). This method used to describe the analysis on students' compound sentences mastery in report text (astudy at grade XI in SMA Negeri 8Padangsidimpuan).

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[1]Lexy J. Moleong, *MetodePenelitianKualitatif* (Bandung: RemajaRosdakarya, 2009), p. 126.
[2]BurhanBungin, *Analisis Data PenelitianKualitatif,* (Jakarta: PT. Raja GrafindoPersada, 2007), p. 19.
[3]Sukardi, *MetodePenelitianPendidikanKompetensinyadanPrakteknya,* (Jakarta: BumiAksara, 2003), p. 157.

Based on the place, this research was field research.[4] This research was done in SMA Negeri 8Padangsidimpuan.

C. The Data Source

The source of data this research consist of two sources, it was the source of primary data and the source of secondary data.

a. Primary source of data (principal data) is the basic of data. Primary source of the data took from the English teacher they are Mrs. Elva JuliyantiSiregarS.Pd, Mrs. RiskahJuliyatiSihombing, S.Pd, Mrs. Mami,S.Pd, Mr. Budi Saputra, S.Pd, and Mr. AdinomoPrasetyo ,S.Pd I. Then the students grade XI in SMA Negeri 8 Padangsidimpuan. They are divided into four classes: class XI IA 1, XI IA 2, XI IS 1, and XI IS 2. The researcher took one class is the students of XI IA 1. This research done with using purposive sampling. Riduwan said "Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim".[5]Actually, researcher took one class to do the research. Researcher took the certainly class because it could be representative to take the result of research. So, there was22 students who answer the test.The researcher took this class is the cleverest class in Grade XIin SMA Negeri 8 Padangsidimpuan.

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[4]SuharsimiArikunto,*ProsedurPenelitianSuatuPendekatanPraktek,*(Jakarta:　RinekaCipta,, 2002), p. 8-9.

[5]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p. 63.

b. Secondary sources of data (supplementary data), is an information from Mr.MangsurNasution,S.Pd as the headmaster and English teacher in SMA Negeri 8 Padangsidimpuan.

D. The Technique of Data Collection

Jhon W. Creswell said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information through unstructured (or semi structured), observations and interview, document and visual materials.[6]

To get an accurate data, researcher collected data by doing those activities:

a. Observation

Ronny HanitijoSoemitro Said on MetodePenelitian;DalamTeoridanPraktek by JokoSubagyo observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later:[7] Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior. So this observation used to know the situation in SMA Negeri 8 Padangsidimpuanincluded location, facilities and subject of research as supporting to know the ability of the students in analyzing compound sentencesin report text.

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[6]Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches,*(USA: Saga Publications, Inc, 2002), p. 185.

[7]Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: PT. Rineka Cipta, 2004), p. 63.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[8] In this research, the writer used structural interview. In structural interview the writer prepared the question an alternative of the answer that was given to the interviewer.[9] So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview was given for grade XIstudents in SMA Negeri 8Padangsidimpuan; the questions were appropriated with the list of interview. Interview was done for getting data about the difficulties that usually faced by the grade XI SMA Negeri8 Padangsidimpuan students in analyzing compound sentences in report text and the efforts done by English teacher to increase the ability of the students in analyzing compound sentences in report text at grade XISMA Negeri 8Padangsidimpuan.

c. Test

In order to gather the data accurately on the ability of the students in analyzing compound sentences in report text, the researcher gives a test. Appropriate with the instrument of this research, the researcher wants to know the ability of the students in analyzing compound sentences in report text. The test is analyzing compound sentences from report text, then identifying

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[8] Gay and Peter Airasion,*Education Research CompetencisFor Analysis and Aplication*(USA: Prentice Hall, 2000), p. 219.

[9]AmirulHadi and Haryono,*MetodologiPenelitian* (Bandung: PustakaSetia, 1998), p. 136.

dependent and independent clauses. The test was consisting of 1 report text

consist 10 of compound sentences. Every item that had correct answer gave

10 values. So, if all questions can answered correctly then the values will 100.

E. **The Technique of Data Analysis**

After collecting the data, the researcher analyzes the data; the technique of

data analysis presented in descriptive form. The data analyzes by the following

procedures:

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:

$$M = \frac{(\sum x)}{N}$$

Note: M   = Mean score (Average)

   N   = Sum of the respondents

   $(\sum x)$ = Total of the result[10]

4. After calculating and scoring students' answer sheets then, their score was

   consulted into the classification quality on the table below:

[10]AnasSudijono, *PengantarStatistikPendidikan* (Jakarta: PT. Raja GrafindoPersada, 1987), p. 81.

Table I

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[11]

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.

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

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[11]Riduan, *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitiPemula*(Bandung: Alfabeta, 2005), p. 89.

So, from the explanations above that the researcher analyzed the result of the test with meant score, the researcher interviews the English teacher and some of students, the researcher arrange the data systematically and concluding of the research descriptively.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

This research was conducted in SMA Negeri 8Padangsidimpuan which located at Perkebunan PijorkolingStreet Km. 8,5Padangsidimpuan.SMA Negeri8Padangsidimpuan is one of the senior high school in Padangsidimpuan. This school was built in 2004 ∕ 2005 academic year. Before the building was finished the activities of teaching and learning was done in SMP Negeri 8Padangsidimpuan.

SMA Negeri 8Padangsidimpuan had been headed by four principles, the first wasJutaLubisS.Pd, the second was Drs. HasbullahSaniNasution, the third was Drs. Nazim Batubara, M.Pdand now the principle of SMA Negeri 8wasMangsurNasution, S.Pd.

This school has location borders as below:

1. North side was abutted with SekolahMenengahKejuruanNegeri4 (SMK N 4) Padangsidimpuan.

2. East side was abutted with Perkebunan Pulaubauk area

3. South side was abutted with PerumahanpendudukSidorejo.

4. West side was abutted with PerumahanpendudukTangsi Tengah.

The wide of area was 1,5 Ha, that's wide enough to create the effective learning environment. SMA Negeri 8Padangsidimpuan was also had good

infrastructures; those were the infrastructures that we could find in SMA 8Padangsidimpuan:

Table II

Infrastructures of SMA Negeri8Padangsidimpuan

No	Kinds of infrastructure	Total/Wide
1	Landmass	15.000 m
2	Buildings	2.236 m
3	Sport area	10.000 m
4	Classes	16 Classes
5	Teacher's Room	1 Room
6	Headmaster' Room	1 Room
7	Assistent Headmaster's Room	1 Room
8	Administration Room	1 Room
9	Library	1 Room
10	Computer Room	1 Room
11	Physics Laboratory	1 Room
12	Chemistry Laboratory	1 Room
13	Mushalla	1 Room
14	Bath room	4 Room
15	UKS room	1 Room
16	Student's consult (BP/BK)	1 Room[1]

From those infrastructures above, physically, SMA Negeri 8Padangsidimpuan had a sufficiency building, where all buildings seven classes or offices had built permanently. To complete the process of teaching learning, SMA Negeri 8Padangsidimpuan has 45 teachers and official[2] to teach all students with their own teaching capability. Teacher is one of factor who

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[1] Data was taken From Administration Data of SMANegeri 8 Padangsidimpuan.
[2] *Ibid.,*

establish students success in learning process. The data of teachers and officialsSMANegeri 8Padangsidimpuan as follows:

Table III

Situation Teachers and Official

No	Name	Group/position
1.	MangsurNasution, S.Pd	IV/a
2.	MhdArisLubis, S.Pd	IV/a
3.	Drs. SahruRomadonaSiregar	IV/a
4.	Abdul Kadir,S.pd	IV/a
5.	HasanuddinTambunan	IV/a
6.	Kemalawati, B.A	III/c
7.	Tuty, S.Pd	III/c
8.	Ramadhan Amin, S.Si	III/c
9.	ZulfahmiNasutionS.Pd	III/c
10.	MindarSigalingging, S.Pd	III/c
11.	Amir Makhmud, S.Pd	III/c
12.	MhdIkhsanDharmanata, S.Pd	III/c
13.	Cherry SusandiSimanungkalit, S.Pd	III/c
14.	RoslinaSitorus, S.Pd	III/c
15.	Mhd. AkhyarNasution, S.Pd	III/c
16.	Sahmin,S.Ag	III/c
17.	Muh. Juli, S.Sos	III/c
18.	EfridaYetraNasutionS.Ag	III/b
19.	Mukhlis, S.Pd	III/b
20.	IlhamRiskiNasution, S.Pd	III/b
21.	RiskaJuliatiSihombing, S.Pd	III/b

22.	RodestaLusianaSiregar, S.Th	III/b
23.	LeniMarlina, S.Pd	III/b
24.	HerlinaLubis, S.Pd	III/b
25.	InongDiliwati, S.Pd	III/b
26.	Rita IdawatiButarbutar, S.Pd	III/b
27.	RahmaHeriati, S.Pd	III/b
28.	Elva JuliantiSiregar, S.Pd	III/b
29	Seri Devi Harahap	III/b
30.	Ahmad Negara, S.P d	III/a
31.	DediIskandar, S.Pd	III∕a
32.	SispanaJulianiSihombing, S.Pd	III/a
33.	SitiArbaiyatun,S.Pd I	III/a
34	HandiRahlilBatubara,S.Pd	III/a
35	Elisabeth Sinaga, S.Pd	III/a
36.	Mami, S.Pd	
37.	PuputIrawati, S.Pd	
38.	NurSyawalina, S.Pd	
39.	NurMilan, S.Pd	
40.	Romaito Batubara, S.Pd	
41.	Ropiah, S.Pd	
42.	SunitaDamayantiHasibuan, S.Pd	
43.	Budi Saputra, S.Pd	
44.	YeniLysha, S.Pd	
45.	LiliAtriLubis, S.Pd	
46.	DewiMarlinaSiregar, Spd	
47.	IrpansyahS.Pd	
48.	Ahmad SolihLubis, S.Pd	

49.	AdinomoPrasetyo, S.Pd I	
50	Sugiati,S.Pd	
51	Mei FitrahHannumPulungan,S.Pd	
52	EndraNasution	
53	MaliddinPulungan	

Table above description of teachers' data SMA Negeri 8Padangsidimpuan at 2012/2013. So all teacher and official in this year are 53 persons.

Especially for English lesson, SMA Negeri 8Padangsidimpuan had 5 teachers, they were:

1. Elva Juliyanti, S.Pd

2. RiskahJuliati,S.Pd

3. Budi Saputra, S.Pd

4. Mami, S.Pd

5. AdinomoPrasetyo, S.Pd I

SMANegeri 8 Padangsidimpuan had 16 classes, they were: 6 classes grade X, 6 classes grade XI and 4 classes grade XII. The research participantswere the students of class XI IA-2. It consists of 22 students. There were 15 female and 7 male. This class was chosen because the writer found the problems of analysis compound sentences in report text in this class.

B. **Specific Findings**

1. **The Description of the Ability of The Students in Analyzing Compound Sentences in Report Text at Grade XII SMANegeri 8Padangsidimpuan**

      Based on the result of the test which was given to respondents, it could be seen that the score of respondents between 40 up to 80. It means that the highest score was gotten by respondent 80 and the lowest score was 40. The description scores of grade XI students of SMA Negeri 8Padangsidimpuan in analysis compound sentences in report text can be seen in these following explanations.

Table IV

The ability of the student in analyzing compound sentences in

report text

Number of Test	Students (Correct)	Students (Fault)	Total
1	14	8	22
2	12	10	22
3	13	9	22
4	8	14	22
5	12	10	22
6	13	9	22
7	9	13	22
8	11	11	22
9	8	14	22
10	13	9	22

      From the data show that the ability of the students in Analyzing Compound Sentences in Report Text. For the first sentence 14 students were

correct (61%) and 8 students were wrong (39%). The second sentence 12 students were correct (54%) and 10students were wrong (46%). The third sentence 13 students were correct (59%) and9 students were wrong (41%). The fourth sentence 8 students were correct (36%) and 14 students were wrong (64%). The fifth question 12 students were correct (54%) and10 students were wrong (46%)).

The sixth sentence 13 students were correct (59%) and9 students were wrong (41%). The seventh sentence 9 students were correct (40%and 13 students were wrong (60%)). The eight sentence 11 students were correct (50%) and11 students were wrong (50%). The ninth sentence 8 students were correct (36%) and 14 students were wrong (55%). And the last, 13 students were correct (59%) and 9 students were wrong (41%)).

To get the presentation ofthe students in Analyzing Compound Sentences In Report Text, researcher made formula to find the mean score. Based on Riduan, the formula is:

$$M = \frac{\sum X_3}{N}$$

$$\frac{Correct\ Value}{22 \times 10 \times 10} \times 100\% = \frac{1300}{2200} \times 100\% = 59\%$$

[3]Riduan,*BelajarMudahPenelitian untuk Guru-KaryawandanPeneliti Pemula*(Bandung:Alfabeta,2005), p.89.

Based on the test result that was given to the students, to determine the ability of the students in Analyzing Compound Sentences in Report Text at grade XI in SMA Negeri 8Padangsidimpuancouldbe seen on the criteria below:

Table V

Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good[4]

Based on the calculating score the ability of the students in Analyzing Compound Sentences in Report Text at grade XI in SMA Negeri 8Padangsidimpuan was 59 %(see apendix III). Based on the criteria above, it can be categorized that the analysis students compound sentences in report text enough.

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[4]*Ibid.*

2. The Difficulties are that usually Faced by Students in Analyzing Compound Sentences in Report Text at Grade XISMA Negeri 8Padangsidimpuan

One of the aims in this research was to know the ability of the students in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidimpuan. The instrument that used to found those difficulties is interview. Researcher made an interview for students at grade XI of SMA Negeri 8 Padangsidimpuan. Based on the result of interview to students, there were students analyzing compound sentences in report text in analysis compound sentences in report text the students must able to use element of sentence that correct. Rena Resma said that the students felt difficult in analyze compound sentence in report text.[5] They felt, confusing when they were been asked to used compound sentence in report text. In doing the test some of them made wrong answer.

AdekSetiaNingsih said that they felt difficulties in make compound sentence with goodsentence structure.[6] The students did not memorize wellsentence structure in compound sentences, they Difficulties in knowing conjunction so; they felt difficulty in identify dependent and independent clauses.

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[5]Rena Resma, Student of SMP Negeri 8 Padangsidimpuan. *Interview* in SMA Negeri 8 Padangsidimpuan.4 mei 2013.

[6]AdekSetiaNingsih, Student of SMANegeri 8 Padangsidimpuan. *Interview* in SMA Negeri 8 Padangsidimpuan. 4 mei 2013.

Based on the result interview between the researcherwith NurAinun said, the big difficult analysis compound sentences in report text was about vocabulary. She never memorizes the vocabularies. She needed long time to open dictionary.[7] Similarly, SelpiDamayanti said that, vocabulary is one of difficulties analysis compound sentences in report text, because English was difficult to memorize the vocabularies.[8]

From the explanations above, it can be concluded that was difficulties for grade XI students of SMA Negeri 8Padangsidimpuansentence elements, conjunction, Dependent and independent clauses, and vocabulary.

3. **The Efforts of the English Teacher in Overcoming Problems in Analyzing Compound Sentences in report text at grade XI in SMA Negeri 8 Padangsidimpuan**

To anticipate the difficulties of the students in analyzing compound sentences in report textbefore the English gave the lesson, the teacher asked some students about sentence element asked them to make some example about it. Based on the result of interview to English teacher, to overcome the difficulties in Analyzing compound sentences in report text, the teacher always make drill and practice more and more. And then the teacher always repeated the lesson and gave more examples about the sentence structure in compound sentences. The

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[7]NurAinun. Student of SMA Negeri 8 Padangsidimpuan.*Interview* in SMANegeri 8 Padangsidimpuan.4mei 2013.
[8]SelfiDamayanti. Student of SMA Negeri 8 Padangsidimpuan.*Interview* in SMANegeri 8 Padangsidimpuan.4 mei 2013.

teacher hope that way can anticipate students' difficulties in learning compound sentences.

Based on interview to MrsRiskahJuliyati, to anticipate student's difficulties to indicate among dependent clause, and independent clause teacher taught about conjunction before learning compound sentences and gave the students home work.[9]The learn process that teacherused deductive strategies in teaching compound sentences. The technique used by teacher is speech. The English teacher used the book hand and exercise book (LKS).

C. Discussion

After analyzing the data, it was gotten that the ability of the students in analyzing compound sentences in report text can be categorized enough. It can be known from the calculating score (see apendix III) that the ability of the students in analyzing compound sentences in report text at grade XI in SMA Negeri 8 Padangsidimpuan was 59%.

In learning compound sentences, there were some difficulties that faced by students, they were the students lack of the identification dependent and independent clause in compound sentences, the studentswere weak in the Tenses, element sentence. It is supported by Muhibbin Syah that the learning difficulties can be caused by 2(two) factors, they were: *the first*, internal factor (factors from

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[9]RiskahJuliyati, S.Pd, English Teacher in SMA N 8 Padangsidimpuan, *Private Interview,* 4 Mei 2013.

the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). *The second*, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition. [10]

However, the internal factor and external factor influenced the students' difficulties in their learning. First, they faced the difficulties because of their worse mind set or opinion. They believe that grammar is difficult subject. Then, they have low enthusiasm and motivation in learning reported speech. Lastly, they have not understood yet the explanation given by the teacher.

To anticipatethe learning difficulties, the English teacher efforts were the English teacher often repeated the lesson especially in determining the conjunction, structure sentence. Then, the English teacher motivated the students to improve students' interested in learning grammar especially in learning compound sentences. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.[11]

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the

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[10]Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.
[11]Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.

researchers, in teaching compound sentence and report text the teacher used makeshift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

D. The Threats of the Research

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

On doing the test, there were the threaths 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, theresearchertook the seets answers directly without care about it.

Theresearcherwas aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of observation, interview and test done by the researcher about the ability of the students in analyzing compound sentences in report text at grade XI in SMA Negeri 8Padangsidimpuan, theresearchercan conclude as follow:

1. The ability of the students in analyzing compound sentences in report text at grade XI in SMA Negeri8 Padangsidimpuan can be categorizedenough (59 %).

2. The difficulties that faced by students in learning compound sentences:

   a. The students still weak in sentence structure.

   b. The students still weakin vocabulary.

   c. The students still weak in knowing conjunction

   d. The students' difficulties in make good sentence.

3. The efforts by English teacher to overcome the students difficulties in learning compound sentences were:

   a. The English teacher gave the students drill and practice more and more about the sentence structure, conjunction, dependent and independent clause, element sentence in compound sentence and report text.

46

b. The teacher always repeated the lesson, gave more explanation and gave more examples about conjunction in compound sentences andthe sentence structure in report text.

c. The English teacher asked the students to memorize the rule of the element sentence in compound sentence. Then, the English teacher motivated the students to improve students' interested in learning grammar especially in compound sentence.

B. The Suggestions

Based on the conclusions above, researchergave some suggestions as follow:

1. To principle of SMA Negeri 8Padangsidimpuan always to motivate the English teacher to increase his ability in teaching English.

2. To the English teacher to motivate the students to improve their abilities especially in compound sentence and report text, and in teaching must be done by inner feeling, so that theteacher always effort and the students can understand what do teacher says. And then the teacher also can useappropriateteaching method and teaching media, so thatstudents are notsaturated andteachingbecomesmore varied, than thatthe studentsare also moreeasilyunderstand and remember.

3. To the readers especially English learners more improve their knowledge in learning compound sentence andreport text.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix I   : Interview Guidance

Appendix II   : Test Item

Appendix III   : The Result of the Test